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Special Educational Needs and Disabilities (SEND) Policy

Objectives

Northgate High School seeks to provide a high quality academic education for all pupils according to their needs, and to develop an attitude that follows the Northgate Way: Respect, Readiness, Responsibility, Reflection and Resilience.

At Northgate High School the emphasis is on a whole school, inclusive approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional and cultural aspects by curriculum design, pastoral support and teaching approaches.

We therefore intend . . .

- ❖ For the SEND Code of Practice to underpin our identification and assessment of special educational needs.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities and experiences for all pupils.
- ❖ That where here a child is identified as not making adequate progress, provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- ❖ Work within the Dereham cluster of schools to proactively support pupils throughout their learning journey.
- ❖ Where a child is identified as having special educational needs a Learning Profile may be implemented that is tailored to each individual child's needs. This will involve the child, parents and any relevant support agencies.
- ❖ Enhance self-esteem by using the rewards system to celebrate achievement.
- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that have been made available.

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1. Identification and Assessment

The SEND Code of Practice

The SEND Code of Practice provides the framework for schools to make provision for pupils with additional needs following identification and assessment.

The following pages set out the model of assessment and provision that Northgate High School and DSFC will provide in line with the Code of Practice.

Areas of Need

Children may have needs and requirements which may fall into at least one of four areas and many children will have inter-related needs. The areas of need are:-

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Behaviour, emotional and social development
- ❖ Sensory and/or physical

The law says that a child has special educational needs if he or she has:

- ❖ **A learning difficulty** (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- ❖ **Special educational provision** (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
- ❖ Class teacher or teaching assistant assessment
- ❖ External support services
- ❖ Records – transferred from another school
- ❖ Base line assessments
- ❖ In-house testing and assessment
- ❖ Pupil tracking
- ❖ Students own concerns

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ their performance monitored by the teacher/teaching assistant as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their progress against the Key Performance Indicators specified in departmental curriculum
- ❖ end of unit tests and assessments
- ❖ standardised screening or assessment tools
- ❖ observation and learning conversations with the pupil.

Pupils who have English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from specialist advisers when necessary.

Expected Progress

Where pupils are not making expected progress in line with their starting point, it will be necessary to take some additional or different action to enable the pupil to learn more effectively, this is not necessarily indicative of a special educational need, but may require support.

Testing

In line with the Dereham Cluster, the school uses the following assessments to build a picture of additional needs for pupils. These also help with the setting up Learning Profiles and aid outside agencies as well as school in the monitoring of progress.

- ❖ Salford Reading Test
- ❖ Wechsler Individual Attainment Test
- ❖ DASH Speed of Handwriting Test
- ❖ Single Word Spelling Test
- ❖ CTOPP Phonological Awareness
- ❖ British Picture Vocabulary Scale
- ❖ Pearson Non-Verbal Reasoning

2. Levels of support

SEN Support

If a child's progress is not in line with expectations, the school may provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies. Pupils may be identified as 'SEN Support' (K) on the SEN record. The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- ❖ shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ❖ presents persistent emotional or behavioural difficulties which are not impacted by the positive behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Northgate High School or DSFC may also engage external providers if pupils:

- ❖ continue to make little or no progress in specific areas over a long period
- ❖ continue-working at levels substantially below that expected of children of a similar age
- ❖ continue to have difficulty in developing literacy and numeracy skills
- ❖ have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- ❖ has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- ❖ has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of 'assess, plan, do review' within school to enable all children to learn and progress.

Statutory Assessment of Special Educational Needs – Education, Health and Care Plans (EHCP)

A child will be brought to Norfolk County Council's attention as possibly requiring an assessment through:-

- ❖ a request for an assessment by the school
- ❖ a request for an assessment by the parent or
- ❖ a referral by another agency e.g. health authority, social services.

At Northgate High School or DSCF, if, after taking action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school a request would be made to Norfolk County Council for an assessment.

Information about Education, Health and Care Plans can be found at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans>

3. Monitoring and information sharing for Pupils with SEND

Sharing information

Information regarding the additional needs of pupils is done through the SEN Record, and for pupils with additional needs, a Learning Profile is completed to share more detailed information.

