



Percy Hedley Education Services

SEN AND DISABILITY POLICY AND PROCEDURE

Policy Control/Monitoring

Approved by: (Position in Organisation)	Director of Education
Date:	January 2024
Accountability: (Position in Organisation)	Headteacher NCS
Revision Cycle:	Annual
Brief details of amendments made	Review of Policy

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment, pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

Version Control Tracker

Version Number	Date
1.0	September 2015
2.0	September 2016
3.0	May 2017
4.0	May 2020
5.0	January 2022
9.0	January 2024

1. Introduction

This policy aims to:

- Set out how the Foundation's Education services will support and make provision for pupils and students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils and students with SEN

2. Purpose

See Introduction.

3. Scope

Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:

Role	Responsibility
Head Teacher	Overall responsibility to ensure this policy conforms to current guidelines and best practices to determine the strategic development of the SEN policy and provision within the school Please work with the SEN governor to ensure resources and infrastructure are available for its implementation. Have overall responsibility for the provision and progress of learners with SEN and a disability
SEN Governor	The SEN governor will: Help to raise awareness of SEN issues at governing board meetings Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board. Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Head of Service/Head of Department / Class teacher

Each class teacher is responsible for:

- The progress and development of every pupil/student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Collaborating with colleagues to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4. Definitions

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provisions to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders them from using facilities generally provided for others of the same age in mainstream schools or post-16 institutions. *SEN Code of Practice (2015, pg. 16)*

Definition of Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is, ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to conduct normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as a year or more, and ‘substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions, such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. *SEN Code of Practice (2015)*

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5. Principles

Procedures and Arrangements

1. The kinds of special educational needs for which provision is made at the school/college

Hedley's College can make provision for every kind of frequently occurring special educational need with a statement of special educational needs / Education, Health, and Care Plan, for instance, physical disability, dyspraxia, speech and language needs, autism, Asperger's Syndrome, learning difficulties and associated behaviour difficulties.

Northern Counties School provides specialist provision for pupils with sensory impairments, severe and complex ASD, often with associated learning difficulties and behaviours of concern and pupils with profound and multiple learning difficulties. We educate a number of pupils with exceptionally low incidence disorders or syndromes.

Percy Hedley School provides specialist provision for pupils with physical disabilities, mainly cerebral palsy, and speech, language and communication disorders, including autistic pupils who can access group work and share the adult focus of attention decisions on the admission of pupils with a statement of special educational need / Education, Health and Care Plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. Our services will work with children assessed for an EHC plan.

2 Information about the policy for identification and assessment of pupils with SEND

Within our educational services, we monitor the progress of all pupils/young people throughout the year to review their academic progress. We also use a range of assessments with all the pupils/young people at various points, including therapy-

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standardised assessments, education assessment materials devised by the service, and published assessment schemes. Our assessment materials are intricately linked to the curriculum.

Where progress is insufficient, even if special educational needs have not been identified, we put extra support in place to enable the pupil/young person to catch up. Examples of extra support include one-to-one support, additional therapy provision, and programmes of work to identify areas of need and priorities to focus on.

Some pupils/young people may continue to progress slowly despite high-quality teaching and therapy targeted at their areas of weakness. For these pupils/young people, and in consultation with parents and carers, we will use various assessment tools to determine the cause of the difficulty. We are experienced in using a range of assessment tools linked to specific needs; these include iASEND, phonics screening, spelling and grammar testing, Test for Reception of Grammar (TROG-2), British Ability Scales, Social Communication, Emotional Regulation and Transactional Support (SCERTS) and therapy outcome measures (TOMS).

This more detailed assessment aims to understand what additional resources and different approaches are required to enable the pupil/young person to make better progress. These will be shared with parents, prioritised, reviewed regularly, and refined and revised if necessary.

We will ensure that all therapists, teachers, and support staff who collaborate with the pupil know the support and teaching approaches to be used. This is part of our integrated therapy, teaching, and learning approach.

3 Information about the policies for making provision for pupils with special educational needs, whether or not they have EHC Plans, including

3a How the school/college evaluates the effectiveness of its provision for such pupils/young people

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Each review of the SEND priorities will be informed by the views of the pupil/young person, parents, and staff, including therapy, medical and educational psychology professionals, and the assessment information will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress as:

- Significantly slower than that of their peers starting from the same baseline
- Failure to match or better the child/young person's previous rate of progress
- Failure to close the attainment gap between the rate of progress
- Widening the attainment gap

For pupils/young people with a statement of special educational needs / Education, Health and Care Plan, there will be an annual review of the provision made for the child/young person, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Governing Body.

