



Huntcliff School
An Academy for Success

SEND INFORMATION REPORT
HUNTCLIFF SCHOOL
2020

Approved by Trustees: 7th February 2020 (Pupil Inclusion Sub-Committee)

Ratified at the Meeting of the Trustees: 27th February 2020

Nominated Staff

Staff member responsible for Special Educational Needs and Disabilities (SEND) is the Special Educational Needs Co-ordinator (SENCo).

SENCo- Mrs S. Palin

Mrs Palin can be contacted via the school office.

Mrs Palin is the designated teacher responsible for Medical Needs

Mrs Ashwood is the designated teacher responsible for Looked After Children.

Trustees for SEND - Mr Ewart Gibbs, Mrs Rachel Whipps and **Mrs Margaret Davies**

SECTION 1: Introduction

Huntcliff School believes that all pupils should be equally valued and respected and therefore does all it can to promote equality and opportunity of outcomes and to help develop an inclusive learning environment where all young people can flourish and feel safe.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

This policy is written in line with other policies in the school including:

Safeguarding and Child Protection Policy

Anti-bullying Policy

Equality and Diversity Policy

Behaviour for Success Policy

Supporting Pupils at School with Medical Conditions

SECTION 2: Aims and Objectives

AIM

Huntcliff School aims to raise the aspirations of and expectations for all pupils including those with Special Educational Needs and Disabilities (SEND). For those with SEND we focus on outcomes for pupils.

OBJECTIVES

1. **SENCo receives transition information about year 7 pupils with SEN from feeder primary schools.** Also transition information from other secondary schools is passed on for pupils with SEN in other year groups.
2. **SENCo and other staff members identify any additional pupils with SEN as early as possible after transition from Primary School.**
3. **Staff monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help ensure that they are able to reach their full potential.
4. **Teaching staff make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the curriculum.**
5. **Teaching staff work with parents to gain a better understanding of their child and endeavour to involve them in all aspects of their child's education.** This includes supporting them in terms of understanding SEN procedures and practices and providing them with feedback on their child's progress.
6. **SENCo and other staff work with outside agencies when the pupils' needs cannot be met by school alone.** Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), the Autism Support Education Team (ASET).
7. **A school environment is created where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through wider opportunities such as school council, residential visits and other school trips, sports' teams and peer mentoring.

Arrangements for co-ordinating SEN provision

The SENCo will hold details of all SEN records for individual pupils

All staff have access to

- Huntcliff SEN Policy
- A copy of the SEN register
- Information on individual pupils' special educational needs, including of provision maps, pupil profiles, subject targets for each pupil.

- Practical advice, teaching strategies and information about types of special educational need and disability.

In this way every staff member will have complete up to date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes any children with any level of SEN; those with Education, Health and Care Plans and those without.

SECTION 3: Identifying Special Educational Needs (SEN)

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a *significantly greater difficulty* in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years- Introduction xiii and xiv)

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

We have children in all these categories of SEN at the Huntcliff School

The purpose of identification of pupils with SEN is to work out what action Huntcliff School needs to take to support the pupil. Therefore, we identify the needs of pupils by considering the needs of the whole child which will not just include the SEN of the pupil.

Huntcliff School recognises that a range of factors **other than** SEN can impact on a pupil's progress and attainment including:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools which are provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour as a need is longer an acceptable way of describing SEN. Any concerns relating to a pupil's behaviour is now considered as an underlying response to a need which may or may not be related to SEN.

SECTION 4: A Graduated Approach to SEN Support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The SEND Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress after having had high quality, personalised teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Huntcliff School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils as well as increasing their knowledge of the different types of SEN that are most frequently encountered.

Parents and carers are informed of teachers concerns through a range of methods including face to face meetings, letters, tracking and phone calls. Pupils are also consulted by staff.

Identifying children at SEND (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored by staff via termly tracking procedures and a parents' evening each year. Any pupils who fall significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be identified as not making progress in spite of high quality teaching.