Learning Profiles include information about:

- ❖ the teaching strategies to be used
- ❖ the strengths of the pupils
- ❖ assessment data
- ❖ the provision to be put in place

Learning Profiles are reviewed whenever required but at least termly and shared with staff, the student and parent/carer.

Monitoring and Reviewing

Profiles and the SEN Register are continually kept under review and can be amended at any point based on information from teachers, parents, support staff and other agencies. Statement and EHCP reviews are held annually and interim reviews for those with statements/EHCPs on a termly basis as well.

Staff will also keep records of continuous assessment for all pupils through:

- ❖ Mark books
- ❖ Individual records of support work kept by teaching assistants
- ❖ Records of children who are working on specific programmes
- ❖ Examples of work

Most of these records are part of continuous assessment. It is also important that results of formal testing, such as Y6 SATs question level analysis and scores, NFER and in-house assessments are carefully scrutinised to see if they highlight a child's difficulties or provide information about how to proceed with support.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him make progress. Information is vital for the teacher to decide what is the next step forward and of great importance when a child is referred to an outside agency and must be accessible both in terms of its location and its content to parents and all support agencies.

Medical Information

Health Care Plans are held centrally in school and reviewed regularly with parents and health professionals. The school medical database is updated as and when information comes into school. Any major changes are passed on to staff straight away. A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The SEND record

The school maintains a SEND record which contains details of all children identified as having additional needs. The record is dynamic and is continually being revised and updated and the SENDCO will discuss with parents and carers the addition or removal of their child from the SEND record to ensure a consistent approach.

4. The Role of the Learning Support Department

The Learning Support Department is led by the Director of teaching and support for learners. Within the Learning Support Department are a number of specialist teaching assistants.

The role of the Learning Support Department is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The SEND nominated Governor, meets regularly with the Director of teaching and support for learners to discuss SEND issues. The Learning Support Department works closely with and supports class teachers in the early recognition, assessment and testing of children and works closely with parents, meeting when necessary.

The Learning Support Department coordinates the writing of Learning Profiles and will regularly test and work with the named children within a class, a group or 1-1 as appropriate. The Department will plan reviews with parents and carers, child and class teachers.

The focus of the Learning Support Department is to help pupils to cope with broad-based curriculum and to make progress by:

- ❖ testing, assessing and reviewing the needs of the individual child
- ❖ working in partnership with child, parent, staff and any relevant outside agency
- ❖ giving access to appropriate resources and encouraging independent use
- ❖ giving support in the classroom with a variety of tasks where appropriate
- ❖ providing additional encouragement and praise to promote self-esteem, motivation and concentration
- ❖ monitoring children who have short term needs
- ❖ using a system of awards (praise, stickers, certificates, special mentions, merits and postcards)
- ❖ offering mentoring and emotional support when needed.

The role of Director of teaching and support for learners

- ❖ overseeing the day-to-day operation of the school's SEND policy
- ❖ coordinating provision for children with special educational needs
- ❖ liaising with and advising teachers
- ❖ managing Teaching Assistants
- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies
- ❖ attending appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- ❖ working closely with the nominated Special Needs Governor
- ❖ monitoring, evaluating and reviewing the special needs budget in relation to provision for individual needs and deployment of support staff.

Training

The school will develop staff/governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the Director of Teaching and Support for learners and through the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs as well as the CPD Coordinator.

Governor responsible for SEND

The governor responsible for SEND together with the Director of Teaching and Support for learners and the Head(s) of school monitors the most efficient use of the Learning Support Department Resources. They report to the governing body on the effectiveness of the department.

5. Resources

Literacy and SEND resources

Northgate High School is an Accelerated Reader School and pupils are encouraged to read a wide variety of books (fiction and non-fiction). It is very important that all children are given as much opportunity as possible to be involved in the selection of their own reading material as well as the support of a structured scheme. The Learning Support department has books suitable for pupils with reading difficulties and these can be accessed at any time.

The Learning Support department holds a range of literacy and numeracy interventions for use by Teaching Assistants with pupils in lessons and during PART sessions.

The Learning Support Department also holds a library of SEND materials to support teachers. All classrooms hold some resources and differentiated materials at different levels matched to ability. Advice is always available from the Director of teaching and support for learners, subject leaders or Teaching Assistants.

Building adaptations/special facilities

The site at Northgate High school has been audited to ensure safety for visually impaired pupils. The site has ramps into all of the main buildings, and a lift in the English block. The school has disabled toilets for pupil and adult use.

