



SMITHDON HIGH SCHOOL

HUNSTANTON

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Work hard, be kind and smile

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Policy Consultation & Review

This policy is available on the school website and is available on request from the school office. This policy will be reviewed in full by the Governing Body on an annual basis as part of the review of the SEN Information report. This policy was last reviewed and agreed by the Governing Body on 18th March 2019. The latest review by R Bazeley-Smith, the SENDCo in March 2021, and November 2022.

Reviewed by: Ms R Bazeley-Smith

Date: November 2022

Next Review Date: November 2023

Definition and context

The [SEND Code of practice \(2014\)](#) identifies the need to explore targeted support if a pupil:

- Has a significantly greater difficulty in learning than the majority of others the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions given above or would do so if special educational provision was not made for them.

Special Educational Provision is educational provision or training which is additional to, or different from, that made generally for children or young people of the same age by mainstream schools or post-16 institutions.

Under the [Equality Act 2010](#) some pupils with SEN may also have a disability that requires additional or different educational provision to be made for them. This is defined as:

‘a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’.

Within this definition ‘long term’ is defined as ‘a year or more’ and ‘substantial’ as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy and cancer:

‘where a disabled child or young person requires special educational provision they will also be covered by the SEN definition’.

SEND areas of needs and SEND codes

Within the [SEND Code of practice \(2014\)](#) the levels of support are now classed as:

- SEN Support (K)
- Education Health and Care Plans EHCP (E)

At Smithdon High School we also have two further codes:

- No SEN need (N)
- Monitoring (W)

We will use W to identify emerging needs. A pupil therefore is monitored by staff and awareness is raised but the pupil is not placed onto the SEN register. N is that a pupil has been in the past identified as having a need but this is no longer in place.

Four main types of SEND need

There are four main types of classification that Smithdon High School also uses to classify SEND need. These are based on the SEND code of practice (2014):

1. Communication and Interaction
 - ASD (Autistic Spectrum Disorder)
 - SLCN (Speech, Language and Communication Needs)
 - Speech and Language Difficulties
2. Cognition and Learning
 - MLD (Moderate learning difficulties)
 - SpLD (Specific learning difficulties) For example dyslexia, dyspraxia, dyscalculia and dysgraphia.
3. Social Emotional Mental Health
 - ADHD or ADD (Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder)
 - ODD (Oppositional Defiant Disorder)
 - Attachment disorder
4. Physical Difficulties / Disability
 - VI (Visual Impairment)
 - HI (Hearing Impairment)
 - MSI (Multi-Sensory Impairment)
 - Physical disability (PD) such as, Cerebral Palsy, Hydrocephaly, Muscular dystrophy

At Smithdon high school we have adopted a Graduated Approach for the identification and the targeted support of those with SEND. That is, Assess, Plan, Review, and Do. See Appendix 1.

Vision

All Smithdon High School staff will work collaboratively to create vibrant, successful centres of learning for those with SEND in the heart of our local community. It is recognised that there are pupils within the school who have particular needs related to their learning. In addition, the school is committed to identifying and removing barriers to learning which may be attributable to factors related to cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical difficulties. Smithdon High School staff using their best endeavours, educational outcomes will be generated, through inclusive, different methods, to enable aspirational opportunities for all pupils.

This policy should be read in conjunction with the school's:

- Accessibility Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Equality duty statement and objectives - WNAT
- E-Safety Policy
- Pupils with medical needs policy
- Safeguarding policy - incorporating Child Protection
- [SEND information report](#)

Aims

The aim of Smithdon High School is to ensure the maximum achievement for every individual in an inclusive and appropriate educational environment. We will work in partnership with pupils and parents to assist individuals in reaching their full potential. We believe that both academic and social development, including personal attitudes and values, are important. These essential factors will help our pupils to meet the wider demands of the world of work and adulthood.

In particular, we aim to:

- Enable every student to experience success
- Promote individual confidence and a positive attitude
- Ensure that all pupils, whatever their Special Educational Needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Identify, assess, record and regularly review pupils' progress and needs
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Values – school approach and rational

We endeavour to be:

- A welcoming, safe, and a happy place where everyone is respected and listened to
- Nurturing, within a caring environment
- Provide high quality teaching
- Able to provide Learning Support Assistants to support and encourage independence
- Supportive for the whole family
- Providing a stimulating learning environment
- Committed to teamwork
- Providers of varied experiences including a wide range of opportunities
- A school for all young people, irrespective of gender, ethnicity, faith, creed, ability or special educational need and/or disability
- A place where every child is a successful learner, confident individual and responsible and employable citizen
- An environment that upholds the three core values of Smithdon High School: strength, integrity and excellence.

