

SEND Policy

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Statement of values

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Norwich High School and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

The policy operates within a wider national and local policy framework which includes:

- The Education Act 1996
- The Equality Act 2010

- The Children and Families Act 2015, SEND Regulations 2015 and SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and Norwich High School's Admissions Policies
- GDST Exclusion Policy
- Norwich High School Safeguarding and Child Protection Policy
- Norwich High School Behaviour Policy
- Norwich High School Anti-Bullying Policy

This policy sets out the procedures for ensuring that pupils identified as having special educational needs and/or a disability (SEND) have their needs addressed in order to access a broad and balanced curriculum, reach their potential and fully participate in the wider life of the school. Underpinning this is the school's commitment to creating a positive learning environment which promotes active learning, self awareness, positive mindsets and values collaborative learning. The whole school ethos reflects the value we place on inclusion and diversity and emphasises that support for a variety of needs is a collective whole-school responsibility. All teachers are teachers of pupils with individual needs.

Aims

Our SEND policy aims to:

- Set out how Norwich High School will support and make provision for pupils, from Nursery to Sixth form, identified as having specific learning difficulties and/or disabilities, have their needs addressed in order to access a broad and balanced curriculum, reach their potential and participate in the wider life of the school.
- Explain the roles and responsibilities of staff at Norwich High School in ensuring that all pupils are able to access a broad and balanced curriculum, reach their potential and participate in the wider life of the school.
- Define the nature and level of school intervention

Policy Objectives

- To ensure that pupils with SEND are integrated as fully as possible into the life of the school and offered full access to a broad, relevant and balanced curriculum.
- To identify additional needs as early as possible and put provision and/or reasonable adjustments in place to ensure they are met, with recognition that every learner is unique and the level and type of support required will be variable.
- To ensure communications are effective and all staff are supported in identifying and meeting additional needs.
- To support pupils with SEND in feeling valued members of the school community.
- To consider which appropriate resources are available and how these can be used most effectively.
- To ensure that pupil views are an integral part of identifying and reviewing their individual needs.
- To encourage, parental involvement in identifying, supporting and reviewing their child's needs is encouraged and valued.

Full use is made of support agencies outside school where appropriate.

Definitions

Disability is defined under the Equality Act 2010. A person has a disability if s/he “has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Special Educational Needs are defined in the Children and Families Act 2015:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or young person has a learning difficulty or disability 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 or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions Sutton High School is broadly selective and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

The school is broadly selective and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs. Children may have a disability/SEN/ALN either throughout or at any time during their school career, and may have SEN/ALN in one or in many areas of the curriculum. Please see Appendix 1 for the [Four Areas of Need](#)

Roles and responsibilities

Role of the Head

The Head takes overall responsibility for the school’s policies and procedures in relation to areas of inclusion and diversity. These should follow the principles and aims of the Trust’s Inclusion Policy and the Head should ensure all staff are aware of responsibilities in this area.

The Head will also establish the appropriate staffing arrangements, and assign clear responsibilities to post holder(s). Expectations of the post holder(s) in terms of levels of responsibility, the time available to undertake the role, commitment of other staff and linkages to key personnel should be made explicit.

Role of the SENDCo

The SENDCo is responsible for the day to day implementation of the SEND policy and managing provision. The responsibilities of the SENDCo are varied and wide-ranging, including

- Overseeing identification, referral and assessment of any additional need
- Assessment of learning support needs through use of psychometric and screening tests
- Allocation/Timetabling of Learning Support Assistants to support pupils in lessons and small group and one-to-one sessions.
- Line -management of Learning Support Assistants
- Professional development of teachers, teaching assistants and learning support

assistants

- Management of access arrangements for internal tests and public examinations.
- Tracking and monitoring pupil progress.
- Including pupils and their parents in the Plan-Do-Review cycle, for example developing SEND Profiles to reflect individual needs and bespoke support.
- Encouraging and putting in place systems to promote pupil voice and peer support.
- Working closely with subject departments to develop differentiated resources and teaching approaches in support of pupil learning needs.

