

Draft Policy to Staff:	May 2017	Agreed by Governors:	July 2017
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1. INTRODUCTION

We have a balanced intake of students from a wide range of backgrounds and with the full range of abilities and aptitudes. Recent analysis shows that many students with special educational needs leave South Shields School with positive gains academically as well as developing into confident, capable young people who move on to further education or training.

1.1 Whole school Aims and Values

Our school aims and values can be synthesised into the following:

At South Shields School we:

- Aim to be a fully inclusive school, welcoming all students, including those with special educational needs.
- Value all young people equally.
- Encourage all students to develop their full potential.
- Allocate resources equitably, and organise staffing and premises to achieve maximum benefit for all students, within the budget available to the school.
- Work in partnership with parents, governors, support agencies and the wider community.

1.2 Special Educational Needs and Disabilities (SEND)

According to the 1996 Education Act: 'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.'

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age within the area of the local education authority.
- A child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is taught. (1996 Act Section 312)

The Act does not take into account more able and talented students as having special educational needs. However, South Shields School has developed a policy on "Gifted and Talented" students which ensures appropriate differentiation in curriculum delivery and regard for the social and emotional support such students need to use their abilities to the full.

1.3 Principles of Special Educational Needs and Disabilities at South Shields School.

- We believe that good special educational needs practice is good practice for all students.
- SEND is a corporate responsibility. Our SEND policy is a whole school policy involving all teachers, support staff and students.
- We believe that students are entitled to a broad, balanced curriculum with differentiated teaching and learning methods.
- Our aim is to produce autonomous students who are willing to take responsibility for their own learning.

2. South Shields School content

Arrangements for co-ordinating provision:

- 2.1 The governing body is fully involved in developing and monitoring this SEND policy and will strive to meet the needs of all students within the resources available to the school.
- 2.2 SEND provision forms an integral part of the School Development Plan and features in the strategic management of the school.
- 2.3 The person responsible for co-ordinating provision for students with SEND is Jackie Mitchell.
- 2.4 Functional integration implies that students will access the curriculum alongside their peers and in all areas of the school. We do not, therefore, provide a special unit for SEND. Pastoral care for students with SEND is likewise fully integrated in the form tutor/class teacher system.
- 2.5 The school building is extensively adapted for students with physical disabilities. There is a flat approach to the main entrance. All floors are accessible via lifts. Disabled toilets are located on each of the floors.
- 2.6 Admission arrangements for students with SEND:

Students are admitted to South Shields School on the basis of local residence and/or parental preference. This is co-ordinated by the Local Authority (LA), in accordance with the LA Admissions Policy and the Education Act 1996 (section 316). If a parent wishes to have their child with a statement / EHC plan to be educated in the mainstream sector, the LA must provide a place, unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent the incompatibility.

3. Principles into Practice

3.1 The curriculum

All students at South Shields School are given access to a balanced and broadly based curriculum, including the National Curriculum (16 July 2014) <https://www.gov.uk/government/collections/national-curriculum>. A range of teaching strategies and approaches, including differentiation, caters for the needs of students of all abilities. The provision of appropriate learning experiences for all students is contained in departmental development plans.

In-class support is a central principle of SEND provision at South Shields School. In many classes, students with SEND benefit from in-class support from learning support assistants or teachers other than the class teacher. Support staff regularly liaise with the subject teachers/class

teachers in planning, teaching, marking and evaluation. Students benefit from the experience of the mainstream classroom combined with individual support and encouragement.

Where appropriate, a small group of students might be withdrawn from lessons for a specific teaching purpose e.g. to reinforce spelling or to teach handwriting skills. Withdrawal groups are task-specific and time-limited and the results of such intervention will be communicated to students, teachers and parents.

A very small number of students may be 'disapplied' from a subject in order to provide them with an alternative programme of work. Alternative accreditation is also provided in Year 10 and Year 11. Students with particular needs, for whom G.C.S.E. has proven to be inappropriate, are entered for Entry Level Certificates (formerly Certificate of Achievement) or gain accreditation through Foundation Learning.