3b The arrangements for assessing and reviewing the progress of pupils/young people with special educational needs

Every student has progress tracked ongoing and formally at least twice a year. In addition, pupils/young people with special educational needs may have more frequent assessments of reading age, spelling age, etc. The assessments we use are varied in line with the child/young person's needs and include standardised therapy assessments. Using these will make it possible to see if pupils/young people are increasing their skills in key areas.

If these assessments do not show adequate progress, priorities will be reviewed and adjusted.

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3c The approach to teaching pupils/young people with special educational needs and disability

High-quality teaching, differentiated for individual pupils/young people, is the first step in responding to pupils/young people who have or may have SEND. Additional intervention and support cannot compensate for a lack of good-quality teaching. We regularly and robustly review the quality of teaching/therapy for all pupils/young people, including those at risk of underachievement. This includes reviewing and, where necessary, improving staff understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2014, 6.37)*

Percy Hedley School was considered 'Outstanding' in our last two Ofsted inspections. In their last inspections, Northern Counties and Hedley's College were judged to be 'good'.

We follow the Ofsted standards in judging the quality of education, progress, and achievement.

In meeting the standards, the schools employ additional therapy/teaching approaches within an integrated approach, as discussed at the assessment. This includes specialist approaches to ASD, Sensory Integration, one-to-one support, and Alternative Augmentative Communication. These are delivered by specialist staff as identified and discussed with parents and pupils' LAs, who may need to provide additional funding.

3d Adapting the curriculum and learning environment for pupils/young people with special educational needs and disability

Within our services, we have a high level of expertise in differentiating the curriculum and ensuring pupils/young people access learning to the best of their ability. Some learning programmes involve individualised outcomes and one-to-one and occasionally two-to-one support.

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As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have ensured staff training is up to date, meets the needs of pupils/young people, and agreed to improvements to each of our educational provisions. Hydro pools are available at both schools, which allow pupils/young people access to a sensory, physical development programme.

- 3e Additional support for learning that is available to pupils/young people with special educational needs and disability

As part of our budget, we receive funding from Local Authorities. Health and social care partially fund some 'education and care packages.' This funding is used to ensure that the quality of teaching is of a high standard and that there are sufficient resources to deploy additional and specialist support for pupils requiring this. The amount of support required for each pupil to make the best progress will differ in each case, and details of the deployment of staff approaches to learning, progress and achievement are recorded in Annual Review/assessment reports.

- 3f How we enable pupils/young people with special educational needs to engage in activities of the community

Clubs, trips, and activities are offered to all pupils/young people. Where necessary, we will use the available resources to provide additional adult support to enable the safe participation of pupils/young people in activities.

- 3g Support that is available for improving the emotional and social development of pupils/young people with special educational needs

We understand that an important feature of our services is enabling all pupils/young people to develop emotional resilience and social skills through direct therapy/teaching

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and indirectly with every conversation staff have with pupils/young people throughout the day.

For some pupils/young people with the most need for help in this area, we also can provide the following: access to educational psychology, counselling, family liaison support, one-to-one mentoring, named key worker, access to senior staff, referral to and close liaison with health services, including, Children and Adolescent Mental Health Service (CAMHS), National Deaf CAMHS, Children and Young People's Services (CYPS). We also provide quiet spaces, low-stimulation environments, and safe areas for pupils/young people to keep them and other children/students safe.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources beyond that required by pupils who do not need this support.

- 3h Positive behaviour support (PBS) strategies are utilised to support children and young people to be regulated and enable them to access learning activities and to achieve a high quality of life. This is achieved through a thorough understanding of the child/young person, their behaviours of concern and the function that these perform for them. We support each child / young person to develop functionally equivalent skills and be involved in the production of their own PBS plan at an appropriate level.

4 The name and contact details of the SEND specialist staff

Our Staff have expertise and qualifications in SEND. As SEND provisions, all of our CPD programmes are centred upon SEND. Specialist therapists have a range of expertise, including moving and handling, Voice Output technology, Alternative Augmentative Communication, British Sign Language, wheelchair management and postural support, Sensory Integration and Positive Behaviour Support, to name a few. Many teachers and therapists have additional higher-level qualifications, including a master's level.

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Parents and carers are asked to contact their child's class team to discuss any issues regarding their child. Contact details will be provided in the class newsletters.

5 Information about the expertise and training of staff about children and young people with special educational needs and how specialist expertise will be secured

All therapists, teachers and teaching assistants receive the following awareness training:

- Eating and drinking
- Moving and handling
- Safeguarding children/adults
- Positive Behaviour Support
- Safeguarding and Child Protection

Further training on Deaf Awareness, Move, Sensory Integration, Intensive Interaction, specific diagnoses and disorders, medical procedure training, medication administration, and other specialist approaches is conducted with specific teams and staff.

First Aid is an ongoing programme, and high levels of support staff will have qualifications in this area at any time.