2. If subject teachers/ Heads of House/ SENCO and Form Tutors observe that a child, is making less than expected progress, given their age and individual circumstances, they will first seek to identify a reason. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them. Frequently, the concern can be addressed by quality first teaching or some additional support or strategy given by the teacher.

The SENCo can undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child. Huntcliff School will also engage with a range of external agencies including the Educational Psychologist, Speech and Language Therapist and the Autistic Spectrum Education Team to assist with the identification of pupils needs.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer medical or clinical diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD/ADD or some other medical

disability. The school could also support the referral to their GP.

Where it is determined that a pupil has SEN, parents will be formally advised of this and the pupil will be added to the SEN register.

SECTION 5: Managing Pupils Needs on the SEN Register

Pupils with SEN will have a Pupil Passport, based on information about their SEN which contains advice for staff and a pupil voice. The SENCo will review the Pupil Passport and action plan regularly throughout the year. Parents, pupils and teachers will be expected to contribute to the reviews that take place to monitor the plans. If evidence gathered through teacher and intervention assessment show that the pupil is not making expected progress then outside agency support may be sought with parental agreement and discussed with the child where appropriate.

The Stages - 'A Graduated Response'

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'graduated approach', matching the level of help to the needs of the child. There are currently two categories of need defined within the Code of Practice - those children with SEN catered for by the school's provision (now called SEN Support) and those children for whom it is necessary to create an Education, Health and Care Plan.

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision 'different from' or 'additional to' that normally available to pupils of the same age.

At Huntcliff, it is the responsibility of the SENCo in collaboration with other teachers, to identify additional children who may have special educational needs requiring different or additional provision to be made for a child.

Subject teachers are also responsible for ensuring that the individual needs of the children are met. If a subject teacher has a concern about a pupil and feel they should be placed on the school's SEN Register, the following process should be followed:

- Discussion between subject teacher/s with the SENCo
- Discussion between SENCo and parents informally if possible in the first instance to register concern. If parents cannot be contacted informally then a letter will be sent inviting them to a meeting to discuss their child's progress.
- If targets cannot be met with quality first teaching and the pupil falls

significantly behind his peers in terms of progress, then a Pupil Passport is completed and an action plan will be produced and the child will be entered on to the school's register as SEN Support. This will then involve some additional support or intervention usually carried out by members of staff or a member of the support staff.

- Each subject teacher remains responsible for monitoring the child in his/her subject and will differentiate work as necessary whilst also assessing the child on a regular basis.
- The SENCo will carry out reviews regularly, liaising with other members of staff. Parents will be invited to meet with the SENCo at particular points in the school year to discuss their child's progress. Additionally, she will always be available at Parents Evenings. The outcomes of the review will determine the next course of action.
- Copies of any letters sent to parents and records of other contact will be kept by the SENCO in individual children's records.
- The SENCo may need to identify further assessments that are required and will arrange for these to be completed.
- The subject teachers will be given advice on strategies that can be used within the classroom as well as on any interventions that may be implemented.
- Where necessary, the advice and services of other agencies may be sought to support with the needs of the child. The cost for these outside agencies will be met by Huntcliff School unless they are statutory entitlements.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support consists of a four part process:

- **Assess**- analysing the pupil's needs using assessment data and experience of working with the pupil, details of previous progress, comparisons with peers and national data as well as experience and views of parents. The pupil's views will also be considered and any advice from outside agencies.
- **Plan**- Consultation between SENCo and/or teacher(s) and parents and pupil. All those working with the pupil need to be informed of the pupil's needs, the support that is being provided with any particular teaching strategy and the outcomes that are being sought.
- **Do**- Subject teachers retain responsibility for the pupil even though a pupil might be working away from the main class with a Teaching Assistant (TA). The teachers

need to work closely and collaborate with TAs in these instances.

- **Review-** The review process will evaluate the impact and quality of the support and /or intervention. It will also take into account the views of the pupil and where necessary the parents. The SENCo will revise support based on pupil's progress.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

An Educational Health Care Plan (EHC plan)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity of need around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will normally be taken at a progress review.