All students receiving SEN Support on the Code of Practice (2014) have an Individual Education plan (IEP) or Provision Map (PM). These summarise the nature of the student's difficulties, list any external provision, set generic targets and recommend strategies that may be appropriate. All SC's, IEP's and PM's are available on the staff shared area and will be set and reviewed three times per year.

3.2 Staffing

All staff are aware of the needs of students and strive to provide differentiated learning experiences in every curriculum area. In-service training and professional development is provided for all staff in SEND. All newly appointed staff receive information regarding SEND and are encouraged to seek advice when needed.

3.3 Partnership with support services, parents, links with other schools

(i) Support Services

We work closely with the LA support services including the Psychological Service, Learning Support Service, Behaviour Support Service, the Attendance Welfare Officer Service, the Hearing Impaired Service, Speech & Language Service, CAMHS, Health and Children's Services.

Students benefit from the provision of:

- Advice to teachers (e.g. on teaching techniques and strategies, classroom management, curriculum materials).
- Identification, observation and assessment of individual students, identified as having, or possibly having SEND.
- Assessment of individual students to enable the school to apply for, or put in place, appropriate special examination arrangements.
- Advice and assessment regarding the use of technology for students with SEND.
- Home-school liaison.
- Practical support/observation in the classroom.
- Professional development for teachers in working with students with SEND.
- Small group or one-to-one workshops (as described in 3i).

Some of these services are provided within the school's budget, whilst others are available for the school to purchase.

(ii) Parents

Parents are made welcome at South Shields School. We recognise that parents are the most important influence in the lives of our students and that we have a co-operative responsibility to work together.

South Shields School therefore undertakes to:

- Forge links with parents at the earliest opportunity.
- Involve parents in the progress of their child on transition to secondary school in Year 7.
- Communicate with parents via parental consultation events and the school reporting system.
- Contact parents when a learner is to be registered as having SEND.
- Involve parents in annual review dialogues for those students with a statement / EHCP (Educational Health Care Plan).
- Promote understanding about the students SEND and the short and long term implications.
- Give practical help and advice to parents.
- Provide details of how parents may contact the LA parent partnership officer.

(iii) Links with other schools

Close links are fostered with local schools and specialist provisions to access specific expertise where appropriate for our students.

Close links are fostered with all feeder schools and other schools attended by our students at Key Stage 2. Our aim is to know our students and make the transition to secondary school as smooth as possible.

3.4 Identification, assessment, provision, monitoring and review procedures

South Shields School has adopted the recommendations of the SEN Code of Practice (Sept 2014) regarding the continuous and systematic cycle of planning, intervention and review of students with SEND. In order to provide a graduated response to the needs of students the school maintains a flexible approach to the identification and provision for students with SEND.

Students who are identified as requiring SEN Support by staff will be supported and parents will be notified of this by staff with the learner's name being added to the SEND register/list held in school. (SEN Code of Practice 2014 guidelines.)

Their progress is then monitored and provision arranged appropriate to their needs. The placement of a learner on the register is reviewed as they move through the school and appropriate provision made. Removal from the register is determined by whether the learner is making adequate progress or that their condition requires that they remain on the register.

A smaller number of students are identified as having SEND at a later stage. They are placed on the register, or list, as SEN Support and interventions most appropriate for their needs will be implemented with this being regularly reviewed.

(i) Individual Education Plans / Structured Conversations / Provision Maps

A range of strategies employed to enable a student to make progress are recorded within an Individual Education Plan (IEP).

At South Shields School, IEPs/Structured Conversations include:

- Information explaining any particular needs that should be taken account of when planning to teach him/her.
- Short term targets set for the student.
- Provision made for the student.
- Review arrangements.

