

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY including EYFS DURHAM HIGH SCHOOL**

*This policy should be read in conjunction with: Curriculum Policies; Equal Opportunities Policy; Gifted and Talented Policy; Pastoral Care Policy; and School Accessibility Plan.*

This policy has been developed with regard to the 'Education Act, 1996', 'Equality Act, 2010', the 'SEND Code of Practice, 2015', and the 'Children and Families Act, 2014'.

In line with the School's overall aims, Durham High School believes that all pupils should be educated to the full extent of their potential as well as having the same rights of access to a broad and balanced curriculum which offers equal opportunities for all. This should take account of all individual needs and differences and all staff have a shared responsibility of addressing the needs of all pupils.

School will use best endeavours to meet the needs of our pupils, through reasonable adjustment, although there may be occasions where our resources will not be able to achieve this.

### **Definition of SEND**

The Children and Families Act determines that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

### **Broad Areas of Need**

The 'SEND Code of Practice, 2015', defines the broad areas of need to be:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and or Physical

### **Roles and Responsibilities**

The 'Children and Families Act, 2014' states schools should use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN.

### **Governors**

The Link Governor for SEND is Miss Annabel Beattie.

### **Staff**

The Headmistress will ensure that policy documents take account of the provision for SEND and that the School has a Learning Support Co-ordinator (SENCO).

The Learning Support Co-ordinator, for Junior House and Senior House, is Mrs Angela Lee.

In EYFS there is a named adult who liaises with the Learning Support Co-ordinator and Local Authority EYFS Co-ordinators. Currently the named member of staff is Mrs Kathryn Hall, EYFS Co-ordinator.

All teachers are responsible for the day to day provision for pupils with SEND. Whole staff and team planning will ensure that curriculum breadth is accessible to all pupils. All teachers are responsible for ensuring that differentiation enables all pupils, including those with SEND, to access the curriculum at a level appropriate to their needs.

### **Responsibility of Staff for Supporting SEND Pupils**

- All staff are responsible for ensuring that their planning meets the needs of all pupils including those with SEND.
- All staff should act upon advice given by the Learning Support Co-ordinator or specialist external agencies.
- All staff should make suggested reasonable adjustments to delivery and presentation of resources where necessary.
- All staff share responsibility for the integration of pupils with SEND in their lessons.
- All staff should consult the Learning Support Update Information and Pupil Profiles which are located in the Staff Open Area of the School intranet in the Learning Support Folder.

The Learning Support Co-ordinator will work closely with the Head of Junior House, Senior House Deputy Head (Pastoral) and Section/Year Heads to fulfil the following:

- Ensure the efficient identification of students with SEND.
- Monitor the provision for SEND in School.
- Liaise with, give support to and advise teachers and parents in the identification of SEND pupils and in the support needed.
- Maintain the records of all pupils with SEND.
- Liaise with external agencies.
- Take responsibility for the operation of the SEND Policy and for coordinating provision for pupils with SEND.
- Organise review meetings.
- Liaise with parents.
- Organise and deliver CPD relating to SEND provision.
- Provide pupil profiles giving information and advice to staff.
- Formulate individual support plans in liaison with staff for those pupils with significant needs who receive additional support.
- Monitor plans from other support staff.

### **Identification of Pupils with SEND**

It is essential that any pupil who may have special educational needs /disabilities is identified as early as possible allowing appropriate intervention. Early action in the EYFS and main School is considered a priority.

Pupils may be identified by a teacher in a number of ways, for example:

- Concern of parents.
- A pupil's own perception of difficulties.
- School data/records.
- Teacher observation and assessment.
- EYFS baseline assessments, learning journals and profiles.
- Use of PIPS, MidYIS, YELLIS, ALIS.
- Speech and language difficulties.
- Sensory impairments (hearing and visual).
- Immature motor skills.
- Medical information.
- Annual reading and spelling test results.

- Specific SpLD screening tools by AmArbor Screener
- Half-termly assessment information and end of year examinations and reports.
- Work scrutiny.
- Making little progress in a specific area in spite of differentiated learning opportunities.

### **Identification, Assessment, Planning, Provision and Review**

School believes that early identification of need is paramount in ensuring appropriate provision to ensure maximum progress. A Graduated Approach is used - assess, plan, do and review.

Parents are asked to pay an additional charge for any learning support lessons.

### **Junior House including EYFS**

The Class Teacher will have overall responsibility at the initial identification and assessment stage. They will:

- Gather information about the pupil from observation, informal teacher assessment, EYFS baseline assessments, learning journal, EYFS profile assessments and School's formal assessment procedures including PIPS.
- Complete a cause for concern sheet and discuss this with the Head of Junior House.
- Liaise with and discuss initial concerns with the Head of Junior House, Learning Support Co-ordinator and parents.
- Set targets to support the pupil as part of School target setting. Targets shared with the pupil, where appropriate, and parents. Pupils will be monitored and a review date set.
- Support accessed will be recorded on a provision map.
- Additional support lessons for English and Mathematics can be accessed at this stage.
- Support may be accessed from the School Counsellor at this level.