The school has a dedicated Learning Support Centre which has space for intervention and support for pupils with special educational needs and disabilities.

The Use of Information Communication Technology (ICT)

The use of ICT can be an invaluable resource for a child with learning difficulties. Word processors, tablets, computer reading pens and specific programmes are used in school as are assistive technologies.

Applications are made to Access Through Technology (ATT) for specialist ICT equipment where appropriate.

6. Provision for pupils with SEND

This takes specific account of the Code of Practice which sets out clear expectations that all teachers are teachers of SEN.

It is vital that children with special needs experience a broad curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

It is important to understand that many children have complex, inter-connected needs and they should not be categorised or labelled. Northgate High School will endeavour to build on what a child already knows in a 'small steps' approach. It is important to think in terms of individual differences and achievements rather than deficits that may exist.

The main aim is always to give children access to all aspects of the curriculum, with priorities which are

Real	-	relating to the child's needs
Relevant	-	so that the child sees the purpose of the activity
Realistic	-	so that the child can achieve success

This means – differentiation of work by:-

- ❖ Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
- ❖ Breaking difficult tasks down into more manageable parts, across the curriculum.
- ❖ Giving more attention to the child's point of entry.
- ❖ More variety between practical and written tasks.
- ❖ Making use of ICT
- ❖ Building on a child's strengths and interests, rather than dwelling on weaknesses.
- ❖ Modifying of worksheets and activities when necessary.
- ❖ Being aware of the differing concentration levels of children within the class.
- ❖ Praising and enhancing self-esteem.
- ❖ The setting of achievable targets.
- ❖ Effective use of support staff

Classroom Organisation

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by:-

Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.

Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.

Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical class room organisation depending on size and makeup of the class.

Exam Access Arrangements Assessment

Pupils are assessed in Year 9 and 10 to check their eligibility for examination access arrangements. Prior to year 9, access arrangements may be awarded at the discretion of the head of department, in discussion with the Director of teaching and learning support. This may be in the form of extra time, a reader, a scribe or computer access. Difficulties may be identified in Y12 and these are addressed through an assessment for eligibility in the same way as in KS4. Further information about examination access arrangements can be found from the JCQ website: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Interventions

The Director of teaching and support for learners, alongside subject leaders, teachers and teaching assistants, identifies pupils who may need additional literacy or numeracy support. The Learning Support department uses a range of interventions including emotional literacy, travel independence training and handwriting support for pupils as well. Further details can be found in the school's local offer.

Break and Lunchtime Support

The Learning Support department runs daily a social club for pupils with Special Educational Needs. This is a quiet place where pupils can play board games, use the computer, use Lego and take part in art and craft activities. Students can also be involved in lunchtime ELF (external learning facility) Club, which focuses on the positive impact that caring for animals can have on a child's emotional wellbeing.

Most able children

'Most able' students are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. The student's potential may be shown in one or a wide range of subject areas. Children will be identified by a wide range of methods including test performance; teacher identification; information from previous school or other professionals; and information from parents. At Northgate High School and DSFC every child has access to quality first teaching, through which differentiation will ensure that all students have access to a rich curriculum suited to their needs. Teachers will use a range of teaching strategies to provide the most able children with challenge and there will be a variety of enrichment activities offered that the children can be part of, for example, in Y9, the most able children can take part in The Brilliant Club, which is an enrichment programme aimed at the most able children, in which they write a dissertation alongside a PhD tutor. Most able children are identified on in-school spreadsheets, which allows teachers and teaching assistants to plan effective lessons and enrichment activities for them.

7. Social, Emotional and Mental Health Support

Northgate High School aims to reduce the barriers to learning for pupils with social, emotional, mental health and behavioural concerns in order for them to make the best progress possible.

Code of Conduct

Whole school expectations by all who work in our school is that all should accept responsibility for our own actions and choose to act in an acceptable way. Children have a right to learn and staff have a right to teach. Pupils with behavioural difficulties will be supported to work towards the behaviour policy and staff will use interventions to help pupils to manage their behaviour in school.

Class Rules

All teachers have classroom rules which support the values of the 'Northgate Way'. These expectations are on display in the classroom. Staff remind the whole class of their commitment to these regularly and involve them in decisions about class life.

