



MONKSEATON HIGH SCHOOL

SEND POLICY

Status:

Statutory policy or document	YES
Review frequency	Annually
Approval by	Governing Body
Approval date	21 st July 2023

Publication:

Statutory requirement to publish on school website	YES
Agreed to publish on school website	YES

Review:

Frequency	Next Review Due
Annually	July 2024

Introduction

Monkseaton High School is a fully inclusive school that ensures all students achieve their potential: personally, socially, emotionally, physically and educationally. The progress of all students in school, whether they are designated as having additional needs or not, is of paramount importance to us. It is an expectation that all classroom teachers provide a learning environment where all students can thrive. Reasonable adjustments are made to ensure they meet the needs of all our students and a strong emphasis on Teaching and Learning ensures we look for ways to engage all our students in the learning process.

Regular data entries/progress checks, along with staff feedback, specialist assessments and discussions with parents and students allow us to monitor the progress of all students and identify at an early stage any students who are struggling; as well as celebrating success with those who are doing particularly well.

Parents and carers are considered an important part of the learning process and we encourage you to contact us at any time if you have any concerns about your child's learning. It is best in the first place to contact the subject teacher if you feel your child is struggling; they will discuss any concerns with you and agree a plan of action; if appropriate they will liaise with the Special Educational Needs and Disabilities Coordinator (SENDCo). The form tutor is also a good point of contact for any initial concerns.

Aims

The aims of this policy are:

To ensure that every student with special educational needs and/or disabilities has maximum opportunity to progress and reach their potential

In making provision for students with SEND at Monkseaton High School, the Governing Body will:

- Ensure that the best possible provision is made for every student with SEND;
- Determine the role of the SENDCo and learning Support Team in relation to the leadership and management of the school;
- Determine the key responsibilities of the SENDCo and monitor the effectiveness of the SENDCo in undertaking those responsibilities;
- Make sure that all staff are made aware of the importance of identifying and making provision for all students with SEND;
- Make sure that parents are notified of any decision to make SEND provision for their child;
- Make sure that students with SEND and/or disabilities can join in the activities of the school together with students who do not have SEND or disabilities, so far as is reasonable and practical within the planned

- curriculum and available resources;
- Make sure that all staff are made aware of the special educational needs of all students in their care;
- Ensure that all staff are aware of the SEND policy of the school and of how to work appropriately with all SEN and disabled children;
- Have regard to the SEN Code of Practice when carrying out its duties toward all students with SEND;
- Report to parents on the implementation of the School's SEND policy.

Implementation

The school has regard to all the requirements of *the SEN Code of Practice (2014)*. The SEN Code recognises a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing;

Identification and assessment

Where students are identified as 'struggling' with accessing the curriculum (this may be brought to the department's attention by staff, parents or the child themselves), difficulties will be explored and where appropriate interventions will be put into place. These may include:

- small group or 1:1 withdrawal to boost literacy;
- paired reading;
- numeracy interventions;
- individual programmes of study;
- homework support;
- SEMH provision.

At this stage, parents/carers will be notified by the department and, where appropriate, be invited into school for an informal discussion. These students will be brought to the attention of staff to allow them to plan and prepare appropriately.

Students who continue to fail to make appropriate progress, despite intervention, will receive a range of more intensive support from within school resources in addition to possible referral to external agencies.

Where appropriate students will be offered access to the following:

- small group withdrawal to support literacy/numeracy difficulties;
- specific programmes of support e.g. dyslexia support programme, Talisman Reading Programme
- 1 to 1 or small group sessions to address issues relating to Social, Emotional and Mental Health (SEMH) needs; Thrive intervention Programme; meetings with school counsellor;
- development of a SEND support plan and Pupil Spotlight outlining current strengths, challenges and strategies for support;
- access to an alternative curriculum where appropriate;
- referral to external agencies including the Educational Psychology Service
- family support through Early Help.

At this stage, parents/carers will be invited into school to discuss and contribute to any plans made for their child at this time and will then be updated on progress. Staff will be made aware of continued difficulties and will be provided with a range of appropriate strategies to support the student in the classroom.

