

# SEN Policy



**Approved by:** GB

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# 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

The governors and staff recognise that learners may have additional needs throughout or at any time during their school career. Staff will take into account planning for students' individual needs. The provision made therefore enables students to participate effectively in all curriculum and assessment activities in addition to broader aspects of school life.

The Student Care Teams mission statement is: "Making it possible for everybody, regardless of difference in mind or body, to be part of our school community, find their own personal space in society and achieve their potential."

At The Duston School we believe that Inclusion means the continuous process of increasing the presence, participation and achievement of all children, young people and adults in the local community.

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*The aim of this policy is to set out our commitment to an inclusive learning environment.*

- *To ensure the early identification of all students requiring additional provision*
- *To create an environment that meets the individual needs of all learners*
- *To ensure that all students have equal access to a broad, balanced and differentiated curriculum* □
- *To ensure that all students take as full a part as possible in all school activities and fulfil their potential*
- *To encourage students to develop confidence and self-esteem and to recognise the value of their own contribution to their learning*
- *To ensure that parents/ carers of students with additional or different needs are kept fully informed of their child's progress and attainment and are engaged in effective communication*
- *To ensure that students are fully involved in their learning and in decisions affecting their provision*

*At The Duston School we have adopted a whole-school approach to Inclusion policy and practice which is dependent on shared responsibility and partnership between all staff. The SEND Code of Practice (2015) makes it clear that all teachers are teachers of students with special educational, additional or different needs.*

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools in England.

### **4. Roles and responsibilities**

#### **4.1 The SENCO**

The SENCO in the Secondary phase is Mr R. Goodridge. The SENCO in the primary phase is Mrs M. Cassidy.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The inclusion register will be updated twice a year. At the beginning of each term the SENCo/Assistant SENCo in conjunction with Heads of Year and Senior Leaders will update the Inclusion Register as necessary. All subject and class teachers will be issued with a list for each of their classes of students who have additional needs (SEN, EAL). Data generated as a usual discourse of the academic tracking process will be used along with EYFS profile trackers to track individual and identified groups to establish progress made. If despite interventions, progress is below expected levels, placement on the Inclusion register may be considered. At the start of each academic year, Year 2, 3, 4, 5, 6, 7, 8 and 9 students will be tested for accurate reading and spelling ages.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The Duston School uses provision mapping as a strategic and practical tool to promote the achievement and inclusion of all children. Provision mapping links with the school improvement cycle and facilitates the strategic planning of provision on the basis of qualitative and quantitative data analysis produced as a course of the academic cycle. It supports the analysis of student achievement and enables effective planning and target setting. The Duston School uses Provision Maps to provide an overview of provision throughout the school. At a glance you can see what is happening across all year groups/key stages. They allow the range and pattern of support to be transparent to staff, parents/carers, governors and external agencies. Used in the self-evaluation process they highlight gaps, or repetitive support that may be failing.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Students with special educational needs joining us in Year 7 from other primary schools which have been invited to an additional settling in transition day. This will enable them to familiarise themselves with accessing support in secondary school and introduce them to their Key workers where appropriate.

Students transitioning from KS4 into KS5 will be reviewed by the Head of Key Stages to ensure that the students' needs are still being met.

#### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils through questioning and individual support where needed.

We will also provide the following interventions where deemed appropriate:

- Extra adult support in lessons, which involves consideration and differentiated materials, differentiated teaching and learning strategies
- Different grouping for teaching purposes
- Short term targeted withdrawal support with teaching assistants/specialist teachers or outside agencies
- Alternative curriculum arrangements and or qualification routes
- Personalised learning

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have number of teaching assistants who are trained to deliver interventions such as behaviour management, stress management, emotional health

Teaching assistants will support pupils on a 1:1 basis when ...

