



HYDE COMMUNITY COLLEGE

**Special Educational Needs and
Disabilities (SEND) Policy
2016/2017**

The
alpha
Centre

Inclusion Principles

An *educationally inclusive* school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter.

Inclusion is a basic value that extends to all our students – everyone belongs and everyone is welcome.

Our aim is to make **all** our students:

- Feel safe;
- Feel valued;
- Be the best that they can be, academically, socially, and emotionally.

We strive to remove barriers which might prevent students achieving the above.

We are working towards a multi-agency approach to complement our own resources and so support our aim of **inclusion for all**.

1. Definition of SEND

The Special Educational Needs Code of Practice states that: 'Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them'.

Students with SEND admitted to the school may have diagnosed difficulties with one or more of:

- Cognition and learning;
- Communication and interaction (speech and language);
- Social, emotional and mental health;
- Sensory abilities, physical and/or medical.

2. Aims of this policy:

a) To ensure that the school fully complies with the requirements of: the Education Act 1996; the SEND Code of Practice 2015; The Equality Act 2010; the Every Child Matters Agenda 2003 and other relevant statutory guidance.

b) To ensure that every pupil with special educational needs:

- Is fully included in school life regardless of their particular special educational need/s
- Is a successful learner
- Is supported to learn at a pace appropriate to their needs, abilities and development
- Has their strengths and capabilities recognised and valued and any additional needs supported, whether these are social, behavioural, physical, medical, emotional or academic.

In addition all students should have the maximum opportunity to achieve the five Every Child Matters outcomes:

- be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being.

3. Co-ordination of the school's special educational provision

The SENCO is responsible for co-ordinating the day to day provision of education for all pupils with special educational and/or physical needs at the school. The SENCO has responsibility for ensuring an accurate Inclusion Register is established and maintained.

4. Policy into Practice

As part of our inclusive approach we strive to follow HMI guidelines for effective inclusive schools.

- A climate of acceptance of all students, including those who have distinctive needs;
- The availability of sufficient suitable teaching and personal support;
- Widespread awareness among staff of the particular needs of students and understanding of practical ways of meeting them in classrooms and elsewhere;
- Sensitive allocation to teaching groups and careful modification of the curriculum, timetables and social arrangements;
- Programmes of study must fit the student rather than the student fitting the programmes;
- The availability of appropriate materials and teaching aids and adapted accommodation and to ensure that provision for SEND students is specific, appropriate and measurable for impact;
- An active approach to personal and social development, as well as to learning;
- Well-defined and consistently applied approaches to managing difficult behaviour;
- Assessment, recording and reporting procedures which adequately recognise and express the progress of students who may make only small gains in learning and personal development;
- Involving parents as fully as possible in decision-making, keeping them well informed about their child's progress and giving them as much practical support as possible;
- Developing and taking advantage of training opportunities, including links with special schools and other schools providing for similar groups of students with SEND;
- Consulting the local authority and governing body of other local schools/colleges, when it seems to be necessary or desirable so as to co-ordinate SEND provision in the local area;
- Careful planning of placements for students to minimise any barriers to learning, giving attention to the students themselves, their peers in school, parents and staff.

In addition the school will monitor the work of the Inclusion Department through:

- Lessons observations (some paired with senior leaders) to observe quality of in class support
- Teaching Assistant appraisal / performance management
- Having regular discussions between the SEND link governor, SLT line manager and the SENCO
- Inviting the SENCO to report to the senior leadership team and to the Governing Body, at regular intervals.
- Fortnightly QA meetings to monitor assessment and tracking of SEND students.
- Monitoring of the progress of SEND learners by the Curriculum and Achievement group in line with school procedures.

The emphasis in special needs is on INCLUSION that recognises collective responsibility. It is the responsibility of all teachers to meet all students' individual needs. Inclusion includes good classroom management. It involves in-class support and differentiation. It recognises the need to equip staff with the necessary skills to provide effective support for SEND students.