Those students who are identified as in need of extra support and who have failed to make progress despite further intensive interventions, may be put forward for a formal statutory assessment of their needs within or across the following categories.

- **Communication and interaction:** Those students with speech, language and communication needs that prevent them accessing the curriculum fully or restricts their communication with others
- **Cognition and Learning:** Those students whose literacy/numeracy fall on the lowest percentile scores and who are failing to access the curriculum or whose reading age means that they will struggle to access the curriculum (typically 3 or more years below Age Related Expectations);
- **Sensory and/or physical needs:** Those students who have specific needs that restrict access to the curriculum including those students who require additional ongoing support or equipment
- **Social, emotional and mental health difficulties:** Students failing to match the emotional and social development milestones of their peers or whose mental health is a significant barrier to their learning.

To support requests for statutory assessment school will:

- gather historical and current data and information to support statutory assessment;
- facilitate the work of the Educational Psychology Service and other professionals to produce the necessary reports;
- facilitate the production of reports by other external agencies e.g. Language and Communication (LaC) Speech and Language Team (SALT);
- liaise with parents and carers to ensure clarity and understanding of the process;
- work with the student concerned to ensure they understand the process;
- produce all necessary paperwork to the required timescale.

If school is successful in its request for Statutory Assessment we will ensure:

- support indicated on the EHCP is put into place;
- ensure written objectives are taken into account when determining appropriate curriculum provision and support;
- regular reviews of progress including statutory reviews will be carried out;
- ensure all staff are made aware of the outcome of the statutory assessment and its implications within the classroom;
- if alternative provision is indicated parents/carers and children are supported with transition to the new provision.

Tracking progress:

Students who have SEND are in contact with the Learning Support department daily,

allowing us to monitor progress, identify any problems early on and intervene appropriately. In addition, we will:

- Hold regular departmental staff meetings to discuss students' progress;
- Liaise with teaching staff on a regular basis;
- Track and monitor progress for those students receiving specific interventions;
- Monitor progress and effort following half termly data entry;
- Use specific assessment tools such as GORT or Language and communication tools to identify learning needs;
- Analyse post examination results.

Students receiving additional support from SEND provision at Monkseaton High School

Transition:

We work in partnership with other education providers to ensure that students make a successful transition to the next stage of their learning, through careful and coordinated planning of the transition. We provide the following support to students when they are leaving Monkseaton High School:

- transition planning to begin in Year 8 and be re-visited in Year 9 and 11 during review meetings;
- Additional transition sessions provided for students who may struggle with transition;
- access to the Connexions advisor from year 9 for 1:1 planning meetings;
- attendance of the Connexions advisor to review meetings where appropriate;
- liaising with Head of Sixth Form to identify appropriate curriculum provision within our own establishment;
- visits to prospective post 16 establishments to discuss courses and support needs;
- support on Year 11, 12 and 13 results' days to advise and plan next steps;
- We will support students with work experience and external providers with transition;
- Regular reviews with Key worker regarding Preparation for Adulthood from Year 9 through to leaving school.

For students who transition in year to the school who have SEND we will:

- Ensure that we are an appropriate provision, in line with the code of practice and can meet the needs of the students and implement reasonable adjustments;
- Meet with parents/ carers and where possible relevant agencies prior to admission;
- Put in place appropriate adjustments to curriculum and make teaching staff aware of needs of the student.

Working with other professionals

As a school we recognise the importance of working with other professionals to ensure we fully meet the needs of our students, these include the following external agencies:

- Educational Psychology
- Attendance and Placement Service
- Occupational Therapy
- Physiotherapy
- Speech & Language team (SALT)
- Language and Communication Team (LCT)
- Dyslexia Referral Team (DRT)
- Visual Impairment Team
- Hearing Impaired Team
- Front Door service
- Mentoring Project
- Young Carers team
- Trax (Key stage 3 behaviour intervention)
- SST (Secondary Support team)
- HIVE
- CAMHS (Child and Adolescent Mental Health Service)
- MHS CONNECT
- School health advisor
- Family partner team
- DANS (Disability team)
- YOT (Youth offending team)

Staffing Arrangements:

The AEN co-ordinator/SENDCo is Mr David Walton who is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy;
- Liaising with and advising fellow teachers;
- Managing the Learning Support Team;
- Coordinating provision for students with special educational needs and/or disabilities;
- Monitoring and implementing advice given by external agencies and through EHCPs;
- Overseeing the records of all students with SEND;
- Liaising with parents of students with SEND;
- Contributing to the in-service training of staff; and Liaising with external agencies, including educational psychology services, Connexions, medical, social services and voluntary bodies.

