

**SEND POLICY**

<b>1</b>	<b>SUMMARY</b>	Durham Johnston Comprehensive School is committed to supporting all students, regardless of their background, circumstances or individual needs. We believe in academic excellence for all, the importance of acquiring knowledge, social justice, public service and the ability of education to open doors for students when they leave us after 5 or 7 years. We are committed to a comprehensive education for all.			
<b>2</b>	<b>RESPONSIBLE PERSON:</b>	Headteacher			
<b>3</b>	<b>APPLIES TO:</b>	Students in Years 7 – 13 and their parents and carers			
<b>4</b>	<b>GROUPS/ INDIVIDUALS WHO HAVE OVERSEEN THE DEVELOPMENT OF THIS POLICY:</b>	Senior Leadership Team Governing Body Learning Support Department			
<b>5</b>	<b>RATIFYING COMMITTEE(S) &amp; DATE OF FINAL APPROVAL:</b>	Pupil and Staff Wellbeing Sub Committee			
<b>6</b>	<b>VERSION:</b>	V2.0			
<b>7</b>	<b>AVAILABLE ON:</b>	<b>Sharepoint</b>	Yes	<b>Website</b>	Yes
<b>8</b>	<b>RELATED DOCUMENTS:</b>	Medical needs Policy Anti-Bullying Policy Disability and Equality Policy			
<b>9</b>	<b>DISSEMINATED TO:</b>	All, via website			
<b>10</b>	<b>DATE OF IMPLEMENTATION:</b>	June 2023			
<b>11</b>	<b>DATE OF NEXT FORMAL REVIEW:</b>	June 2024			

**DOCUMENT CONTROL**

Date	Version	Action	Amendments

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## Introduction

Durham Johnston Comprehensive School is committed to supporting all students, regardless of their background, circumstances or individual needs. We believe in academic excellence for all, the importance of acquiring knowledge, social justice, public service and the ability of education to open doors for students when they leave us after 5 or 7 years. We are committed to a comprehensive education for all. We have five core values that accurately reflect the school's ethos:

1. Academic Excellence; a belief in progress for all.
2. Acquiring Knowledge; the importance of being an educated person and knowing things.
3. Social Justice; providing opportunities for all, regardless of background.
4. Public Service; the importance of making a contribution to the school community and wider society.
5. Global Opportunities; a rounded education that 'opens doors' regardless of location or specialism.

The principle that all students should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. Every teacher is a teacher of every child, including those with Special Educational Needs. Durham Johnston Comprehensive School uses a range of methods to provide learning opportunities based upon individual need. Quality First Teaching (QFT) aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is additional to or different from that encompassed by Quality First Teaching and we will work closely with our students, parents and additional stakeholders to make appropriate adjustments to provision where necessary. Whilst our teachers are committed to supporting all students, specialist guidance is provided by our Inclusion Team, which incorporates Learning Support and our Student Support Centre and Transition Team. This policy has been developed in consultation with the Senior Leadership Team, Learning Support department and the Governing Body of Durham Johnston Comprehensive School.

## 1. Compliance and Setting

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) (Code of Practice 0 – 25 (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (April 2015)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- In conjunction with the Special Educational Needs Coordinator (SENCO), Senior Leadership Team (SLT), SEND Governor, Parents and Students.

The SENCO is Miss Helen Davies, Durham Johnston Comprehensive School. Miss Davies has completed the national SENCO Award 2014 (Birmingham University) fulfilling clause 64, C & F Bill, 2014.

The SLT SEND advocate is Miss Helen Davies ,Ref: *Role of the SENCO in Schools SEND Code of Practice*, 6.89.

## **2. Aims**

- To raise the aspirations of and expectations for all students with SEND.
- For Durham Johnston Comprehensive School to focus upon outcomes for children and young people and not just to focus upon hours of provision/support.
- To raise achievement of students with SEND holistically.
- To work in partnership with parents and young people.

## **3. Objectives**

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with students who have SEND
- To offer advice for parents in relation to their child's SEND
- To work with other professionals to provide targeted support for students where appropriate.

### **3a. Definition of SEND**

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 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

### **3b. Definition of Disability**

The Equality Act 2010 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities'.

The Equality Act has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect and whether the period of time is before they experience the long term and substantial adverse effect on their activities

## **4. Roles and Responsibilities**

### **The SENCO**

The SENCO will:

- Liaise with Year Leaders to ensure effective provision for students with SEN.
- Maintain and review the SEND register.
- Maintain and review the support plans of SEND students, including the setting of appropriate learning targets.
- Manage the SEND/Learning Support areas of the school.
- Lead and manage the work of the Learning Support team.
- Co-ordinate appropriate additional support for identified students.
- Co-ordinate and oversee the examination arrangements for students with SEND, including access arrangements.
- Liaise with outside agencies and support networks as appropriate.
- Manage the SEND reviews of identified students.
- Identify and adopt teaching and learning strategies effective for the needs of students with SEND by working closely with Subject Leaders and individual subject teachers.
- Liaise with Subject Leaders to ensure that teaching and learning strategies across the school meet the needs of students with SEND.
- Have clear Quality Assurance assessments in place to monitor SEND provision in the classroom.
- Monitor the curriculum and provide feedback to the school's Senior Leadership Team.
- Use school data to assess the progress of SEND students and identify areas of intervention and support.
- Report to SLT and governors upon the progress of students with SEND and the success of intervention
- Report to SLT and school staff about the progress of SEN students.
- Provide advice and guidance for staff regarding the teaching and learning of SEN students.  
In consultation with SLT line manager for SEND, update SEND policy and procedures.
- Attend national and local events in relation to SEND.

