

**HADRIAN LEARNING TRUST**

**QUEEN ELIZABETH HIGH SCHOOL AND HEXHAM MIDDLE SCHOOL**

**Hexham Middle School**

**SEND information and report**

**UPDATED OCTOBER 2019**

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### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The current Special Needs Co-ordinator (SENCo) is Mrs A Frankish who is also the Deputy Headteacher. Her role is to monitor the smooth running of special needs provision within school. Mrs Frankish is supported by Mrs Adams, the Assistant SENCo. They liaise with parents, teaching and non-teaching staff, external agencies, heads of key stage, heads of curriculum and other senior staff. We are very ambitious for all pupils at Hexham Middle School and we endeavour to provide the support needed for every child to feel safe and be happy at school and achieve their potential.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCos) and the SEN information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCo**

The SENCo is Mrs Frankish. The assistant SENCo is Mrs Adams.

They will:

- Work with the headteacher and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN trustee**

The SEN trustee will:

- Help to raise awareness of SEN issues at trustee board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the board of trustees on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCo and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil 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 the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will liaise closely with our feeder schools to ensure there is a smooth transition and effective transfer of information regarding SEND pupils. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment for the individual child, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will parents, and pupils where appropriate, when identifying whether a child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will work closely with other schools/ settings to make transition as smooth as possible. We will organize bespoke transition where appropriate.

#### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We also provide a wide range of interventions.

#### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, personalizing the timetable etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### **5.8 Additional support for learning**

We have a group of teaching assistants who support pupils in class, in small groups or on a 1:1 basis.

We work with a wide range of agencies to provide support for pupils with SEN. These include: CYPS, NCC SEND support, educational psychologists, primary mental health, school health, hearing impairment team.

## **5.9 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing regularly pupils' individual progress towards their goals
- Reviewing the impact of interventions after each half term
- Monitoring by the SENCo, curriculum leaders and senior leaders
- Holding annual reviews for pupils with EHC plans

## **5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) throughout their time at Hexham Middle School. Additional support staff attend residential and visits if required to allow the support needed for SEN pupils.

All pupils are actively encouraged to take part in the wide range of enrichment and extra-curricular activities on offer both during and after the school day.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We provide groups exclusively for SEND pupils and we organise sporting competitions against other mainstream and special schools.

Arrangements for the admission of disabled pupils:

Please refer to our [school's accessibility plans](#) which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

## **5.11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to take part in school clubs.
- Pupils with SEN are also encouraged to be part of the Base and/ or the Bee U club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

## **5.12 Working with other agencies**

School works proactively with other agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

## **5.13 Concerns/ Complaints about SEN provision**

Concerns about SEN provision in our school should be made to the assistant SENCo or SENCo in the first instance. We try to do our best for every child. We are also aware that being the parent of a child with additional needs can at times be challenging and we understand that every parent wants the best for their

child. To this end, we are very keen to work with parents to solve any problems. If an issue cannot be resolved, parents will then be referred to the school's complaints policy.

#### **5.14 The local authority local offer**

Our local authority's local offer is published here:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

#### **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

#### **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Child protection policy
- Equality information and objectives
- Supporting pupils with medical conditions