Management of Special Educational provision

Provision for pupils with Special Educational Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for those with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

The Local Governing Body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), Mrs June Seed who takes a particular interest in SEND provision.

Roles and Responsibilities

The School has a Special Educational Needs Co-Ordinator (SENDCo) who is responsible for the development and day-to-day implementation of this policy and for co-ordinating specific provision made to support individual pupils with Special Educational Needs and Disabilities (SEND).

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that pupils receive appropriate support and high-quality teaching. The SENDCo also works with the Head Teacher and Governors to ensure:

- Co-ordination of all support for pupils with special educational needs and/or disabilities.
- Development of the school's SEND policy to ensure that all pupils receive a consistent, high quality response to meeting their needs in school.
- The school meets its responsibilities under the [Equality Act 2010](#) with regard to reasonable adjustments and access arrangements.

- Involvement of parents in supporting their child's learning, informing them of the support they are receiving and including them in the review of their child's progress.
- Liaison with providers of external support. Examples of partnerships include:
 - Educational Psychology Support Service (EPSS),
 - Child and Adolescent Mental Health Service (CAMHS),
 - Virtual School, Sensory Support (VSSS)
 - Community Paediatricians
 - Respectrum
 - Benjamin Foundation to identify student needs and support pupils appropriately.
- Updating the school SEND record of need (system to ensure that all needs are known and understood) and ensuring that records of all needs and progress are maintained.
- Ensuring that all staff are aware of each student's individual needs and/or conditions and the specific adjustments required to enable them to be included and make progress.
- Ensuring that all staff are supported in delivery the planned work or programme for each student to enable them to make the best possible progress. This may involve the use of additional adults; external specialist helps and specially planned work and resources.
- Providing specialist support for teachers and support staff to enable them to help all pupils with SEND to achieve their potential.
- Organising training for staff to ensure that they are aware of and confident in meeting the needs of all SEND pupils.

All staff are responsible for helping to meet an pupils' Special Educational Needs and for following the school's procedures for identifying, assessing, and making provision to meet those needs.

Pupils with SEND often have a unique knowledge of their own needs and circumstances, as well as their own view concerning the support, they need to help gain the most from their education.

They will be encouraged to participate in the decision-making process, including the setting of learning targets and contributing to plans. This will be achieved through a variety of approaches as appropriate to the age of the student. These include:

- Pupil interviews
- Questionnaires
- Passports.

At Smithdon High School we believe in the close partnership between staff, governors and parents/carers as vital to the success in meeting the needs of our pupils. Parents and carers are invited to Annual Reviews as well as routine Parents' Evenings.

Access

At Smithdon High School we are committed to ensuring that all learners have access to learning and for those who are at risk of not learning, we will investigate and intervene.

It does not follow that all vulnerable learners have SEN. Only those with a learning difficulty which requires special educational provision will be identified as having SEND.

We aim to ensure that pupils access a broad and balanced curriculum based on the National Curriculum but suitably differentiated and adapted to meet individual needs. The Curriculum Learning Support area (CLS) offers specialist support and precision teaching to targeted groups of pupils, whilst Tutor Time intervention also provides a range of support.

Identification and Review

Learners can fall behind for many different reasons. They may have been absent from school or have attended many different schools and not had the opportunity to learn consistently.

The needs of some pupils are initially identified upon entry to the school in their Education, Health and Care Plan or at SEN Support in line with the [SEND Code of practice \(2014\)](#). Some pupils have their needs identified after admission to the school, necessitating a gradual response to meeting and reviewing their needs and any appropriate provision. Their needs are further assessed by their subject teachers and members of the Inclusion team.

The pastoral team form part of the support team which ensures academic and personal achievement. Pupils with an identified Special Educational Need have a Passport which is reviewed at least twice a year. The SENDCo ensures that the regular monitoring of pupils' needs and progress takes a student-centred approach.

We endeavour to ensure that pupils' needs are identified and met as early as possible and adopt the following procedures for identification and assessment:

- When a student joins the school:
 - Analysis of data including information from primary schools or other placements
 - Key Stage 2 SAT's
 - Reading and spelling ages
 - Reports from other professionals who are involved with the student
- Teacher concerns – reported via CPOMS
- Acting on parental concerns
- Student self-referral
- Tracking individual student progress over time
- Student progress meetings.

In some cases, a more in-depth, individual assessment may be carried out by the school. This can take many forms, including a reading assessment, observation of the student, one-to-one work in a certain area or a specific questionnaire. The school has adopted levels of intervention which are based on the SEND code of practice (2014).

Links with other schools and transition arrangements

Prior to admission the School liaises closely with other professionals who have had recent links with the pupil. Parents are encouraged through their primary school to

agree to share information in advance where there may be a need for additional provision and SEND to be supported.