Designated Safeguarding Leads are always available in each setting. All senior staff undergo safeguarding training with the Local Authority or through our external training provider, Clennel Education Solutions.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors/therapists recommend using equipment or facilities the service does not have; we will purchase it using the LA funding or seek it through specialist grants and fundraising.

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7 The arrangements for consulting parents of children with special educational needs about and involving them in their education

All parents of pupils are invited to discuss progress on several occasions a year and receive a written report within the context of the Annual Review process and an annual end-of-year report. In addition, we are happy to arrange meetings outside these times. We follow the guidance within the SEND Code of Practice 2015 about our reporting processes.

8 The arrangements for consulting young people with special educational needs about and involving them in their education

Each pupil/young person will be consulted about and involved in the arrangements made for them as part of the review of their EHCP. Parents are likely to play a more significant role in the childhood / early developmental years, with the young person taking more responsibility and acting more independently later. If, once the young person reaches the age of 16, they are deemed not to have the capacity to make their own decisions, then each decision is made within the context of the Best Interests decision-making process following a Mental Capacity Act assessment.

This level of involvement usually occurs before admission to our services. Once referred to the Foundation's education services, we will assess the need and work with parents to identify areas requiring specialist input. Where appropriate, we will engage the child/young person in all decisions related to their education and therapy. Stakeholder questionnaires are conducted regularly and are part of the Annual Review process.

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9 Information concerning those learners with English as an Additional Language (EAL)

Having a home language other than English is not considered a learning difficulty, but we do recognise that a child identified as SEND may also have EAL needs. Learners that are considered to have EAL as well as SEND will have equal access to the school curriculum, support and facilities. We will take into consideration factors linked to EAL that could impact a child's progress and put strategies in place to mitigate this. Teaching will need to address the SEND and EAL of the learners. We will take into consideration the linguistic demands of English and ensure that any assessments are presented in a learners preferred language. When communicating with parents whose first language is not English we will tailor schools communications to encourage positive dialogue about learning and offer sustained support when needed.

10 The arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils/young people with special educational needs concerning the provision made within our services

Our Compliments, Comments and Complaints Policy outlines how parents can communicate difficulties, complaints and issues regarding their child's education provision and give us more positive feedback on our provision. This is published on our websites. We encourage parents to discuss their concerns with a class team member. If issues are not resolved, we further advise the involvement of a senior manager or Headteacher / Principal. The Foundation Executive Team and school Governors may become involved if the complaint escalates.

The Chairs of the Local Advisory Committee are:

Tom Cosh (Acting) - Percy Hedley School

Jeffrey Lough - Northern Counties School

Vacant Position – Hedley's College

All can be contacted through school/college offices.

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If the complaint is not resolved after consideration by the Governing Board, then a disagreement resolution service or mediation service can be contracted. If unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination or the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN, where there is a statutory right for parents to appeal against a decision of the Local Authority. Our services cannot investigate complaints which fall within this category.

11 How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Governing Body/schools and college have engaged with the following bodies:

- Schools North East
- National Association of Special Schools
- Federation of Leaders in Special Schools
- Newcastle Health Authority, Northumberland Health Authority
- Link to Disabled Children’s Service/Charities for support to families of pupils with high needs
- Newcastle University
- University of Northumbria (re therapy)
- Wheelchair services
- NASEN, Key Governor and education services etc.
- Natspec

12 The contact details of support services for the parents of pupils with special educational needs, including

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those for arrangements made by clause 32 (Parent Partnership Services)

LA provide free, impartial, confidential advice, support, and options around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education. They can be contacted on respective county council websites.

13 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

We work closely with the educational settings used by the pupils before they transfer to us to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupil's destination by providing information to the next setting.

14 Information on where the Local Authority's local offer is published

The Local Authority's local offer is published on their websites, and parents without internet access should make an appointment with the staff if they wish to consider a transfer of school or move to FE. All local authorities have independent advice services called SENDIAS, with staff who can help access diagnoses, SEND support and specialist services.

6. Monitoring and Compliance

Overall responsibility for the operation of the procedure lies with the Head. The procedure's effectiveness will be formally reviewed and monitored as a minimum on an annual basis to ensure that it continues to meet the requirements of The Foundation and the specific service area and that it reflects best practice and statutory legislation as appropriate.

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7. Associated Policies & References

Associated Policies:

Behaviour Policy (Formerly the Consistent and Positive Approach Policy)

Equality and Diversity Policy

Safeguarding and Child Protection Policy

Homework Policy

Compliments, Comments and Complaints Policy

Pupil Premium Strategy

Consistent and Positive Approach to Behaviour

Associated National Guidance:

Keeping Children Safe in Education 2023

Children and Families Act 2014

SEN Code of Practice 2015

Equality Act 2010

Schools Admissions Code, DfE 2021

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