



JARROW SCHOOL



Excellence in
Education

**Policy Title: Special Educational Needs and
Disabilities (SEND)**

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Jarrow School SEND

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JARROW SCHOOL SEND POLICY

Jarrow School seeks to meet the needs of all of our students on an individual basis with consideration for the community of which they are a part. We recognise all of our students as individuals and that it is their entitlement to feel valued, recognised and rewarded. All of our students will be given the appropriate support and guidance ensuring they achieve their full potential.

Coordination of Provision

Jarrow School has clear structures in place to ensure that our students

- are healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

Students are organised into year groups managed by non-teaching Heads of Year. In turn it is the responsibility of the form tutor to have an overview of each student in their form group including aspects such as performance, behaviour and discipline. In turn the overview of SEND is maintained by the Assistant Headteacher (SENCo).

Students with learning difficulties may be supported in a number of ways either by in-class support, small teaching sets (still with the possibility of support) or one-to-one via withdrawal from lessons, or through voluntary attendance at lunchtimes or after school sessions. Students who have low levels of literacy skills are given catch-up lessons in timetabled 'Basic Skills' lessons. On entry students who are working at 9.7 or below in the core subjects are part of our catch up programme.

The Headteacher

The headteacher has overall management responsibility of the school's SEND policy but may at times designate this responsibility to the Assistant Headteacher (SENCo)

The headteacher or designated member of the senior team must:-

- keep the governing body informed

- allocate appropriate resources for students with SEND from the delegated budget
- evaluate the effectiveness of the SEND policy
- delegate responsibility for handling complaints to any matter pertaining to SEND

Governing Body

The role of the governing body is

- to help determine the school's policy
 - to establish appropriate staffing and funding
 - to determine the responsible person
 - to secure the necessary provision
 - to report annually to parents
 - to appoint a governor for SEND
- (The appointed governor is Jean Stokes)

Assistant Headteacher (SENCo Karen Booth)

The role of the SENCo is

- to oversee the day to day provision of SEND policy
- liaising with and advising colleagues
- coordinating provision for SEND students
- maintaining and overseeing records on all SEND students
- liaising with parents
- contributing to in-service training

Staff Responsibilities

The role of the Head of Department is

- to ensure that the SEND policy is in place within their department
- subject specific resources to aid SEND students are available
- to work with their department with regard to the Code of Practice on:
 - identification
 - assessment
 - provision

The role of the subject teacher is

- to use a variety of teaching styles, teaching strategies and resources which support and enhance subject delivery
- to continually assess and identify the needs of their students
- to inform the Subject Leader/Faculty Leader. of any student causing concern
- to continually assess, do, plan and review
- to differentiate lessons accordingly

Jarrow School recognises that all staff are teachers of students who will at some time have individual needs as well as those students with Special Needs.

Provision Mapping, Management and Monitoring

The school has moved from a three stage system. Students are now identified as having additional SEND as set out in the Code of Practice 2014. Students with a difficulty identified within the classroom environment will be provided for under routine classroom strategies for learning. Jarrow School uses the LA Provision Mapping Template as a means to provide and evaluate the use of resources required to ensure that all SEND students make the required progress. Any top-up funding required for extra resources will be determined from the provision map.

1. Basic Information

Principles:

- We have regard to the definition of SEND stated in the ‘SEN Code of Practice’

‘Children have SEND if they have a *learning difficulty* which calls for *special education provision* to be made for them.’
- Children have a *learning difficulty* if they:
 - ‘Have a significantly greater difficulty in learning than the majority of children of the same age; or
 - Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
 - Are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.’

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

- *Special educational provision* means:
 - For children and young people aged 0-25 educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and colleges maintained by the LA, other than special schools, in the area.

Objectives for SEND within the school:

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Students who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent monitoring of their progress, which will involve the parents/carers and Student in working in partnership with the school.
 - All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers will:-
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to recognise strengths as well as weaknesses and irrespective of emotional needs, physical or mental abilities, students can fully access the social and academic life of the school.
- Students will experience acceptance and real opportunities for friendship and positive relationships, as well as challenging learning experiences.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual student.
- We will endeavour to develop teaching and learning styles that take account of the wide range of abilities, aptitudes and interests of the students.
- We will ensure the successful transfer of students with SEND
- The school shares an on-going commitment to training in SEND, Inclusion and Disability Equality.
- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the student. We link with other schools, special schools, voluntary

organisations, health and social service departments, and the LA. We work on a regular basis with the following:

- Sukhi Kaur (Educational Psychology Service)
- Chris Rue (Head Teacher at Epinay Special School)
- Andy Ritchie (SEND Support Manager)
- Julie Howes (Hearing Impaired)

Admissions:

- Provision for students with SEND is a matter for the school as a whole.
- We welcome all students to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Students with an EHC Plan when admitted into school are fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms:

- The school has experience in supporting students with a variety of needs including MLD, SpLD (Dyslexia and Dyspraxia), Hearing Impairment, Autism, ADHD and Emotional and Behavioural Difficulties. Speech and Language Therapy (S.A.L.T) and Occupational Therapy (O.T) are also areas of expertise. Two of our support staff are trained bereavement counsellors and we have one specialist HLTA working within the maths department. Two HLTA's work specifically to improve standards of literacy and are trained to test for dyslexia. We also have a HLTA who works on co-ordination skills with our students who have dyspraxia.
- Jarrow School has a Post 11 Centre for students with Autism attached to the school. The Post 11 Centre is a specialist unit. The Centre is able to access the school's resources, specialist subject teachers and resource bases, where appropriate. The unit has 4 full-time teachers, a Speech and Language Therapist. There are also 7 LSA's dedicated solely to working with the students who access the unit full-time.

