



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Adopted by Netherhall School Governing Body

On: 19th August 2024

Signed:  **(Neil Watt, Chair of Governors)**

Date by which the procedure was last reviewed: 20th August 2024

Anticipated review date: 20th August 2025

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

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Introduction

This revised policy is a statement of the arrangements for Inclusion and Special Educational Needs and Disabilities at Netherhall School. It has been revised in response to the 'Special Educational Needs and Disability Act 2001' and 'Special Educational Needs and Disability Code of Practice: 025 years' (January 2015).

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This policy should be read in conjunction with our Equal Opportunities Statement, The Accessibility Plan, Supporting Children with Medicines, Health and Safety Policy, Schools Admission Policy. This list is not meant to be exhaustive any may refer to other policies adopted by the governing body.

Statements in this policy that end in a bracketed number e.g. (6.2) are specifically linked to or quote statements from the SEN Code of Practice 2015.

Principles

Netherhall School is committed to providing an outstanding education for all the children in the local area. We believe that all children, including those identified as having special educational needs (SEN), have a common entitlement to a broad and balanced curriculum which is accessible to them, with inclusivity within all aspects of school life.

We are committed to equality of opportunity for all; this does not mean we will treat all pupils in the same way, but that we will respond to pupils in ways which take account of their varied life experiences and needs.

Meeting the needs of pupils with special educational needs is a whole school responsibility. The school recognises that high quality adaptive teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of quality first teaching. All teachers consider in their planning a student's special educational needs and the provision made, therefore enabling them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

The school recognises that children may have Special Educational Needs/Learning Difficulties and Disabilities throughout, or at any time during their school career. We also know that pupils learn at different rates and there are many factors affecting achievement, including ability, mental health and emotional state, social factors, age and maturity. This policy ensures that the school will, through curriculum planning and assessment, take account of the type and extent of the difficulty experienced by the student.

Definition of Special Educational Needs

We have regard to the definition of SEN stated in the 'Special educational needs and disability code of practice: 0-25 years' (January 2015):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Aims and Objectives

The aims and objectives of this policy are to ensure the school:

- Create an environment that meets the special needs of each student.
- Identifies students with special educational needs as early as possible.
- Ensures all students have equal access to a broad, balanced and differentiated curriculum; makes clear the expectations of all partners in the process of provision of special needs.
- Ensures parents are kept fully informed and are engaged in effective communication about their child's SEN.
- Ensures pupils with SEN are fully involved in the life of the school.

Roles and Responsibilities

Meeting the needs of pupils with special educational needs is everyone's responsibility.

The governing body will:

- Ensure, through the school's implementation of this policy, that a pupil with SEND gets the support they need (6.2).
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND (6.2).
- Designate a teacher as SENCo for the school who has achieved a national award in Special Educational Needs Co-ordination within three years of appointment (6.91).
- Inform parents when the school is making special educational provision for their child (6.2)
- prepare a SEND information report (known as The Local Offer) and their arrangements for the admission of disabled pupils, the steps being taken to prevent disabled pupils from being less favourably than others, the facilities provided to enable access to the school for disabled pupils and an accessibility plan showing how they plan to improve access progressively over time (6.2).
- With the headteacher and SENCo establish a clear picture of the resources that are available to the school and will consider their strategic approach to meeting SEND in the context of the total resources available (6.97).
- Ensure a member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEND and disability (6.3).
- Regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement (6.3).
- Ensure the quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff (6.4).
- Ensure that pupils and their parents are actively involved in decision-making about the provision made to meet their special educational needs (6.7).
- Agree admission criteria which conform to the relevant admission code of practice in force at that time. Specifically, "all schools should admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs. Pupils with special educational needs but without Education Health and Care Plans must be treated as fairly as all other applicants for admission. Admission authorities must consider applications from parents of children who have special educational needs but no statement/Education Health and Care Plan on the basis of the school's published admissions criteria. Such children should be considered as part of the normal admissions procedures. Admission authorities cannot refuse to admit children on the grounds that they do not have an Education Health and Care Plan or are currently being assessed."
- Ensure all teachers are fully aware of their responsibilities towards students with special educational needs.
- Consult the Local Authority Children's Services and other schools, when appropriate, and report annually to parents on the success of the School's Policy for provision for students with special educational needs.

The Special Educational Needs Co-ordinator (SENCo) is responsible for the day-to-day operation of the SEND policy. The role of a SENCo is described in Section 6.84-6.94 of The SEN Code of Practice (January 2015). The main duties are (this list is not exhaustive nor is it intended to replace the job description but rather summarise key points):

- Overseeing the day-to-day operation of the School's SEND policy.
- Co-ordinating provision for pupils with special educational needs.
- Liaising with the relevant designated teacher where a looked after pupil has SEND.

- Co-ordinating the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with special educational needs.
- Liaising with other schools, educational psychologists, health and social care professionals and independent and voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Produce and publish whole-school support timetables based upon consultation with middle leaders and the headteacher, ensuring that children's needs are met with appropriate support.