Inclusion and equality of opportunity require a whole school approach. Consistency throughout the school is essential in order to:

- Create opportunities for success;
- Use students' strengths and remedy their weaknesses;
- Ensure teaching is appropriate to the needs of students ie possibly broken into smaller, simpler steps, or with more practical and concrete tasks, or with more depth for the more able students, ensuring that the basic concepts are protected;
- Teach in a supportive, enjoyable and culturally varied environment.

5. Identification and Assessment

Wherever possible, the SENCO and/or staff from the inclusion department will attend Year 6 Annual Reviews of pupils with statements of SEND transferring to the school.

SEND staff will liaise with partner primary schools in the summer term to identify and plan the support for pupils with known SEND issues

Key Stage 2 scores and teacher assessments will be used to identify Year 7 pupils working below Age related Expectations. Reading/comprehension and spelling age testing will be carried out for all prospective Year 7 students in the two induction days facilitated by the school during the summer term prior to the students officially enrolling. The assessment results are made available for all staff in the Inclusion Intranet folder and on Go4schools.

A reading/comprehension age below 8 years will be a threshold used by the Inclusion Department to identify a student with possible SEN. On the basis of this information students may be added to an Inclusion Register. These students, their parents/carers, school staff/governors will be made aware of this information and a personalised learning/supportive action plan will be developed for the students, in liaison with parents/student/staff.

A sensitive transition from primary to secondary education for our most vulnerable students will be achieved by providing an extra day of support for around 16 to 20 of the inclusion students identified as having the greatest needs. They will be invited to spend a full day working in the Alpha Centre with all members of the inclusion department. This day will usually take place the day before the 2 general induction days. This will allow the most vulnerable students to become familiar with staff and school.

During the whole of the first week of the academic year all teaching assistants will support Year 7 students in-class to ensure a successful start and further identify any other students who may need additional intervention. A buddying system for students will also be encouraged by Inclusion Staff, Form Tutors and Heads of Year, where appropriate.

Teaching and support staff will also identify pupils causing concern, who may require additional support, through their day to day teaching. Teaching staff will complete a referral form and forward it to the SENCO.

Parents will be encouraged to contact the Inclusion team if they have concerns about the progress of their child.

Referrals from external agencies will be used as evidence to support the identification of SEND. These include: educational psychologist, speech and language therapist, mental health professionals and social services.

All teachers at the school are teachers of pupils with SEND. Teachers and support staff may receive in-service training in identifying and supporting pupils who require an education offer that is **additional to and different from** the differentiated curriculum offered to all pupils.

6. The Graduated Response

The SEN Code of Practice promotes a common and graduated approach to identifying, assessing and providing for pupils' Special Educational and/or Physical needs. The approach is a model of action and intervention to help pupils who have SEND make (at the very least) adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a pupil may be experiencing.

The focus of the graduated response is on improving teaching and learning at all times. Teaching staff are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach and assess progress. So the minimum expectation of teaching staff is that they will consider a number of options and choose from a range of activities/strategies to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning.

The School will provide for the SEND needs of pupils through the following phases of intervention:

Wave 1 – Quality First Teaching.

The individual needs of all pupils are provided for in the classroom through high quality, differentiated and personalised provision. Information about SEND pupils must be consulted and appropriate strategies incorporated into differentiation and provision for SEND pupils in the classroom. Where Teaching Assistants (TAs) support in class, there should be consultation about lesson planning. The use of a word processor in certain lessons for students with writing difficulties/dyspraxia is also encouraged.

Wave 2 – Targeted small group interventions.

Wave 2 interventions are short term programmes delivered by a TA or teacher that address the specific needs of pupils enabling them to make accelerated progress. Examples of intervention include small group withdrawal in:

Year 7 English Nurture (Comprehension and Decoding) small group withdrawal;

Year 7 Reading Groups;

Year 7 and 8 Maths Nurture small group withdrawal;

Year 7 -11 Social Chat;

Year 7 -11 Young Carers;

The impact of these interventions will be communicated to parents/carers on a termly basis.