- Annual Reviews in Year 5 and/or Year 6 will be attended where appropriate to support transition.
- Additional visits and discussions with parents and the child will be explored and where needed further transition support during Year 6 will be included.
- For those with an EHCP and where this is known in sufficient time interventions will be planned and in place for the first weeks.
- Where a primary school has identified a child as having a SEN and additional support this will be recorded by the secondary school, shared with teaching staff and monitored across the first year. Needs will be evaluated and if sufficient progress is made the pupil removed from the SEN register.
- Where progress is not as expected the class teachers in conversation with the SENDCo will discuss further assessment and other interventions could be put in place.

At Smithdon High School we work in partnership with post 16 providers. It will work to understand the interests, strengths and motivations of those with SEND and use this to plan support around them.

- Planning Transition Post 16 into Education and Training. At Smithdon High School we will enable students to explore the various post 16 options and the help that can be provided to get the SEN student to this point.
- In Year 10 and Year 11 pupils and families will be supported to make a firm decision for post 16 and to familiarise themselves with the new setting.
- For those pupils with an EHCP joint planning and preparation for the next steps will be part of the preparing for adulthood review meetings from Year 9 to Year 11.
- At Smithdon High School we will ensure that students, including those with SEND are provided with Careers advice. We will ensure that it works to raise the career aspirations of those with SEND through this guidance and broadens their career employment horizons. Pupils will be guided to attend careers events, taster days, work experience, mentoring, enterprise experience, meet role models and inspiring speakers to support discussion and conversations around choices.
- We will seek to work in partnership with other agencies such as employment services, colleges, post 16 providers, alternative education partners, housing agencies, disability organisations and other relevant agencies as required, to ensure that pupils have knowledge about and understands available support and opportunities as they get older.

Complaints Procedure

Parent views are important. The first point of contact is always the person responsible, which may be their:

- Class teacher or Form tutor,
- Pastoral manager,
- HLTA,
- SENDCo.

Please see our communications booklet:

<https://www.smithdonhigh.org.uk/site/data/files/letters/CAC1B9B4C9A14A48FA58BDB5D8CC8F60.pdf>

If this does not resolve the matter, parents should refer to the relevant Head teacher or ask to contact the school's governor representative. If a parent feels that an issue has not been resolved, they can request a meeting with the Chair of Governors of the school.

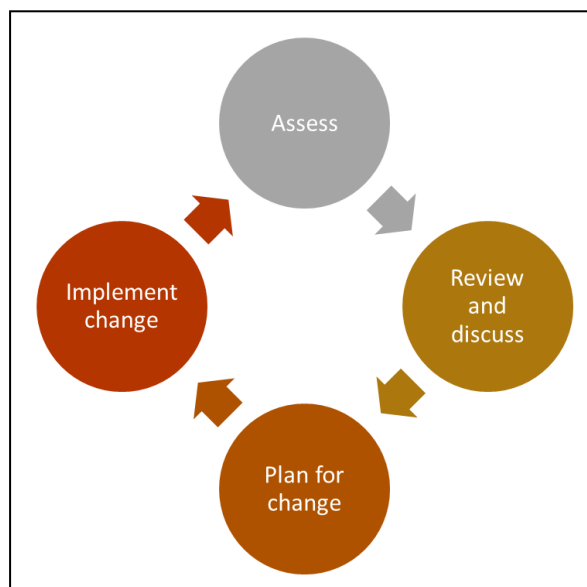
A copy of the Schools Complaints Policy found:

<https://www.smithdonhigh.org.uk/site/data/files/documents/policies/3CBF0653AB44B68656BB81CB69718499.pdf>

Appendix 1: Assess, Plan, Review, Do

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject 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 and, if relevant, advice from external support services; for example outside professionals from health or social services may already be involved with the child. We will take seriously any concerns raised by a parent. These will be recorded.



Plan

Where it is decided to provide a pupil with SEN support, the parents **will** be notified, although parents should have already been involved in forming the assessment of needs. The teacher and the SENDCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. 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. This should also be recorded via a passport.

Do

Teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. Teachers will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. Where a pupil has an EHCP, the local authority must review that plan as a minimum every twelve months.

Appendix 2: Sources of support

Contact a family

www.cafamily.org.uk

SEND Gateway

www.sendgateway.org.uk

Norfolk Parent partnership (Information, advice & support services SENDIASS)

<http://www.norfolksendpartnershiass.org.uk/>

Independent Parental Special Education Advice (IPSEA)

<http://www.ipsea.org.uk/>

Local offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Family Voice:

www.familyvoice.org.uk

Link to Smithdon High School SEND Information report:

<https://www.smithdonhigh.org.uk/site/data/files/documents/send/1726384E62D0A678830D6E8FBE603E07.pdf>