In addition to the above, the SENCO will:

- Contribute to the in-service training of staff.
- Work closely with the assistant headteacher responsible for SEND, teaching and learning, and literacy to be involved in strategic development of SEND policy and provision in these areas.
- Monitor and evaluate the provision for students with special educational needs.
- Support and challenge fellow teachers to ensure that high quality adaptive teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Encourage staff to report their concerns using agreed forms of communication i.e. CPOMS.
- Lead and manage the team of specialist teachers, support staff and teaching assistants who support pupils with special educational needs.
- Assess, screen and interpret the learning difficulties of individual pupils using regular diagnostic tools and procedures used for key assessments.
- Oversee and ensure the regular update of the SEND student profiles including advice on strategies to support the student and target setting where appropriate for school staff.
- Track and monitor rates of progress and welfare of SEND students, and the effective use of this data.
- Oversee the collection, recording and updating of records for all pupils with SEND and ensuring these records are available and the SEND register is up to date.
- Ensure information on pupils with SEND is distributed to all relevant staff (through SEN passport profiles, in-service training and other suitable means), including the examinations officer and the head of sixth form as necessary.
- Act as a point of reference/contact point with regard to national regulations on arrangements for pupils with SEND in external tests and examinations; i.e. Access Arrangements.
- Liaise with, advise and support fellow teachers, including heads of department, and heads of year
- Identify training needs of both the learning support department and also teaching staff, liaise with the assistant headteacher for teaching and learning, and contributing to staff INSET.
- Liaise with the assistant headteacher for literacy and pupil premium to contribute to the school's intervention planning.
- In consultation with the assistant headteacher for SEND, and the headteacher, be alert to any pattern arising in the school's identification of pupils with SEND.

All teaching and non-teaching staff in Netherhall School are expected to provide teaching and learning opportunities for pupils which maximise their access to the curriculum and enable them to reach their potential.

Teaching staff will:

- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Be aware of which pupils in the school have SEND, the main difficulties this can pose for students, and the recommended strategies to address these.
- Differentiate their teaching to take account of individual needs.
- Assess and monitor the progress of pupils with SEND.
- Raise concerns about pupils with possible SEND with the SENCo.
- Direct teaching assistants within their lessons/department so as to ensure access and inclusivity within lessons for students with SEND.
- Participate within relevant SEND CPD to ensure they are up to date with policies, strategies, and whole-school developments relating to SEND.
- Provide academic and pastoral information to the SENCo as requested to inform Annual Reviews and other key points for students with SEND.

Educational Inclusion

The majority of students will have their needs met through quality first teaching and normal classroom arrangements alongside appropriate differentiation, which may include, for example, support from targeted academic support sessions such as paired reading, reciprocal reading or phonics intervention.

However, Netherhall School respects the fact that students:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

Consequently, Netherhall School teachers respond to students needs by:

- Differentiating planning and teaching.
- Providing support in all curriculum areas.
- Planning to develop student's understanding multi-sensory experiences.
- Planning for students' full participation in learning, and in physical and practical activities.
- Planning for students to manage their behaviour, enabling them to participate effectively and safely in learning.
- Ensuring that teaching arrangements are fully inclusive.

Specialist Provision

- To enable access to all of the ground floor area, the school is equipped with handrails and ramps.
- There is a specially designed shower and toilet facility for students, staff and visitors with physical disabilities.

Identification of SEND

The SENCo will work with all staff to ensure students who may need support which is additional to, or different from, that normally supported through differentiation and personalised learning within the classroom are identified as early as possible.

For specific details of our assessment packages and methods, refer to the school's Local Offer.

Progress made by all students at this school is regularly monitored and reviewed. The school does not identify students as having special educational needs unless there is clear evidence that, despite quality first teaching targeted at the area of weakness, progress continues to be less than expected given the pupils age and individual circumstances (6.14 ff). In such a case, additional intervention will be put in place whilst the SENCo arranges for evidence to be gathered.

Identification at admission: If information has been passed on from parents or the previous school, the SENCo may decide to carry out further assessment to decide how the school can meet the specific needs of the child.

Identification through screening: Cohort or whole class testing such as (but not limited to) end of unit assessments, GL assessments, mock examinations may raise concerns about a pupil's learning, where problems have not been previously identified. The SENCo then gathers information from staff and may decide to carry out further assessment to determine how the school can meet the specific needs of the child, which may be in relation to Access Arrangements.

Identification through teacher concerns: Class and subject teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a graduated approach to personalising learning in order to target areas of weakness. Where progress continues to be less than expected the class or subject teacher will work with the SENCo to assess the pupil.

Identification through parent or pupil concern: The school recognises that parents and the pupils themselves have a unique perspective on their learning. Netherhall School will listen to and address concerns raised directly by parents and pupils themselves. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the SENCo if difficulties persist.

Emotional, social and mental health difficulties: These are likely to be identified and addressed through the school's pastoral system – tutors, year group heads or Designated Safeguarding Lead. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENCO as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND and require additional support.

EAL pupils: Care needs to be taken to ensure that lack of competence in English is not equated with learning difficulties. At the same time, when children who have English as an additional language make slow progress, an in-depth assessment may be needed to ascertain whether their language status is the only reason for this; or whether they also have learning difficulties.

