



Percy Hedley Education Services

SEN AND DISABILITY POLICY & PROCEDURE

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Policy Control/Monitoring

Version:	5.0	
Approved by: (Name/Position in Organisation)	D'Arcy Myers Interim CEO	
Date:	02.02.2022	
Accountability: (Name/Position in Organisation)	D'Arcy Myers Interim CEO	
Author of policy: (Name/Position in organisation)	Jo Allen (Headteacher NCS) This policy was developed with the Foundation safeguarding representatives, senior staff within the organisation including Designated Safeguarding Officers and Parent Liaison Officer.	
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Replaces/supersedes:	Version 4
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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 and 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	Author/ Title	Status	Comment/Reason for Issue/Approving Body
1.0	11/09/2015	Lynn Watson	Director of Education	
2.0	14/09/2016	Sue Fisher	Executive Headteacher	Update
3.0	04/05/2017	Sue Fisher	Executive Headteacher	Update
4.0	May 2020	Jo Allen	Headteacher	Update
5.0	January 2022	Jo Allen	Headteacher	Update

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Roles & Responsibilities

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

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

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Head of Service/Head of department Class teacher	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> • 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 • Working with colleagues to review each pupil's progress and development and decide on any changes to provision • Ensuring they follow this SEN policy
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1. Aims

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. Definitions

Definition of SEND

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 him or her.

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

- (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 him/her from making use of facilities of a kind 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 carry out 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

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young person requires special educational provision they will also be covered by the SEN definition. *SEN Code of Practice (2015, pg.)*

3. Procedure and Arrangements

1. The kinds of special educational need 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 very 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 who are being 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 standardised assessments and education assessment materials devised by the service as well as published assessment schemes. Our assessment materials are

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closely linked to the curriculum.

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

Some pupils/young people may continue to make slow progress, 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 a range of assessment tools to determine the cause of the difficulty. We are experienced in using a range of assessment tools linked to specific need, 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).

The purpose of this more detailed assessment is 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 and reviewed regularly, and refined and revised if necessary.

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

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

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.

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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 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 their progress tracked on an on-going basis and formally at least twice a year. In addition to this, 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 it will be possible to see if pupils/young people are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made priorities will be reviewed and adjusted.

- 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

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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 judged to be 'Outstanding' in our last two Ofsted inspections. Northern Counties and Hedleys College were both judged to be 'good' in their last inspections.

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

In meeting the standards the schools employ some additional therapy/teaching approaches, within an integrated approach, as discussed at assessment. This includes specialist approaches to ASD, Sensory Integration, one to one support, 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.

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 and meets the needs of pupils/young people, agreed 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

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with special educational needs and disability

As part of our budget we receive funding from Local Authorities. Some 'packages of education and care' are partially funded by health and social care. 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 best progress will be different in each case and details of the deployment of staff, approaches to learning, progress and achievement is recorded in Annual Review/assessment reports.

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

Clubs, trips and activities are offered to all pupils/young people. Where it is necessary, we will use the resources available to it 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 to enable all pupils/young people to develop emotional resilience and social skills, both through direct therapy/teaching 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

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stimulation environments and safe areas for pupils/young people in order 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 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 to be involved in the production of their own PBS plan at a level that is appropriate for them.

4 The name and contact details of the SEND specialist staff

All of our teachers/tutors have expertise and/or 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 at a Masters level.

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

5 Information about the expertise and training of staff in relation to 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:

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- 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, administration of medication and other specialist approaches is carried out with specific teams and staff.

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

Designated Safeguarding Leads are always available in each setting. And 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 the use of equipment or facilities, which the service does not have, we will purchase it using the LA funding, or seek it through specialist grants and / or fundraising.

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 number of occasions a year and they 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 guidance within the SEND Code of Practice 2015 in relation to our reporting processes.

8 The arrangements for consulting young people with special

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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 with greater independence in later years. If, once the young person reaches the age of 16 years, they are deemed to not have 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 prior to admission to our services. Once referred to the Foundation's education services we will carry out an assessment of need and work in partnership 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 carried out regularly and are part of the Annual Review process.

9 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 as well as giving us more positive feedback on our provision. This is published on our websites. We encourage parents to discuss their concerns with a member of their class team and if issues are not resolved we further advise involvement of a senior manager or Headteacher / Principal. If the complaint escalates then the Foundation Executive Team and school Governors may become involved.

The Chairs of the Governing Bodies are:

Susan Jopling - Percy Hedley School and Northern Counties School

Anne Woods – Hedleys College

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Both can be contacted through school/college offices.

If the complaint is not resolved after consideration by the Governing Board, then a disagreement resolution service or mediation service can be contracted. If it remains 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 to 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. Complaints, which fall within this category, cannot be investigated by our services.

10 How the governing body involves 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 for pupils with high needs
- Newcastle University
- University of Northumbria (re therapy)
- Wheelchair services
- NASEN, Key Governor and education services etc.
- Natspec

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11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with 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.

12 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 in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

13 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 available, called SENDIAS, where they have staff who can help with accessing diagnoses, SEND support and specialist services.

4. Monitoring & Review

Overall responsibility for the operation of the procedure lies with the Head. The effectiveness of the procedure 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, the specific service area and that it reflects best practice and statutory legislation as appropriate.

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