Teaching assistants will support pupils in small groups when students require additional support in managing their own feelings and behaviours

We work with the following agencies to provide support for pupils with SEN:

- Children's and Young Peoples Services (CYPS)
- Educational Psychologist
- Speech and Language therapists
- Northampton LA EHCP team
- Early Help Assessment Team

## **5.9 Expertise and training of staff**

Our SENCO has 6 years' experience in this role. They are allocated 7 hours a week to manage SEN provision.

We have a team of 6 teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff undertake regular training through half-termly SEN briefings focusing on updating staff on legislation, specific learning needs and student updates.

SEN CPD is offered to staff as part of the CPD calendar and the SENCO delivers training sessions to all new staff and NQTs as part of the induction process.

## **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCo in conjunction with the SEN representative from the Governing Body using clearly defined criteria. The use of

resources, identification, programme planning, student progress, student participation, parents/carers as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly. In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in accordance with the changes in SEN legislation in order to both update the policy and to plan further improvements and development.

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s), of which there is a trip booklet which is sent to all parents.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- *With regards to coordinated admissions arrangements, students with an EHCP who name The Duston School are automatically granted a place following consultation with the local authority where the school confirms that we can effectively meet the students' needs.*
- *In year admissions follow the same admissions criteria for EHCP students.*
- *Disabled facilities are found in each corridor of the school building to ensure that disabled students have access to the facilities that they require.*
- *The school's accessibility plan is found at the following link [www.thedustonschool.org](http://www.thedustonschool.org)*

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school house system
- We have a zero tolerance approach to bullying.
- We have a number of small group interventions that run within our Positive Impact Centre

### **5.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the student's form tutor in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

The Duston School currently work with a number of external agencies to ensure that the correct level of support is in place.

We have a linked Educational Psychologist who observes / meets with students, and parents if we feel there is a need. We also have a linked Autism Outreach worker who can be referred to with any ASD concerns. On top of these linked agencies we also refer to and work closely with:

- Child and Adolescent Mental Health Service (CAMHS)
- Specialist Support Services



- Service 6
- IASS
- Educational Entitlement Team (EIPT)
- Hospital & Outreach
- Occupational Therapy
- Speech & Language
- CAN – drug and alcohol awareness support
- Child and Adolescent Bereavement Service (CABS)
- Autism Concern
- ADHD Matters

These services are contacted when necessary and appropriate, according to your child's needs. You can find details on the services above at the links below.

**Northampton Parent Partnership Service:**

[www.iassnorthants.co.uk](http://www.iassnorthants.co.uk) or telephone Helpline: 0845 2415552 (10am - 5pm Mon, Weds and Fri);  
General: 01604 636111 Email: [contact@npps.info](mailto:contact@npps.info)

**Northamptonshire County Council Special Educational Needs:**

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/special-educational-needs-disability-support/pages/default.aspx>

**Education Entitlement Service (including Autism Outreach, Hearing and Visual Impairment Service):**

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/5942-education-entitlement-service-northamptonshire-county-council>

**Child and Adolescent Mental Health Service( Camhs):**

<http://www.nht.nhs.uk/main.cfm?type=CONTENTCAMHS>

**Special Needs Index (SNIX):**

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/Pages/snix.aspx>

**Northampton Parents Forum Group**

<http://www.northantspfg.co.uk/>

**Autism Concern:**

<http://www.autismconcern.org/>

**5.17 Contact details for raising concerns**

In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed.

For Secondary phase SEN concerns please contact the SENCo – **Mr Goodridge**.

**For Primary phase SEN concerns please contact the SENCo – Mrs Cassidy.**

The school has a formal complaints policy which can be found on the website.

**5.18 The local authority local offer**

Our local authority's local offer is published here:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

**6. Monitoring arrangements**

This policy and information report will be reviewed by Ross Goodridge (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Health and Safety
- Anti-bullying policy
- Complaints policy
- Admission including information on part time/shared placement
- Attendance policy
- School Access plan
- Risk management guidelines
- Physical restraint policy
- School development plan