(ii) SEN Support

Where a student is observed not to be making progress despite teaching being differentiated to meet his/her needs, teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will need to consult the ENCO to consider what else can be done. The starting point is always a review of the strategies being used and the ways in which these can be developed. Evaluation of the strategies may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

Triggers for intervention could be the teachers' or others' concern, underpinned by evidence, about a student, who, despite receiving differentiated learning opportunities:

1. Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
2. Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
3. Presents persistent emotional and/or behaviour difficulties which prove a serious impediment to their learning or seriously impedes the learning of others.
4. Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
5. Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
6. Has been brought to the attention of staff by parents as experiencing difficulties in school and the school have recognised this concern.
7. Has transferred from primary school or another secondary school where they were on the school's SEND register/list. Placement on south Shields School's SEND register should be at least until such time as staff are able to establish whether the student has SEND in the new context.

During SEN Support the SENDCo / ENCO:

- Consults parents and arranges for the student to be seen and also consulted.
- Gathers relevant information, including, as appropriate, information from sources beyond the school.
- Facilitates the further assessment of the student's particular strengths and weaknesses.
- Ensures that an Individual Education Plan is drawn up / Structured
- Conversation takes place.
- Plans future support for the student in consultation with colleagues and ensures that the action taken is monitored and subsequently reviewed.
- Works closely with the student's subject and pastoral teachers who remain responsible for working with the student on a daily basis and for planning and delivering the IEP.

Additional External Services

Where appropriate, external support services advise subject and pastoral staff on new IEPs/Structured Conversations and targets, provide specialist assessment, give advice on the use of specialist strategies or materials and may work directly with a learner.

The triggers for requesting external support services could be that, despite receiving an individualised programme and/or concentrated support, the learner:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Expectation standards/levels substantially below that expected of students of the same age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially interfere with their own learning or that of the class.
- Has sensory or physical needs that require additional specialist equipment or regular advice or visits.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

When it is considered appropriate for advice/support from external support services to be requested, the SENDCo/ENCO:

- Draws on the advice of outside specialists, for example educational psychologists.
- Ensures that the student and his or her parents are consulted.
- Ensures that an Individual Education Plan/Structured Conversation is drawn up drawing on the advice provided by specialists.
- With outside specialists, monitors and reviews the student's progress.
- May organise extra support or withdrawal sessions for the student, depending on progress and need.

(v) Education Health Care Plans

For a very few students, the help given through SEN Support and external agencies may not be sufficient to enable the learner to make adequate progress. It will then be necessary for the school, in consultation with parents and any external agencies that are involved, to consider whether to ask the LA to initiate a request for assessment for an Education Health Care plan. This could lead to the writing of an Education Health Care Plan setting out the exact nature of a learner's special educational needs and the provision that is required to meet those needs.

Where a learner requires the additional provision of an Education Health Care Plan, the school will continue to work closely with external agencies and parents to provide appropriate learning experiences within the available resources. The criteria for new Education Health Care (EHC) plans are set out in the SEN Code of Practice 2014.

All previous 'Statements of SEND' will be reviewed annually and during the next three years will be converted at the Annual Review meeting to an Educational Health Care plan with transitional key year groups changing to EHC plans as a priority e.g. Y6, Y9 & Y11. Annual review meetings will involve the learner, parents and all relevant (health, education & social care) professionals in reviewing the progress made by the learner over the previous twelve months. The statement / EHC plan will be revised as necessary. Statements / EHC plans of Year 9 students will include the drawing up of a Transition Plan involving the Connexions Service.

(vi) SEND Register

The SEND register/list is not static. Students can move in either direction and be removed from the register altogether if their progress and increased confidence indicates that they no longer require that provision.

The SEND/Inclusion Team - SENDCo/ENCO and LSAs work with teaching staff and, using their skills, experience, expertise and knowledge, share relevant information re students' progress, discuss best practice and consider interventions which may need to be put in place.

SEND meetings take place at regular intervals to:

- Review the progress of students on the SEND register.
- Act as a registering and de-registering body for students with SEND.
- Co-ordinate assessments on these students.
- Devise individual education plans/structured conversations and evaluate their success.
- Collect data and pass on information to the appropriate people with regard to these students.
- Co-ordinate information for referral to other agencies and services.