Wave 3 – Targeted 1 to 1.

Wave 3 interventions are for pupils for whom quality first teaching and Wave 2 interventions are not enough to enable them to make progress. Students who have a statement of SEND (or Education Health Care Plan) are often supported at Wave 3 level.

Wave 3 interventions are more intensive programmes involving more 1 to 1 withdrawal work and/or specialist provision to address learning needs and applies to the full range of SEND.

A school based key-worker may be assigned to any student on any of the waves of intervention, if appropriate and parents/carers will be invited to take part in termly review meetings to monitor attendance and progress.

7. External Support Services

- The School uses the services of Thameside Local Authority.
- The SENCO may involve other outside agencies including Social Services (see Child Protection Policy), Sensory Impairment Service, School Nurse, Speech and Language, Occupational Therapy, CAMHS plus a wide range of other external support services according to the individual needs of pupils.
- The SENCO has regular meetings with all professionals within the educational and wellbeing support services in order to ensure that relevant provision is in place for all SEND pupils.

8. How SEND pupils' needs are determined and reviewed

The identification of the particular individual needs of pupils is a collaborative process between all school staff, the SENCO, pupil and parents. Additional expertise from external agencies will be sought in individual cases when it becomes apparent that this is needed in order to meet the individual needs of a pupil.

Staff may make a referral to the SEND department to raise a concern about a pupil. Concerns can be raised about a pupil who is not on the SEND register in addition to a pupil who is on the register, but has consistently failed to make progress over time.

Needs and provision for students with EHCPs are determined by the Local Authority and are met through resources provided directly by the Local Authority, as well as from school resources.

Statutory reviews of EHCPs take place at least annually. Interim or early reviews may be called where the School identifies a student who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be suitable.

9. Student Progress

At the heart of the work in each class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of pupils. The majority of pupils will learn and make good progress within these arrangements. Good progress might be progress which:

- Reduces the attainment gap between pupils and national age related expectations
- Prevents the attainment gap growing wider
- Matches or betters the pupil's previous rates of progress
- Demonstrates an improvement in skills or behaviour
- Demonstrates an improvement in self-help, social or personal skills

- Ensures access to the full curriculum
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.

Those pupils whose overall attainment in specific subjects fall significantly outside the expected range and who are not making adequate progress, MAY have a special educational need. However, underachievement and lack of progress does not in all cases represent SEND issues.

The graduated response to meeting individual needs starts once it is decided that a pupil may have SEND and immediately any SEND provision is made for that pupil. The key test is where the pupil is not making at least adequate progress or is unable to access the curriculum. The SENCO will inform the pupil's parents/carers as the school starts making provision and will explain in detail the provision to be made for their child, as well as how outcomes will be monitored and reviewed.

10. The SEND team helps pupils access the National Curriculum by:

- Supporting pupils to improve their literacy and numeracy skills
- Ensuring all teaching staff have access to and have had training in helping students to improve their literacy skills
- Supporting students in lessons
- Offering help with homework at lunchtimes and after school
- Helping staff develop differentiated schemes of work and differentiated resources
- Providing staff with alternative and appropriate teaching strategies and approaches
- Making information accessible in a range of different ways for SEND pupils.

Pupils may be provided withdrawal lessons in consultation with the pupil and parents. In such cases the SENCO will also consult with the relevant subject leader prior to this withdrawal. Withdrawal lessons take place because it is felt that the specific student's literacy or numerical skills are so weak that their needs cannot be addressed other than through individual or small group teaching.

11. Access Arrangements

Access arrangements for all tests and examinations are organised jointly by The SENCO and the Exams Officer. These can include up to 25% extra time, and/or provision of reader and/or scribe and/or the use of a word processor. In line with statutory guidance GCSE access arrangements are completed with students in Year 10 during the first term of study.