Role of Lead SEND teacher for Prep school

- Overseeing identification, referral and assessment of any additional need
- Assessment of learning support needs through use of psychometric and screening tests
- Allocation/Timetabling of Learning Support Assistants to support pupils in lessons and small group and one-to-one sessions.
- Tracking and monitoring pupil progress.
- Including pupils and their parents, in the Plan-Do-Review cycle, for example developing SEND Profiles to reflect individual needs and bespoke support.
- Encouraging and putting in place systems to promote pupil voice and peer support.
- Developing bespoke booster packages of curriculum support

Role of Heads of department

Heads of department are expected to oversee and monitor SEND provision within their particular remit. This will involve:

- Ensuring schemes of work include adjustments for SEND and are free from discrimination or bias
- Ensuring opportunities are open equally to pupils with and without SEND
- Using QTL procedures (classroom observation, work scrutiny etc.) to ensure effective differentiation is in place and to review and improve practice
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND in their subject area
- Ensuring inclusion is a regular item on department/subject meeting agendas

Role of Heads of Year

The Head of Year will work closely with the SEND team, pupils and families where additional or neuro-diverse experiences will benefit from a wider-school approach. This may include, but is not limited to, contributing towards gathering of information, assisting where relevant in the development of individualised responses to emerging needs, or helping to coordinate aspects of support that promote overall well-being and inclusion within the school community.

Role of other teaching and support staff

All teaching and support staff are expected to provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.
- Responsible for the progress and development of their pupils with SEND.
- Accessing information about pupils with SEND (for example on the Learning Support

- Register, Bitesize stickers and SEND Profiles)
- Where applicable, working effectively with Learning Support Assistants assigned to support SEND pupils in their lessons
- Accessing any SEND-related training offered by the SENDCo or externally.
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEND, and being able to personalise their approach in order to overcome barriers to learning and engage and support them.
- Assessing and monitoring the progress of pupils with SEND and recording and reporting relevant information.
- Developing constructive relationships with parents.

Role of SEND-link governor

- Meeting with the SENDCo during termly SGB meetings to review provision and update governors on this.
- Championing SEND on the SGB, and within school on behalf of the Governors.
- Providing support and engage with parents at periodic events, such as the SEND Parents Forum or SEND Information evenings, if available.

Identification

The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The school uses a number of approaches to identify SEND

Identification at admission

This can take place through communication with parents, previous schools and use of the admission application form or information disclosed to the Head. We value having information as early as possible from parents during the application process to allow us to assess and put appropriate support in place.

Identification through data tracking and progress monitoring

Standardised assessment occurs for all pupils as they transition towards the secondary phase, revealing strengths and weaknesses in literacy and numeracy skills. (for example using MIDYis tests). Further standardised assessments are carried out for pupils where a broader profile of baseline literacy and numeracy is of benefit. Regular department-based assessment points occur throughout the academic year and data is shared so that it can be monitored by both teachers and SENDCo. Where specific needs have not already been identified and struggle persists, psychometric testing relating to processes such as working memory and processing speed, for instance, may also be carried out by the SENDCo.

Identification through staff concern

Where Quality First teaching put in place by the teacher is not having a reasonable impact on a pupil's progress over time, the teacher will contact the SENDCo to discuss the concern. Actions will be dependent upon what the member of staff has already implemented in the classroom and what information is already known about the learner's profile of need or existing provision.

Identification through pupil/parent concern

Pupils and parents are encouraged to contact the SENDCo if they wish to relay an emerging

concern about learning support needs, seek to ask a question relating to identification of need, or would like to discuss or review support provision. Each communication will be dealt with on a case-by-case basis.

Emotional, social and mental health difficulties are likely to be identified and addressed through the school's pastoral system – tutors, year group heads, school nurse and counsellor.

All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENDCo/Head of Learning Support as appropriate.

Assessment

Assessments of learning support needs can be through :

- External agency assessment, diagnosis and recommendations for support.
- SENDCo assessment through screening and/or psychometric tests, feedback from teachers, and the pupil.
- Learning support provision is monitored through feedback from the pupil, their teachers and parents alongside any relevant re-testing of learning needs and/or examination results.

Provision/Intervention

Norwich High School works on the principle that differentiated high quality teaching is an expectation for all pupils, including those with SEND and this will ensure that the majority of pupils will be engaged in their learning and achieve their potential through Quality First Teaching

SEND Support

Learning support in lessons and through specific interventions in the Prep school can start in Early Years provision. Where pupils are identified by their teachers as in need of extra support, for example in literacy, maths or behaviour, provision for this will be arranged in liaison with parents informed by any external assessments of needs.

Transition for all pupils moving from Year 6 into the Secondary phase is supported. Opportunities for pupils with SEND may also include meeting with parents and induction sessions with the pupil during the Summer term either as part of a small group or one-to-one. Cross-over of support staff within the primary and secondary phase also assists pupils in transition.

