

# SEND Policy and Information report

## YATELEY SCHOOL



Learning together – Empowered for life

Approved by:

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# 1. Aims

Our SEND policy and information report aims to:

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

Yateley is a mainstream secondary school and we aim to provide our students with a curriculum which is personalised and accessible to all, regardless of ability or educational needs. We recognise that many of our students will need a little extra help at some point in their school life and that some will require more specific help from our Learning Support Department.

Approximately 15% of our students are recorded as having special educational needs and/or disability. We provide targeted support for students both individually and within specific intervention groups and are committed to providing the most appropriate level of support possible; as well as working alongside class teachers to ensure that High Quality Inclusive Teaching is delivered in class to support the needs of all our learners.

The Learning Support Department is managed by the Special Educational Needs & Disability Co-ordinator (SENDCo) Lee Goredema and is located within D block. The Learning Support Department works closely with the Heads of House and Wellbeing Centre, which brings together all the different student support services available in and outside of the school, including the SEND services, making them front line with inclusion paramount. The Wellbeing Centre staff Learning Support Assistants (LSAs) work closely and liaise with the SENDCo and the House teams, which allows us to provide bespoke provision for individual and group work for a wide range of students.

## 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 students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A student has SEND 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 SENDCo Team.

The SENDCo is Mrs Lee Goredema, Deputy SENDCo is Dr Tricia Harris and Assistant SENDCo is Mrs Karen Harryman.

**They will:**

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality inclusive teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students 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 students with SEND up to date

#### **4.2 The SEND governor**

The SEND governor, Mrs Camilla Bailey, will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The headteacher**

The Headteacher, Mr Paul German, will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student 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 SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND 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 condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia, dysgraphia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), ADD, anxiety and general emotional literacy
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

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

At Yateley School we use the information and data we receive from our feeder primary schools, in addition to our own assessments, within the first few weeks of term, to gain a full picture of how each child is progressing as they enter Year 7. This combined information helps us to identify students who may need additional support as they start their secondary school career. We will also meet with concerned parents and students prior to the start of Year 7 and discuss a child's needs if this helps support a smooth transition.

Class teachers will make regular assessments of progress for all students 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 student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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 students and parents**

We welcome communication from our students' families and will always make time to discuss any concerns you may have. We regular contact parents if we are concerned about a child's progress and to discuss the next steps we intend to take. We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student'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

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support and ask for their permission if this involves an intervention, other than LSA support in lessons.

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

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This aims to provide an assessment of the student's needs, planning of how the child will be supported, the support being put in place and a review of the impact of the support.

The student's subject teachers will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student'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 student 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 student's progress.

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

For students with additional needs moving between phases and preparing for adulthood, we will ensure they have had specific careers advice, to support them in their decision making for particular college or university courses, we will support them with their emotional needs, through the use of a mentor or possibly ELSA support if they need strategies to support them emotionally. We will also share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

#### **5.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their classes. Therefore, throughout the academic year, the Learning Support Department hold training for all staff, through departments, regarding the best strategies to use in class to support all students and scaffold support for those who require a little more help.

High quality, inclusive teaching is our first step in responding to students who have SEND. This will be differentiated for individual pupils. This means there are high expectations for all students, in every classroom and resources and support will be adapted in order to allow all students to access the work and progress in line with their peers.

We will also provide support using a variety of interventions when necessary. Some of these will be conducted outside of the classroom, while others are after school or as and when the student requires the support. The current list of interventions is explained in section 5.8.

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

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

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

Personalisation and High quality, inclusive teaching are the key focus for staff at Yateley School and these underpin our approach to adapting the curriculum so all students' are able to access the work they are asked to complete. Class teachers are responsible for setting high expectations for the learning of all their students and will plan for students with SEND in order that their personalised outcomes will reflect their potential. In order to facilitate this, teachers will work in cooperation with The Learning Support staff both in and out of the classroom, to enhance the understanding of individual student needs and provide personalised targets to enable full access to the curriculum. Strategies and skills taught through interventions (if necessary) will be supported within the whole class setting so that their impact can result in improved outcomes for students with SEND. On occasion, some students may be directed towards alternative course in Key Stage 4 where their learning needs might be better met.

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

At Yateley School there may be occasions when a student requires support that is, 'additional to and different from' that provided by a normal classroom setting, therefore, we may at times, with your permission, provide your child with specific interventions for which they will be withdrawn from a lesson temporarily. These interventions include:

- Access group in Year 7, a small teaching group for core subjects to encourage students to progress in an environment whereby they receive more focused teacher and LSA support to help them build their skills and knowledge.
- Small group (2-4 students) intervention for numeracy, literacy and science, across KS3 and KS4
- Study skills support, which encourages students to develop their skills of organisation, independence and meeting homework deadlines
- Social use of language program, to support the social skills we use every day in interactions with others
- Lego therapy, which is a small group intervention to encourage communication, organization and management
- ELSA sessions, for students who need support with their emotional literacy and how to manage their feelings
- Sensory breaks, if required, using the sensory room
- Touch typing, to support students who struggle with handwriting to become proficient at using their devices
- Chatterbox break time and lunch time club, to provide a smaller, more accessible environment for students who can become overwhelmed in the refectory
- Key mentor, for students who require morning check ins to support them with being ready for their day

The vast majority of these interventions last for 6-8 weeks at a time, depending on the needs of the student. These needs would then be assessed in order to decide on next steps regarding support.