Support for Behaviour

All staff use praise and a positive approach with all pupils. Staff encourages positive behaviour by giving pupils attention for behaving well. Negative behaviour is often be discussed privately. Staff praise pupils for progress and effort. Feedback on behaviour is de-personalised.

Rewards include:

- ❖ Praise by staff
- ❖ Merits – which can be exchanged for items from the rewards catalogue
- ❖ Departmental awards
- ❖ Awards Assemblies
- ❖ Positive reports to work towards earning a particular activity
- ❖ Attendance certificates
- ❖ Use of the External Learning Facility
- ❖ Badges

Rewards should be achieved on a session or daily basis, to make success as immediate as possible.

Managing Challenging Behaviour

The school's Attitudes to learning policy should be followed consistently by all staff.

It is very important that staff should enlist the help of parents and carers before a child's needs become acute, in monitoring progress, counselling and reinforcing positive approaches. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a pupil. If challenging/inappropriate behaviour persists additional help and advice will be sought from external support services.

Exclusion from school

Occasionally, a child finds the following of school rules very hard and continually behaves in an unacceptable way putting others or themselves at risk or disrupting others learning The school will work-closely with the

parent/carer to address this. In rare cases, the child may be excluded from school for a set number of days. The Chair of Governors is informed as is the authority. Parents are given reasons for the exclusion and work is set depending on the length of the exclusion.

Roles and Responsibilities

The governing body has important statutory duties towards pupils with Special Needs as outlined below. The school aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to a range of subjects at the appropriate stage and programme of study. All children within Northgate High School are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers.

Support Sources

The school works with a range of support services in our local area. Some are accessed through the Dereham Cluster.

- ❖ CEPP Educational Psychology Service
- ❖ Social Services
- ❖ School Nursing Team
- ❖ Short Stay School for Norfolk
- ❖ Speech therapists
- ❖ Nelson's Journey
- ❖ Parent Support Advisor
- ❖ Point 1
- ❖ CAMHS
- ❖ Dyslexia Outreach
- ❖ Norfolk Specialist Resource Base
- ❖ SENCO Cluster group (North Area)

8. Partnerships

Partnership with Parents and Carers

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. The school actively encourages all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication.

To make communications effective professionals should:

- ❖ acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ focus on the children's strengths as well as areas of additional need
- ❖ recognise the personal and emotional investment of parents and be aware of their feelings
- ❖ ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- ❖ recognise the need for flexibility in the timing and structure of meetings.

The school aims to inform parents as soon as a child is identified as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

School staff will communicate both informally and formally to parents and carers in school, and may write, telephone or home visit if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- ❖ communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- ❖ fulfil their obligations under home-school agreements which set out expectations of both sides.

The school will ensure that parents are fully involved in any discussions leading up to a school's decision to request a statutory assessment.

Partnership with Pupils

It is essential to have positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. Pupils with SEND should be actively involved at an appropriate level in discussions about their provision, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Partnership with Other Schools

Northgate High School works closely with the Dereham Cluster and liaises with all local feeder Primary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. The Director of teaching and support for learners will visit junior schools and offer a programme of transition days to meet the individual needs of pupils.

The Director of teaching and support for learners will discuss each child with their junior school to ensure that relevant information is passed on and will attend the pupil's Year 6 EHCP review to support the transition process. The Director of teaching and support for learners will also work closely with the next phase of education to support the transition into KS5.

Admissions

Please see the school admissions policy for details.

Complaints Procedure

Please see the schools complaints policy for details

9. Supporting students with additional needs at DSFC

Much of the preceding policy also applies to students at DSFC.

All students with additional needs are supported in line with chapter 7 of the SEND Code of Practice 2015. The need for support is discussed at interview and during induction to the college. On site care is provided by a member of staff at the sixth form with responsibility for the progress of students with additional needs and this provision is assessed in partnership with the student and their parents, together with information from previous educational establishments. Any developing need is assessed in line with the SEND code of practice and provision planned as necessary to ensure full access to the curriculum. Students receiving SEND support outside of the EHCP system will be monitored directly by college staff.

Students with EHCP's will also be monitored by the Director of teaching and support for learners as well as the Directors of DSFC and provision planned in partnership with the EHCP coordinator at Norfolk County Council.