12. Supporting students with different needs

Social, Emotional and Mental Health – examples of support:

- Day to day support provided by pastoral staff
- Access to a learning mentor
- Counselling
- Access to one to one or small group withdrawal support provision
- Outside agency support
- Time-out cards

Provision for Sensory and/or physical needs – examples of support:

Inclusion

- Motor skills/Art Therapy withdrawal support
- Outside agency support from Sensory Impairment Service
- Provision of an ICT support system for writing
- Medicines management and administration as set out in separate school policies.

Provision for Communication and Interaction Difficulties – examples of support:

- Speech and Language Therapy (SALT) provision
- Social skills groups
- Self-esteem workshops

13. Facilities

The Alpha Centre has been created as a base where students, with identified needs, can be supported in a variety of ways to enable them to reach their potential academically, socially and emotionally.

Staffing the Alpha Centre is a team made up of a specialist teacher, Teaching Assistants and an administrator. All the staff are committed to working in partnership with students, their parents/carers and outside agencies to ensure a personalised support programme.

The Alpha Centre Base facilities include:

Four teaching rooms provide accommodation for varying sizes of withdrawal groups. They include a specialist literacy room, a tailor made breakfast room (8.30 – 9am – no charge and primarily for Year 7 students) and a larger class-size teaching room. Three rooms also have interactive whiteboard facilities. There is also a Hearing Impaired Resource Base with specialist staff and the HI teaching room also has an interactive whiteboard facility.

14. Resources allocated to the provision for pupils with SEND

The school is committed to providing for the needs of SEND pupils within mainstream classrooms wherever possible. All staff are required to ensure that all classrooms are fully inclusive learning environments. Physical learning spaces must address the needs of SEND pupils including those with Hearing Impairments.

Additionally resources include:

- TAs deployed to support all pupils with a statement, meeting the required number of hours in each case.
- TAs allocated to lower ability teaching groups across the curriculum, wherever possible. In order to support the improvement of literacy and numeracy skills, priority for support will be given to core subjects.
- Specialist ICT software to support pupils' needs
- Specialist resources (books, literacy programmes, social skills programmes etc) to support pupils' needs
- Homework support
- Small group targeted provision (Wave 2 interventions)
- One to one specialist support (Wave 3 interventions)

15. Irlen Screening (Scotopic Sensitivity Syndrome)

At Hyde Community College we can now screen and make provision for pupils with Scotopic Sensitivity Syndrome (S.S.S), a visual-perceptual dysfunction related to difficulties with:

Inclusion

- glare;
- light source and intensity;
- wavelengths of light;
- black and white contrast.

16. Pastoral support

The SENCO will work closely with the pastoral team to ensure all students are supported and provide advice to the pastoral team where additional needs are suspected.

What Pastoral support is available?

- Examples of additional strategies to support behaviour targets include: study support; increased in-class support; pastoral mentoring and counselling; college link courses or work placements; and a literacy programme to improve basic skills.
- Specific rewards and sanctions allotted to the student.
- Parents are informed of the progress the pupil is making.
- Other external support agencies may be involved in the PSP: eg. Educational Psychologist, Education Welfare Officer (Attendance Officer), Behaviour Support Service, Social Services.

17. Hearing Impaired Resource Base (HIRB)

The HIRB enables hearing impaired pupils to benefit as fully as possible from the school curriculum. It is staffed by teachers of the deaf and specialist teaching assistants.

The hearing impaired pupils participate in mainstream lessons and extra-curricular activities with their hearing peers. In order to enable the pupils to lip read, subject teachers need to face the pupil when speaking. Hearing impaired pupils should sit near the front of the class so that they get the maximum benefit from their hearing aids.

In-class support is provided by HIRB staff at an appropriate level for each pupil. Some pupils need sign language support in all or some of their lessons. Subject teachers will be required to wear a radio system transmitter in most lessons. The pupil wears a receiver attached to their hearing aids. This enables pupils to hear the teacher's voice above any background noise within the classroom.