For each registered student who has SEND, the SENDCo will:

- Identify the student's SEND;
- co-ordinate the making of SEND provision for the student which meets those needs;
- Monitor the effectiveness of any SEND provision made for the student;
- Secure relevant services for the student where necessary;
- Ensure that records of the student's SEND, and provision made to meet those needs, are maintained and kept up to date;
- Liaise with and provide information to parents of the student on a regular basis;

- Ensure that, where the student transfers to another school or educational institution, all relevant information about the student's SEND and the SEND provision made to meet those needs is conveyed to the Head Teacher and/or SENDCo of that school or institution;
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities;
- Select, supervise and train teaching and support assistants and other learning Support staff who work with students who have SEND.

Support staff

- A team of 4 Learning support Assistants, 1 HLTA and a Learning Mentor are trained to support students with a wide variety of needs; all support staff have a particular interest area or area of expertise and where possible we try and match support staff to the students with whom they can make the most impact;
- Where appropriate, students will be supported in school by specialists such as sensory support;
- All support staff have expertise in working with vulnerable children and those with severe emotional and behavioural difficulties;
- Support staff work: in class supporting quality teaching first; within the Learning Support Centre delivering 1:1 and small group interventions and during social times providing support for vulnerable learners; before and after school lessons supporting the progress and work of students;
- Support staff act as Key Workers for designated students to track and monitor progress and liaise with staff and parents/carers;
- Support staff have access to training to update and further their knowledge and expertise;
- Support staff help teachers to make reasonable adjustments to the work and differentiate work where appropriate;
- Support staff will implement, monitor and review plans for students with SEND, with support from SENDCo.

Students with a physical disability or medical need:

Support staff work closely with other professionals, including Physiotherapy and Occupational therapy, to support students during their time in school:

- the school has full access plan which is available on request;
- there is a level access to the front and rear of the School;
- there is lift access to all floors;
- there are a number of wheelchair accessible toilets;
- a well-equipped medical room is available;
- access to disabled sports is encouraged;
- additional training to support students with medical needs is provided to Learning Support Assistants.

Admission Arrangements

Monkseaton High School's admissions are managed by the school's Admission Policy.

Monitoring, Evaluation and Review

How the governing body evaluates the success of the education which is provided for:

SEND children

- School Improvement Plan presented at Governors' Meetings;
- Provision Mapping (audit of need and planning for support);
- SEND policy reviewed on an annual basis;
- Analysis of examination results

In addition the governing body will monitor the work of the Learning Support Team through:

- Regular reports from the Headteacher and/or the SENDCo;
- Regular discussions between the SEND governor and SENDCo

Arrangements made by the governing body relating to treatment of complaints from parents of students with SEND concerning the provision made at the school

Any complaints should, in the first instance, be directed to the Headteacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Headteacher he/she has the right to refer the matter to the Governing Body.

Appendix A. Equality Impact Assessment

1. Name of the change, strategy, project or policy:		SEND Policy	
2. Name of person(s) completing this form:		Marie-Anne Dowson	
3. Has the policy/practice been assessed to consider any potential impact on the equality groups? Yes			
Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.			
4. Equality Target Group (highlight):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability Gender Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships	No significant impact.		
5.		Yes	No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
Is the impact intended?			
Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? (this should feed into your Single equality scheme & action plan)		Yes, No, or N/A	If yes, please provide details
Eliminate unlawful discrimination, harassment and victimisation		YES	
Advance equality of opportunity between different equality groups		YES	
Foster good relations between different equality groups			
7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?			
n/a			
8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?			
n/a			
9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?			
n/a			
10.a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
10.b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?			
A) No changes required.			
11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? If yes please provide details below.	Yes		
Monitoring and review every year.			