2. Identification, assessment and review

Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who students additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget.
- We intend to develop our resources to support students with SEND that link with priorities stated in the school's improvement plan.

Identification and Assessment:

- We are committed to the early identification and intervention of students who may have SEND.
- Contact is made with the feeder schools to ensure that all relevant information about students with SEND is passed on. The SENCO will then visit every primary school to meet the students on the primary SEND Register and discuss their needs in more detail with the classroom teacher or SENCO. Assessment may also take place at this stage to further inform planning and class setting.
- The SENCO will inform all staff of the students on the Primary SEND Registers and give a short description of their needs.
- All members of the department are able to carry out a simple basic screening technique for Dyslexia. If students are identified then further assessment and planned support will be carried out.
- Partner schools have been asked to invite the SENCO to all Year 6 annual reviews.
- The graduated response from School Support to EHC, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy.
- Year 7 screening for reading and spelling difficulties is in place, which is monitored by the SEND department. All Year 7 are tested on entry so intervention programmes and further continuous assessment can begin.
- The SENCO at the request of teachers, parents or students themselves may assess students. The SENCO will collect information from other professionals and perform an initial assessment.
- The SEN HLTAs and Teaching Assistants work with students identified at School Support and Statement EHC level. Each Teaching Assistant has identified students and they co-

ordinate their support with a variety of methods designed to suit individual needs. Termly progress reports are completed and a copy is kept in student files and a copy is sent to parents to provide them with regular information on their child's progress.

- School Support - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the student.
- The Pupil Profile is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and student are always involved.
- All staff have access to reading and spelling ages and a copy of the SEND register which can all be accessed on the VLE.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a EHC assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the student's needs are considered to be severe and complex, an EHC statement may be issued by the LA.

Inclusion:

- We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets. A broad and balanced curriculum for all students and systems for early identification of barriers to learning and participation are priorities.

All students are entitled to full involvement in all the school offers including extra curriculum activities, clubs and school trips.

Review:

- The SEND policy is subject to a regular cycle of monitoring evaluation and review.
- The SEND policy should also be read alongside the Behaviour and Equal Opportunities and Disability policies and are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.
- Students with Special Educational Needs are tracked and their progress monitored in various ways
 - The SENCO and support staff work with subject teachers informally.
 - Target setting and evaluation through pupil profiles.
 - Reports written by subject teachers and SENCO for Annual Reviews.
 - Progress Reviews with Educational Psychologist.
 - Statistical analysis is carried out on GCSE results to inform planning, set targets and monitor teaching and support.
 - Reading ages are also monitored to gain an insight into progress made and necessary adaptations to intervention programmes.
 - Meetings with parents through arrangement or at parent evenings.

Curriculum entitlement:

- All students are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stage.
- All information gained is used to support planning in order to aid progress.
- Teachers will differentiate work where appropriate and use support staff to increase opportunities to learn.
- Where appropriate there will be support in lessons or the withdrawal of pupils.
- All KS3 SEND groups will have a member of staff to support their learning in every maths and English lesson.

Evaluation procedures:

- The management group/governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of students identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SLT, Faculty Leaders and Subject Leaders monitor classroom practice/analyse student tracking data and test results/identify value added data for pupils with SEND.
- SEND is part of our school self-evaluation arrangements and is targeted within the School Improvement Plan.

Procedures for concerns:

- We endeavour to do our best for all of our students but if there are any concerns we encourage those concerned to approach the class teacher/form tutor in the first instance, the SENCO, the head teacher or the SEND governor and a response will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

3. Staffing policies and partnerships with external agencies.

Professional development for staff:

- All staff are encouraged to be involved in Professional Development regarding SEND whenever possible.
- We have regular department meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- The SENCO observes all support staff within the department at least once a term so areas for development can be highlighted and addressed.
- There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEND.
- All members of the department are expected to keep their own professional development file up to date. The file should include minutes of meetings, INSET notes, further qualifications gained, evaluation forms and records of performance management.

Support services available:

- We believe that effective action on behalf of students with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND support services, health services, social services, etc.
- Advice and support from outside agencies is available if requested by the school or parents. External Support can be accessed from the following departments:

Educational Psychology – 0191 4268100

Educational Welfare Service including Well-Being Panel– Karen Rutherford 0191 4277000

Parent Partnership – Gillian Harte 0191 4268100

Learning Support Service- Andy Ritchie 0191 4246456

Hearing Impaired Service – 0191 4268100

Epinay Special School – Chris Rue 0191 4898949

Connexions Service– 0191 4246303

Educational Services for the Visually Impaired – Sensory Service 0191 4268157

Partnership with parents:

- We recognise the value of parent participation and parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school record books. Parents are encouraged to contact the SENCO on an informal basis whenever they feel the need.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Student participation:

- Students have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the student in school are given due weight according to their age, maturity and capability.
- Participate where possible, in all the decision making processes, including setting targets and contributing at meetings, discussing their choices, assessment of needs and in the review procedures.

Transfer arrangements:

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our students. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.
- Records of all students are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.
- We have especially good links with Epinay Special School and students have been integrated from this school to Jarrow School and vice versa.

Links with other agencies:

- This school seeks to develop joined up thinking and working with other agencies to develop inclusive practices.
- Information is shared and invitations are always sent out for annual reviews 6 weeks before the date of the meeting.
- Parents are informed and involved whenever their child's provision is supported by such agencies