In addition to in-class support, HIRB staff teach individual and small group lessons in the HIRB. Most of the students spend the majority of their time in mainstream lessons and have between 2 and 4 lessons in the HIRB each week. Other pupils need to follow a more personalized curriculum that meets their individual needs. These pupils are taught some subjects in the HIRB and receive a high level of support when they are in mainstream classes.

Each department in school has an information pack containing advice for staff teaching hearing impaired pupils. Further information and advice is available from any of the HIRB staff. The HIRB is located within the Alpha Centre. HIRB staff are employed by Tameside Sensory Support Service and some of the staff also support pupils in other schools.

18. The role of the SENCO

- Oversees day-to-day operation of the Inclusion/SEN policy and co-ordinates Inclusion provision;

- Advises colleagues on appropriate teaching/support strategies to support barrier free learning and participation;
- Oversees records of inclusion students; (i.e. Students on the inclusion register)
- Observe inclusion students in class;
- Analyses and assesses inclusion students' needs;
- Sets targets for improvement for students;
- Liaises with parents/carers of inclusion students;
- Contributes to INSET in relation to removing barriers to learning;
- Leads and manages the Inclusion Department team;
- Liaises with external agencies; (e.g. Liaises with Hearing Impaired, Visual Impaired, CLASS (children with Autism), School Counsellor, School Nurse, Physiotherapy, Occupational Therapy, Speech Therapy, Educational Psychologist, Positive Steps, Attendance Officer);
- Liaises with SENCO in primary and further education phases;
- Attends annual statement review of students.
- Provides staff with details of students and strategies to support them;
- Provides advice on dyslexia, dyspraxia, autism etc.

19. Role of the Subject Leader in relation to SEND students

Subject Leaders must;

- Monitor the quality of teaching and learning for SEND students in their department.
- Monitor the progress of SEND students for their subject and communicate any issues arising to the SENCO.
- Make sure that the Inclusion budget is correctly allocated and a record of resources is kept.
- Ensure that there is appropriate Inclusion/SEN training provision within their department.
- Ensure Inclusion/SEN is included on departmental meeting agenda and remains high profile.
- Directs a representative from the department to attend any relevant action planning meetings called by the SENCO.

20. Arrangements made by the School relating to treatment of complaints from parents/carers of pupils with SEND.

Everyone at the school is constantly striving to further to improve the quality of education provided for students. The Headteacher and the Inclusion Team will be grateful to receive any comments about the school's performance including suggestions for improvement.

Similarly, any complaints should in the first instance be directed to the SENCO. However, should a parent feel that his/her complaint has not been dealt with satisfactorily he/she has the right to further action as explained in the school's Complaints Policy.

21. The role of parents in supporting the education of their children.

The school will ensure that both parents/carers and pupils take a central role in making decisions about what SEND provision should be made. The school recognises that parents hold key

information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs. The overriding aim is to have a productive partnership with parents.

- The SEND department will ensure that parents are kept informed of the work done with their child.
- Parents are encouraged to contact the SEND department if they have any concerns they wish to discuss.
- Parents are invited to contribute to review processes.
- Members of staff from the SEND department will be available at all parents' evenings.
- The Inclusion Department tries its best to operate an 'open-door' policy where parents/carers may come into school at any time to discuss any urgent SEND issues with a member of the team. It is however recommended that appointments are made in advance.

22. Arrangements made for Continuing Professional Development (CPD) for staff.

- The SENCO will consult with the senior leadership team when SEND related CPD is required.
- NQTs and all new staff will be provided with training in order that they are familiar with how the SEND Code of Practice requirements work in practice, as well as the school's expectations of their role in working with students with SEND.
- TAs will have access to CPD relevant to their roles and responsibilities.
- The training needs of SEND staff will be identified through annual appraisal/performance management.

This SEND policy will be reviewed on an annual basis.
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