The purpose of an EHC plan is: to provide special educational provision to meet the special educational needs of the child; to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENCo will provide the local authority with information from a variety of sources: parents, teachers, SENCo, social care, health professionals and other agencies. The information gathered will be related to the following:

- How and when the child's needs were first identified and the steps that have been implemented to support these needs
- National Curriculum levels or equivalents
- Educational and other assessments, for example from Educational Psychologist
- A pen portrait of the child and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care
- Attendance issues if appropriate

Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage.

Parents should be informed and given the contact details of the local Parent Partnership who will give them independent advice and support.

Once a child has received an EHC plan, an annual review meeting is held every year to consider whether the EHC plan should be maintained. Everyone who is involved with the child is invited by the SENCo to the review meeting or asked to produce a report. The targets/outcomes set for the past 12 months are reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are considered. The SENCo completes the appropriate annual review form and sends the originals to the Local Authority.

SECTION 6: Criteria for exiting the SEN Register

Pupils receiving SEN Support are rigorously monitored and their progress is continually assessed. Based on evidence accrued through this process, the SENCo will make the decision together with teaching staff on about when to exit a pupil from the SEN Register. Parents will receive a letter to say that their child is no longer on the SEN register.

SECTION 7: Supporting Pupils and Families

The SEND Local Offer in North Lincolnshire aims to provide parents with the information you may need, or want to know, about resources, services, support, activities and events for North Lincolnshire's children and young people with Special Educational Needs and/or Disabilities and their families. Information is arranged according to age from pre-school through to early adulthood. It can be found at the following link:
<http://www.northlincslocaloffer.com>

The local SEND Information and Support Service (SENDIAS), formerly the Parent Partnership Service, can provide independent support to families and their information is on the Local Authority Local Offer website.

Exam Access Arrangements

Huntcliff will apply for exam access arrangements for pupils with SEN where pupils have been assessed and meet the definition of having a disability as outlined in the Equality Act 2010. 'A physical or mental impairment that has a substantial and long - term negative effect on your ability to do normal daily activities.' These arrangements have

to be the pupil's normal way of working.

Huntcliff school will not accept privately commission testing to make an application to the exam boards.

Transition

When children with SEN transfer from feeder primary schools to Huntcliff, the SENCo or other members of the inclusion team liaise with the staff of the Primary schools and receive all SEN documentation prior to the new term beginning. The SENCo is invited to final EHC review meetings of the year 6 pupils.

Where children with SEN transfer to another secondary school, SEN records will be forwarded within 15 days of the child ceasing to be registered at our school, providing that the necessary details of the school have been forwarded to us.

If a child transfers into the school during the academic year Huntcliff School will endeavour to obtain the child's records from their previous school as soon as possible.

Medical Conditions

Huntcliff School's Medical Treatment of Pupils Policy can be found on the school website under policies. The school endeavours to meet the needs of all pupils with a medical condition.

SECTION 8: Supporting Pupils at school with a medical condition.

Huntcliff recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEN and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Huntcliff puts in place the necessary adjustments to meet the needs of pupils with medical conditions. This includes:

- Facilities to store and give prescribed medicines.
- Provision of a space for therapy treatments
- Adjustments to the building and provision of specialist equipment for pupils with physical conditions

SECTION 9: Monitoring and evaluating SEND

At Huntcliff we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEN. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals. Quality assurance by all Faculty Directors throughout the year, including the SENCo, will ensure that the needs of pupils with SEN are being met. Work scrutiny and learning walks also take place on a regular basis.

Monitoring the effectiveness of intervention strategies is an integral part of the review process. Furthermore, teacher assessments and any intervention results are used to measure the progress of individual children with SEN. The SENCO liaises with the Faculty Directors of English and maths to track the progress of pupils with SEN. This aims to identify the strengths in practice as well as the areas that may require development.

On an annual basis, the Department for Education (DFE) produces statistical information relating to the performance of children with SEN nationally. This data is used to compare the performance of our children in comparison to those nationally.

