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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Policy Statement

This policy is in line with the Special Educational Needs Code of Practice 2014 and our School Information Report, and provides a clear framework for delivery in our school.

Whitley Bay High School is committed to equality of opportunity and provides full access to the National Curriculum for all students, including those with special educational needs.

Please refer additionally to the School Information Report for Special Educational Needs and Disabilities (available on the school website).

Contents

Definition of Special Educational Needs and Disabilities (SEND).....3

Definition of Disabled Children and Young People.....4

Aims of the Policy.....4

Objectives of the Policy.....5

Monitoring of the Policy.....6

Complaints.....6

The Coordination of SEND provision.....6

Admission Arrangements.....7

1. Definition of Special Educational Needs and Disabilities (SEND)

Under the SEND Code of Practice (2014) it states:

- a. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for her or him.
- b. 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, or
 - has a disability which prevents or hinders her or him from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- d. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in a) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
- e. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD.

1.1 The school recognises that children with special educational needs may fall into one or more of the following categories, having difficulties in all or some of the following 4 areas:

a. Communication and Interaction

Students may have speech and language difficulties, communication needs including difficulties associated with the autistic spectrum.

b. Cognition and Learning

Children may experience general, moderate or specific learning difficulties which may include, for example, dyslexia and dyspraxia.

c. Social, Emotional and Mental Health

Children may have complex social and emotional difficulties that may present in a variety of different ways. They may appear isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration; they may have immature social skills; or

present challenging behaviour. Some students may have attention deficit disorder or attention deficit hyperactive disorder.

d. Sensory and/or Physical

Students may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological, or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

1.2 Definition of Disabled Children and Young People

It is recognised that many young people who have Special Educational Needs may also have a disability under the Equality Act (2010). This states that a young person may have 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Where a student requires special educational provision due to their disability then they will be covered by the definition and framework of SEND.

2. Aims of the Policy

1. To identify through appropriate assessment those students with special educational needs;
2. To ensure that all students have access to a broad, balanced and relevant curriculum and a range of educational opportunities;
3. To ensure that all students receive an education appropriate to their age, aptitude and capability;
4. To ensure that SEND provision in the school is effective in meeting the needs of students with SEND;
5. To ensure that every effort is made to allow all students with SEND to experience educational success and to feel that they are a valued member of Whitley Bay High School;
6. To ensure that all students enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum;
7. To recognise and allow for individual differences between students, understanding that:
 - children develop intellectually, emotionally and physically at different rates;
 - children's needs change with time and circumstances;
 - educational provision must be adapted to keep pace with these changes

2.1 Objectives of the Policy

The staff will work together, following the graduated approach of Assess, Plan, Do and Review, to achieve these aims by:

1. Prompt identification of students who may have special educational needs and/or disabilities;
2. Assessing the student's individual needs as soon as a cause for concern has been raised;
3. Providing the appropriate support to those with special educational needs and/or disabilities;
4. Monitoring and reviewing students' performance and progress, implementing agreed targets in the education plan and evaluating these termly;
5. Reviewing requisite plans to support students as outlined in the Code of Practice;
6. Working in partnership with parents by liaising with and supporting them to ensure that they play an active and valued role in the education of their children including the person-centred review process;
7. Working in partnership with appropriate outside agencies to ensure a multidisciplinary approach to planning and implementing appropriate and effective support, which may require Statutory Assessment referral for a student experiencing significant difficulties in accessing their learning and making requisite progress in spite of the schools' best endeavours to meet their needs;
8. Working in partnership with students to ensure that they play an active and valued role in their own education, including setting targets and monitoring and reviewing their own progress;
9. Utilising up-to-date assistive technology to support students to achieve their potential across the curriculum;
10. Regularly training, reflecting on school practice, and keeping up to date with SEND developments;
11. Using the keyworker role to act as a point of contact and an advocate for students on the SEND register;
12. Developing a rigorous transition process between Year 8 and Year 9 and between Y11 and Post-16 education collaborating closely with feeder schools, Connexions and other education providers;
13. Using additional funding in an effective way to support learners;
14. Evaluating the impact of additional funding on an annual basis.

2.2 Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges.
- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

2.3 Monitoring of the Policy

The governing body member with responsibility for SEND is Mr Chris Tipple. He can be contacted through the Headteacher's PA. The SENCo, James Mackenzie, liaises with the Leadership Team, and provides an annual report on the effectiveness of SEND provision to the Governing body.

3. Complaints

The school will always work hard to avoid complaints or dissatisfaction. The Governing body is responsible for ensuring that a complaint has been dealt with through the school's specified Complaints Procedure. The Complaints Policy and Procedure can be accessed on the school website. If the parents of a child with SEND have a complaint, they should initially arrange a meeting with the SENCo, James Mackenzie or the Assistant Head with pastoral responsibility, Sarah Lackenby. However, more complex problems may involve the Headteacher.

4. The Coordination of SEND provision

The SENCo will hold details of all students on the SEND register. The SEND team will provide up to date information about individual student needs and develop student support plans with targeted outcomes to monitor the progress of students with SEND.

All teaching and relevant support staff will have access to:

- The SEND Policy
- A copy of the full SEND register
- Specific guidance on the identification of SEND including information about Education, Health and Care Plans (EHCPs).
- Information about the students' special educational needs recorded in Student Support Plans and Statements of Special Educational Needs/EHCPs that include teaching and support strategies as well as targeted outcomes

5. Admission Arrangements

All children will be admitted to Whitley Bay High School, irrespective of their needs, where a placement is deemed appropriate working in accordance with national legislation. Access to the 10-place Moderate Learning Difficulty Additionally Resourced Provision is through the North Tyneside Statutory Assessment and Review Service.

Transition arrangements for a student with SEND are vital to ensure a successful move from feeder schools. The SENCo will attend review meetings at middle schools and accrue as much information from parents/carers, schools and professionals in order to build up a profile of student support needs.

- 5.1** A bespoke transition programme will be arranged for students which include:
- joint middle school/high school SENCo meetings with parents and the child;
 - a series of group or individual visits to familiarise students with the school environment, including key staff and lunch and break times;
 - early identification of a key worker;
 - development of a whole staff transition booklet (Confidential Information Booklet);
 - whole staff briefing on a September training day before the students start;
 - early development of support plans and targeted outcomes.