### **Senior House**

- Teaching staff are responsible for initial identification, through observation, informal teacher assessment and formal School assessment procedures.
- Concerns regarding specific pupils will be passed to the Learning Support Co-ordinator who will gather and collate information on the nature of the problem, current provision and action to be taken to address the difficulty.
- Working with subject staff and Head of Year, targets will be set, to address the identified need. Targets will be placed on a First Level Intervention Plan.
- Targets will be shared/agreed with the pupil and parents.
- The pupil will be monitored and a review date set. (Assess, plan, do, review)
- Additional support lessons for English and Mathematics can be accessed at this stage.
- Support may be accessed from the School Counsellor at this level.

If no or little progress has been made at the end of this time despite purposeful and relevant intervention, the Class Teacher in Junior House and Head of Year in Senior House will meet with the Learning Support Co-ordinator and parents to discuss appropriate action. Following this:

- The Learning Support Co-ordinator, in consultation with parents and the pupil where appropriate, will seek advice and support from outside agencies.
- External specialists may provide advice or support to School staff additional to or different from strategies already in place.
- The Learning Support Co-ordinator will liaise closely with staff in planning for interventions, monitoring and reviewing action at SEN Support level. The Class Teacher (JH), subject staff (SH) and the Learning Support Co-ordinator will work together to produce an Individual Support Plan. The process of assess, plan, do and review will be followed.
- Individual Support lessons are offered for pupils with dyslexia and general learning difficulties.

- As at first level intervention in our Graduated Approach, additional Mathematics and English support can be offered at this stage.
- As at first level intervention, support may be accessed from the School Counsellor.
- Individual Support Plan targets are reviewed termly or sooner if deemed necessary by class teachers, subject staff and Learning Support Co-ordinator.
- Pupil Profiles are provided for staff information which include summaries of advice and suggested strategies for support.

### **Statutory Assessment**

For a very few pupils the help given through the earlier stages of our Graduated Approach may not be sufficient to enable the pupil to make progress. It is then necessary for School, in consultation with the pupil where appropriate, parents and any external agencies involved, considering an application to the Local Authority for the initiation of a statutory assessment. Pupils considered for statutory assessment will have demonstrated significant cause for concern over a sustained period despite relevant and purposeful intervention at SEN Support level. Based on information submitted, the Local Authority will consider whether a statutory assessment is necessary. The process will take no longer than twenty weeks.

Following a statutory assessment a pupil may be given an Education, Health and Care Plan. Within the plan the School is named by the Local Authority.

### **Education, Health and Care Plans - Junior and Senior Houses**

School will act upon the information given in the Education, Health and Care Plan in order to meet the needs of the pupil within the School context, through the implementation of an Individual Support Plan. Targets will be set and reviewed at least termly but earlier if deemed necessary by the Learning Support Co-ordinator, appropriate School staff, pupil or parents. School will work in partnership with professionals from Health and Social Care where appropriate, to implement the Education, Health and Care Plan.

A Statutory Annual Review Meeting allows for review of progress, as well as, target setting. All agencies involved with the pupil are invited to attend the meeting. The views of parents, the pupil, where appropriate, School and other agencies are recorded and then used for target setting and proposing amendments to the Education, Health and Care Plan where necessary. Information from the review meeting is sent to the Local Authority.

School will continue to implement the information given in Statements of Special Educational Needs during the period of transition to Education, Health and Care Plans.

### **Links with Pastoral System – Social, Emotional or Mental Health Needs**

In both Junior House and Senior House pupils who have social, emotional or mental health problems are supported by the School's pastoral system in the first instance. If social, emotional or mental health problems appear to be impacting on the progress of a pupil, pastoral staff will liaise with the parents and the Learning Support coordinator. If necessary, purposeful intervention will be co-ordinated by the Learning Support Coordinator, using the 'Assess, plan, do and review' model.

Pupils may access support from the School Counsellor at any stage, usually with parental consent. The first three sessions per year with the Counsellor are free of charge; parents are asked to pay an additional charge thereafter.

### **In-School Buddy Scheme**

A buddy scheme has been developed in order to give extra practice in basic skills to pupils identified in Junior House. In September, girls from Upper Sixth to Year 11 are allocated younger pupils (generally Years 3 to 6) to support in basic skill development in literacy and numeracy. The tasks are largely set and monitored by Junior House Class Teachers. The scheme is organised and monitored by the Learning Support Co-ordinator. Half-termly meetings with Senior House girls

allow for monitoring and valuable shared discussion. Girls are trained on the need for confidentiality. A reward system is built into the scheme and Junior House pupils are rewarded for effort and progress in weekly Celebration Assemblies. Buddies meet with the Junior House girls at the end of the year for a special Celebration Assembly where Buddy Service Award Certificates are presented to Senior House girls.

In order to preserve continuity, in the Spring Term, Year 10 pupils are invited to join the scheme. These girls work alongside the older Buddies to acquire skills and forge a relationship with the younger girls. When study leave begins in May, Year 10 pupils take over the support of the younger pupils.

*Autumn 2020*