SECTION 10: Training and resources

Training

Training needs of staff are identified through Teacher Appraisal. Training is planned throughout the year for teaching staff using in house expertise and outside agencies. Staff also access local and national training. Non-teaching staff access training via their appraisal process as well. By training staff, the quality of teaching and provision is maintained and developed by responding to the strengths and needs of all pupils. Also, the SENCo explains the systems and structures that are in place for pupils with SEND to members of staff.

The SENCo regularly attends the Secondary SENCo cluster network meetings as well as national events and/or conferences in order to keep up to date with local and national updates in SEN.

Funding

Allocation of Resources

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, which is also applied to local academies.

Within the overall school budget, a proportion of funding is allocated called the notional SEN budget. Provision maps of intervention funded through this budget are kept for each year group. Interventions are reviewed regularly and progress of children receiving intervention is monitored closely.

For children who have an EHC plan or statement the school is not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The local authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

SECTION 11: Roles and responsibilities

The Role of the Head of Learning Support/SENCo

- overseeing the day-to-day operation of the school's SEN policy
- planning and co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's SEN resources to meet children's needs effectively
- liaising with parents of children with SEN
- liaising with primary schools, other secondary schools, Colleges of Further Education, educational psychologists, health and social care professionals, and independent or voluntary bodies and other external agencies
- being a key point of contact with external agencies, especially the Local Authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- implementing the SEND Code of Practice (2014)
- monitoring children with SEN and tracking their progress through the use of

data analysis

- liaising with Directors of Faculties to ensure that children with SEN have full access to their curriculum area.
- liaising with the Inclusion Team including Pastoral Support Officers and Heads of House about pupils' needs
- attending CPD relevant to the development of the role and feedback relevant information when necessary to other members of staff
- making staff aware of the training relevant to their own role in the development of SEN.
- chairing the Annual Review of pupils with statements/EHC plans
- managing and leading a team of Teaching Assistants
- assessing pupils and making exam arrangements for them for their GCSEs

The Role of the Trustees Board

Huntcliff School's **Trustees Board** is "expected to use their best endeavours to meet the needs of the children with SEN." (Section 29 Children and Family Act 2014)

The **Trustees Board** will:

- have a Link Trustee to oversee the strategic direction and development of SEN provision at Huntcliff
- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' - the head teacher or the appropriate Trustee - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can to meet pupils SEN
- ensure that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision.
- monitor the progress and attainment of pupils with SEN via the Curriculum Standards Curriculum

SECTION 12: Storing and managing information

All documents relating to a pupil's SEND are stored securely and information contained in them is regarded as confidential.

SECTION 13: Reviewing the Policy

The SEND Policy will be reviewed in response to need and as the legislation surrounding SEN is updated.

SECTION 14: Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Huntcliff's plans to address the issue of accessibility and its future plans to reduce barriers to learning can be found in Huntcliff's Disability Equality Scheme.

Curriculum

The curriculum is adjusted and differentiated to meet the needs of disabled students in school. Appropriate equipment is used e.g. ICT equipment, writing slopes if required and a range of pencil grips and rulers to reduce and remove barriers to learning.

A comprehensive enrichment programme ensures that all pupils are offered a wide range of activities in addition to the curriculum.

Environment

Reasonable adjustments have been made to the building and environment to make it as accessible as possible for disabled students, visitors and staff for example high visibility railings and steps, ramps are in place and appropriate toilets and sinks have been fitted. There is a lift in the tower block.

Reasonable adjustments in both curriculum and in the environment are made to ensure that pupils have full access to trips, outings and extra-curricular activities.

Where necessary individuals receive additional staff support to ensure full access to the curriculum.

Huntcliff promotes equality of opportunity through its Equality and Diversity Policy

which includes both curriculum and non curriculum areas of school life. It eliminates unlawful discrimination; disability related harassment and promotes positive attitudes towards disabled people through the implementation of the relevant policies and appropriate practices in the school. Disabled pupils are actively encouraged to take full part in both school life and activities in the wider community.

SECTION 15: Dealing with complaints

If parents or carers have specific concerns about their child's SEN, please contact the SENCo. If parents or carers have any complaints regarding the welfare of their child, an appointment can be made with the Head teacher