We have 9 Learning Support Assistants who are trained to deliver interventions; whether that be in the classroom setting or a more specialised intervention to a small group outside of a lesson. Learning Support Assistants are trained to work with a number of children in the classroom, in conjunction with the teacher, in order to have the biggest impact. Many students want the support of an additional adult, however, they also want to feel independent and the LSAs are trained to support the student and be respectful of his or her views, whilst providing them with the assistance they need.

We also have access to Specialist Teacher Advisors for areas including:

- Educational psychology (EP)
- Visual impairment (VI)
- Communication and language (CAL)
- Physical disabilities (PD)
- Hearing impairment (HI)
- Risk assessment

- Information technology (IT)
- Occupational therapist (OT)

•Physiotherapist

## 5.9 Expertise and training of staff

Our SENDCo, Lee Goredema, has 19 years teaching experience and has 3 years experience in this role. She has previously managed other departments and worked in both secondary schools and a sixth form college. Lee has the accreditation required by all SENDCos in schools, the Post Graduate Certificate of Special Educational Needs and the National SENDCo award.

Dr Tricia Harris, our Deputy SENDCo has a PHD in Chemistry, however, she also completed her specialist training up to Level 7 with the Helen Arkell Centre for Dyslexia and is able to assess students for access arrangements for their exams as well as assess their needs and how best to support them. Mrs Karen Harryman is a HLTA, Higher level teaching assistant and our Autism Ambassador, who is essential to the smooth running of the department and providing support for individual students through our mentor and key worker interventions. We have a full time ELSA, Miss Kayley Ray who runs individual and group sessions regarding emotional literacy support. We also have 2 HLTAs who run specialist interventions and also we are very lucky to have been able to train some of our LSAs to do the same.

In the last academic year, staff have been trained in literacy and numeracy interventions, the social use of language program and lego therapy.

All of the Learning Support team undergo training each year to add to and update their knowledge and ability to support our students. In the last year, all LSAs took part in mental health training and our ELSA was able to have supervision sessions with the Educational Psychology department through Hampshire and also a much more intensive course of Mental Health in Young people training. Our SENDCo was privileged to be part of a pilot scheme run by the Educational Psychologists associated with Hampshire which focused on the Person Centered Approach meetings the student's voice. Dr Harris also provides additional training for any LSA or HLTA who is conducting small group or one to one interventions in numeracy and literacy.

## 5.10 Securing equipment and facilities

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis. The students who have the most complex needs are given a higher proportion of this support and the financial commitment to their support is tracked by the SENDCo.

Also, we have recently had a number of people in the school and wider community fundraising for us, which has made the introduction of the Sensory room- The Snug, and the equipment used to facilitate sensory breaks available to us. We have also applied for and been granted funds through the Yateley Educational Trust to supply our students with dyslexic tendencies the use of reading pens, which have proved to have a great impact on student independence and exam technique.

## 5.11 Evaluating the effectiveness of SEND provision

We review evidence that the student is making progress academically against national/age expected measures and that the gap is narrowing – they are catching up to their peers or expected age levels, we use their school reports, assessment results and the results from the interventions they have undertaken.

We also regularly track all interventions on the 'provision map' and provide parents with a clear breakdown of the support their child is achieving and the progress they are making within each intervention. We track:

- If the student is achieving or exceeding their expected levels of progress
- We use verbal feedback from the teacher, parent and student
- We have formal or informal observations/learning walks to observe of the student in lessons
- Students may move off the SEND Register when they have 'caught up' or made sufficient progress.

We also evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using student and parent voice questionnaires
- Using provision maps to measure progress of specific interventions
- Holding annual reviews for pupils with Education Health Care plans

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

All school policies promote inclusion both in and out of the classroom. Where there are concerns of safety and access, further thought and consideration (including a risk assessment where required) is put in place to ensure needs are met. Where applicable parents/carers are consulted and involved in planning. Students gain independence and confidence by being fully included and experiencing new activities and the school will make all efforts to facilitate this. Previously we have ensured a key adult from the Learning Support Department has been allowed in addition to the staffing allocation, to ensure students with additional needs were able to go on trips and have the correct level of supervision and support.

The school has wheel chair access to all areas of the ground floor with some external automated doors, but does not have lift access to first floor areas. However, relevant student's needs are catered for by careful timetabling. The school has disabled toilet facilities and two disabled parking bays.

- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- All students are encouraged to take part in sports day/school productions/special workshops, etc.
- No student is ever excluded from taking part in these activities because of their SEND.

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

We have one full time ELSA (Emotional Literacy Support Assistant) who have been trained by and receive regular supervisory support from Hampshire Educational Psychology Service. Heads of House can request this support for their students, when they consider it to be suitable, however, students and parents are also able to refer for this support. The areas of emotional difficulties that ELSAs provide support for are: specified social skills; friendships and relationships; anger management; strategies to support with anxiety, loss and change; self-organisation as well as providing a full programme of social and emotional communication skills for students. We also have two Assistant Heads of House and an excellent team of tutors, who are usually the students' first contacts in times of emotional or social concern. The House team also have access to two counsellors who can offer sessions for students if it is deemed necessary.

We also provide the following:

- Students who struggle with social situations are able to go to Chatterbox club during break and lunchtimes, and they are supported by the Learning Support team to manage unstructured social time.
- If a student is unwell during the school day, then they will be sent to the Medical Room to see the school nurse. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The school nurse will decide if the student is well enough to stay at school or not.
- In a medical emergency, the school nurse will attend urgently, or may call for an ambulance if the student requires hospitalisation.
- We have a large number of staff who are first aid trained and who are located across the school, to help if need be.
- We provide support for pupils to improve their emotional and social development in the following ways:
  - Students with SEND are encouraged to be part of the school council

We have a zero tolerance approach to bullying of any kind and will always do everything in our power to ensure every child feels safe and happy in and out of school.



## 5.14 Working with other agencies

The Learning Support team and the House and Wellbeing teams liaise with many specialist services and outside experts to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Hampshire Educational Psychology Service
- Hampshire Inspectorate and Advisory Service : Specialist Teacher Advisors – hearing impairment, visual impairment, physical disabilities, communication and language, SEND team

## 5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. However, if the complaint is regarding the SENDCo, it would be appropriate to make the complaint to the Deputy Headteacher of Culture, Mr Rupert Keeble, or the Headteacher, Mr Paul German. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of students with SEND

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- Parent Partnership, offering independent, free advice for parents of children with SEND: [www3.hants.gov.uk/parentpartnership](http://www3.hants.gov.uk/parentpartnership)
- IPSEA (Independent Parental Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk)
- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://hantsda.org.uk/>
- Parent Voice: <http://www3.hants.gov.uk/parentvoice>
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: <http://www3.hants.gov.uk/gatewaycard>
- Hampshire Inspectorate and Advisory Service Communication and Language team: <http://www3.hants.gov.uk/childrens-services/specialneeds/teacher-advisers/communicationand-language.htm>
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <http://www3.hants.gov.uk/servicesforschools/education-psychology.htm>
- Speech and Language Therapy service: [http://www.hampshirehospitals.nhs.uk/our-services/a-zdepartments-and-specialities/s/speech-and-language-therapy-\(paediatric\).aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-zdepartments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx)
- Hampshire Ethnic Minority and Travellers Advisory Service: <http://www3.hants.gov.uk/education/emtas.htm>
- School nurse team: <http://www.hampshirehospitals.nhs.uk/schoolnursing>

- Winston’s Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>
- NDCS, National Deaf Children’s Society: <http://www.ndcs.org.uk/>
- CAMHS, Child and Adolescent Mental Health Service: <http://www3.hants.gov.uk/childrensservices/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm>
- Hampshire Careers Service: <http://www3.hants.gov.uk/childrensservices/childrenandyoungpeople/youthtube/youthprofessionals/hampshirecareersandemployabilityservice.htm>
- Paediatricians: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-\(paediatrics\)/royal-hampshire-county-hospital-child-healthservices.aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-(paediatrics)/royal-hampshire-county-hospital-child-healthservices.aspx)
- Occupational Therapists: <http://www3.hants.gov.uk/adult-services/aboutas/structure/ot/ot-direct.htm>
- Physiotherapists: <http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/o/occupational-therapy/winchester-and-eastleigh-therapy-services.aspx>
- County SEN Team: <http://www3.hants.gov.uk/sen-home>

### 5.17 Contact details for raising concerns

If parents have any concerns regarding their child’s education or any other issues at Yateley School, please use the email addresses below as your first point of contact and your concern will be passed to the appropriate person.

#### House team:

[AHOH@yateley.hants.sch.uk](mailto:AHOH@yateley.hants.sch.uk)

[HOH@yateley.hants.sch.uk](mailto:HOH@yateley.hants.sch.uk)

#### Learning Support:

[Learningsupport@yateley.hants.sch.uk](mailto:Learningsupport@yateley.hants.sch.uk)

### 5.18 The local authority local offer

To see how Yateley School’s report relates to the Local Authority’s “Local Offer” and for further information relating to Hampshire County Council’s provision for education, health and social care, follow the link on the Special Educational Needs homepage. Or click here:

[http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Lee Goredema **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
- Equality information and objectives
- Supporting students with medical conditions