In-class support is arranged for pupils with SEND in English, Maths and Science lessons and in other lessons if specific needs arise. Some pupils are supported in one-to-one or small group sessions where they have a reduced timetable (e.g. dropping a subject such as MFL or Latin at Key Stage 3 and following 9 subjects at GCSE using some of their 'private study' sessions for learning support)

Details of support sessions are documented and shared with staff via the Google Drive Shared area for SEND.

The school recognises that pupils with SEND often have a unique knowledge and understanding of their own needs. They will be encouraged to take responsibility for their own learning (for example accessing support resources from the SEND team such as reader pens, coloured overlays etc.). They will be encouraged to fully participate in the assessment of their needs, drawing up a SEND Profile which summarises these needs and review agreed provision.

Support for Year 13 pupils includes helping with the UCAS process and application for DSA, for example forwarding information about learning support and examination access arrangements to places of Higher Education.

Provision for pupils with disabilities

The school has an accessibility plan (available on the policy section of the website) to improve its accessibility over time to existing and prospective pupils with disabilities. Where provision for specific disabilities is not already in place, the school will work with the Local Education Authority (for example the designated Sensory Support Teacher or EHCP Coordinator), individual pupils and their parents to determine appropriate support.

Provision for pupils with Education and Health Care Plans (EHCPs)

The school will comply with directions set out in Education, Health and Care Plan documentation. Provision will be increasingly individualised according to needs.

In matters of placement and providing for pupils with an Education Health Care Plan, the school will comply with the SEND Code of Practice (2015). The school and parents both have the statutory right to ask the LEA to conduct a statutory assessment or reassessment of a child's needs (Education Act 1996 328-9). The school will consult with parents before initiating this assessment and will supply evidence as required to the LEA for the purposes of the assessment where the pupil is wholly or partly funded by the LEA.

Where the LEA sets out the provision to be made in an EHCP, the school will work with the LEA, relevant professionals and parents to ensure the requirements are met. The SENDCo will ensure that the child's needs are known to all those who teach them and where necessary will be provided with relevant training (for example in Deaf awareness, Autism etc.).

The pupil will have a SEND Profile guided by the EHCP and progress will be monitored and reviewed on an on-going basis. The EHCP will be reviewed annually.

Working with pupils and parents

Pupils

At Norwich High our ethos, organisation and culture supports pupils to be ACTIVE learners and encourages them to take responsibility for their own learning. We recognise that children with SEND/ALN have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision-making processes that affect their education – from identification to assessment, decisions on provision and reviewing progress and the success of interventions

Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEND/ALN. We actively seek to work with parents as partners and value their contribution. All teachers, the SENDCo and the pastoral team have an important role in developing positive and constructive relationships with parents:

- This SEND Policy is available on the website and parents are welcome to comment on the SEND/ALN provision at any time.
- The school offers regular parent seminars and SEND parent forums to share information on identification, assessment and provision of SEND support.
- The schools seeks to engage parents of pupils with SEND/ALN as early as possible and ideally prior to admissions in order to get a full picture of need and ensure suitable provision is put in place.
- The SENDCos are available to meet with parents formally by prior arrangement or at parent-teacher meetings.
- Decisions regarding provision, monitoring and review will be made in consultation with parents.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the GDST's Complaints Procedure which can be accessed on the School website.

Staff Training/Professional Development

Whole school staff training days, particularly at the start of the academic year will include a briefing from the SENDCo outlining current provision and details of support, particularly for new pupils.

Briefing on SEND topics also takes place during staff meetings and after school 'Refreshin40' sessions which cover a variety of topics such as Autism, Dyslexia, ADHD, Working Memory and Dyscalculia. SEND staff who have been on external training sessions are encouraged to share their learning and occasionally lead these Rin40 sessions.

The SEND folder in the Staff Shared area contains a wealth of training materials from the sessions and information on SEND.

GDST and other external agencies also offer a wide range of training for teachers on a wide range of SEND topics.

Review and evaluation of the policy

This policy will be reviewed on an annual basis. The policy objectives underlying the school's provision for pupils with SEND will form the basis for the evaluation process.

Key Personnel:

Joint SENDCo - Dr Stephen Goymer (Mon-Wed) and Mrs Brynne Laska (Wed - Fri)

Lead SEND teacher (Prep) – Mrs Caroline Moir
Member of SGB with oversight of SEND – Mrs Liz Sillitoe

Appendix 1: The Four Areas of Need

The SEN Code of Practice outlines four broad areas of need which can help with identification:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.