(vii) Special Arrangement for Examinations

Special arrangements for internal school examinations and public examinations at the end of Key Stages 1 & 2, Key Stage 3 and during Key Stage 4 (GCSE) will be considered for students with both permanent or long-term disabilities and learning difficulties. Special arrangements also apply to temporary disabilities, illness and indispositions.

When necessary advice and assessment will be requested from South Tyneside Support Services for students for whom special arrangements might be appropriate. At all times we will give our best endeavours to assist students with SEND to achieve success and promote self-confidence.

3.5 Resources

The provision of specialist SEND intervention, in the shape of support teachers or small group or one-to-one workshops, will be allocated to students on the basis of information from the statutory/EHC plan assessment procedure, the SEND register/list and SEND/Inclusion team reviews.

A premium is placed on staff development for identifying SEND and providing a differentiated curriculum. Accordingly, money will be allocated to SEND training and staff development.

Finance for equipment and resources will be allocated to SEND on the basis of the identified needs of SEND students and from the budget allocated to departments/year phases and the discrete SEND budget.

4. Criteria for Evaluating Success

Area of monitoring	Examples of data
Students	Information from previous teachers/schools Achievements on NC levels/ assessment data on entry Learner attitude on entry Midyis/results Performance measured at 14+ Teacher assessment and observation (including LSAs) Results of diagnostic tests Measure of attendance, lateness and Exclusions Assessment based on – LA Guidance & Support for EHCP's June 2014 Target setting for identified cohorts of students
Curriculum	Number of subjects provided Accreditation for SEND students Rate of staff hours in SEND support work School Development Plan success criteria
Finance	Expenditure on SEND, in relation to the whole school budget
Staff Development	Rate of attendance at relevant INSET

5. Complaints Procedures for SEND

If parents are concerned about any element of provision implemented by South Shields School when working with their child, they should first talk to their child's advisor or Jackie Mitchell Associate Assistant Headteacher. Sometimes misunderstandings arise and we are always happy to provide further information or explanation to parents.

If parents are still not happy, they should discuss the problem with the Headteacher. If the issue remains unresolved, parents have the right of appeal to the Governing Body.

6. Policy on Information and Communication Technology for Students with Special Educational Needs or Disabilities

Aims

It is recognised that the acquisition of ICT skills is an entitlement which students with Special Educational Needs or Disabilities share with all students.

The benefits of this entitlement include:

- Improved access to communication i.e. improved quality and range of presentation, increased interest in writing and quantity of work, alternative ways of recording.
- Improved access to the National Curriculum through the use of ICT both as a teaching tool and as a recording tool.
- Increased confidence, self esteem, peer group credibility, motivation and speed of progress.
- Alternative and enriched learning experiences.

Equipment

These aims can be achieved by providing access to the following hardware as and when appropriate.

1. P.C. system accompanied by relevant software.
2. Personal supportive technology e.g. laptop computers, ipads, spell checkers and hand held voice recorders.

Principles and strategy

1. Information and Communication Technology should be seen by staff and students as an integral part of learning, increasing access to the curriculum in all areas of the school.
2. It is recognised that some programmes are more appropriate for students with particular needs, and funds will be made available for such programmes as appropriate.
3. Students having personal access to technology must be given initial training in the use of that technology and on-going support to ensure successful use of it.
4. ICT can be an area in which students with Special Education Needs excel, although staff recognise that extra time may have to be granted to allow this.
5. ICT should not be seen as a magic solution to all problems.
6. The use of ICT in schools is constantly developing and being improved.

Staff names & roles

Assistant Headteacher (SENDCo) Mrs J Mitchell

Responsibility for co-ordinating provision for students with SEND

Mrs J Mitchell – SENDCo reports to Ms A Denholm - Headteacher

Work closely with the SEND support team, Place2Be, Heads of year and Mr P Thornton – Associate Assistant Headteacher for Behaviour and Miss L Parkin – Associate Assistant Headteacher for Attendance.