Note: Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEN (6.21). Slow progress and low attainment do not necessarily mean that a pupil has SEN and should not automatically lead to a pupil being recorded as having SEN (6.23). Difficulties related solely to limitations in English as an additional language are not SEN (6.24).

The following broad areas of need as outlined in the revised Code of Practice (Jan 2015) are used when identifying special educational needs (6.28):

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

When a Special Educational Need has been identified and additional support is deemed necessary, a SEND Early Help Assessment will be completed, a Team Around the Family (TAF) convened calling on outside specialists where appropriate, needs identified an action plan with SMART targets drawn up. The 'Assess, Plan, Do, Review' process will be followed. The production of an IEP and /or behaviour management plan will be considered.

Education Health Care Plans

If there is clear, documented evidence that a student's progress continues to be less than expected, given the pupil's age and individual circumstances, despite the additional support given by the school, parents or other professionals may decide to refer for a statutory assessment of the pupil's SEND. This may lead to an Education, Health Care Plan (EHCP) – see chapter 9 of The Code of Practice January 2015.

Students with an EHCP will, in addition to the school's rigorous tracking and progress assessments for all, be the subject of an Annual Review meeting to which parents and the multi-agencies involved with the support for the student will be invited. This is to ensure a holistic approach to their progress and support needs. The EHCP meeting will identify yearly objectives which will be reviewed each term. The opportunity to meet with school staff will also be available at least termly but appointments can be made when needed. Parents will be formally invited to a review meeting each term, with one of them being the Annual Review.

Following the Annual Review meeting, the school will provide a report containing recommendations from pupils, parents and professionals to the Local Authority (LA). A school report will be given at these meetings. The LA's decision following the meeting must be notified to the pupil and or their parents within 4 weeks of the review meeting. The LA may cease an EHCP in line with section 9.199 of the Code of Practice January 2015.

The school will liaise with the sending or receiving organisation when a student with SEND is due to transfer and will forward to a receiving organisation as early as possible all relevant information to enable an effective transfer with the consent of the pupil and or parents. The school is guided by chapter 8 of the Code of practice January 2015

Allocation of Resources:

- The SENCo is responsible for the strategic management of the specified and agreed resourcing for special needs provision within School, including the provision for students with Statements/EHCPs.
- The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The headteacher and the SENCo meet at least annually to agree how to use funds, including those directly related to statements/EHCPs.
- The effectiveness of the resources for special needs will be monitored as part of the ongoing process of self-evaluation.

Access to the Curriculum

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to:

- Understand the relevance and purpose of learning activities.
- Learn within their zone of proximal development.
- Experience levels of understanding and rates of progress that bring a feeling of success and achievement.

Teachers use a range of strategies to meet students' special educational needs. Lessons have clear learning objectives which are differentiated and personalised. Assessment is used to inform the next stage of learning.

Individual plans and intervention programmes will identify a small number of specific, needs led objectives, ideally three or four, designed to enable the student to progress.

Provision follows a 'front loaded' approach in order to obtain optimum effect and to enable students to become independent learners as soon as possible. Great care is taken to ensure that

students miss as little curriculum time as possible, as we recognise that all students have an entitlement to share the same learning experiences as their peers.

In key stage 3, students are set by academic ability within English, mathematics and other subjects. This enables students to access a broad curriculum, whilst receiving a suitable level of challenge and differentiation. Within key stage 4, students are also set by ability within English, mathematics and science.

Record Keeping

Students identified with SEND will have individual passports created on the 'provision map' software, provided by Edukey, alongside records of their targeted academic support groups and behaviour management plans as needed.

Student files are kept by the SENCo within the learning support department, and these are archived until the student reaches twenty-five years of age (for those designated an EHC plan). If a student moves to another educational provider, their files will be transferred accordingly.

Partnership with Parents

Each student with SEND will have a named lead professional who will co-ordinate the provision for that child. The lead professional will be allocated as the person who knows the child best and with whom the child and parents have the best working relationship. The SENCo will liaise closely with all lead professionals.

The school provides information about the Cumbria Advice and Support Service (formerly known as Parent Partnership Service) to all students with special educational needs on request. Our local SEND IAS Co-ordinator Susan Eastwood can be contacted on 0782 440 8922 or susan.eastwood@cumbria.gov.uk.

At all stages of the SEND process the School keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of pupils and parents and encourage them to make an active contribution to their child's education.

Links with other Schools

The SENCo has links with the SENCo's of all feeder schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the Summer Term for Y6 students or sooner if necessary.

When students move to another school their records are transferred within fifteen days of ceasing to be registered at Netherhall School.

Links with other Agencies

The school works closely with all of the Children's Services, Locality Teams and other outside agencies when identifying, assessing and making provision for special needs students.

The named officer for our school can be contacted on 01946 506211, (West Cumbria House, Jubilee Road, Workington, CA14 4HB).

Complaints Procedure

The school's complaints procedures are set out in the complaint's policy available on the school website. The Local Government Ombudsman (LGO) can investigate complaints against Local Authorities (see section 11.89 of The Code of Practice January 2015).