- Keep up to date with training and manage own professional student
- 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 and 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

### **The SEND Governor**

Role of SEND Governor. The (SEND) Code of Practice 1 September 2014(6.3) states there should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND. The SEND Governor's role includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget is appropriately allocated to support students with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school in conjunction with the SENCO
- Helping to review the school's policy on provision for students with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice.
- The school's SEND offer in accordance with the new Code of Practice.

### **The Headteacher will:**

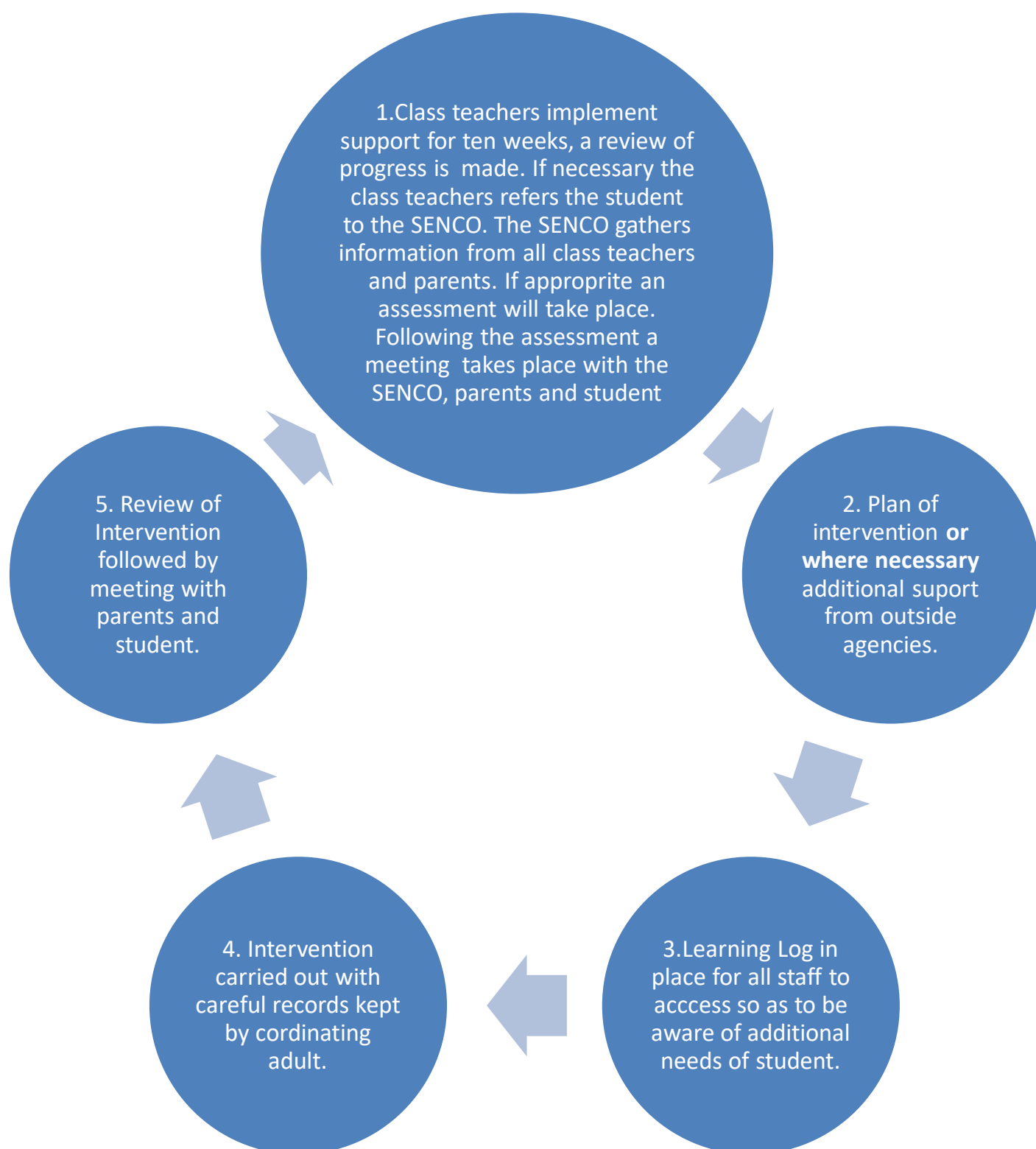
- work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class teachers will:**

- ensure the progress and development of every student in their class
- work closely with any LSAs/HLTAs or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- liaise with the SENCO to review each student's progress and development and decide on any changes to provision

### **Learning Support Assistants/Higher Level Teaching Assistants will:**

- support students to access the curriculum
- help to implement differentiation/scaffolding and specialist support strategies in the classroom
- keep students focused on learning activities during lessons
- attend all training opportunities related to SEND and differentiation.
- help students to develop effective ways of becoming independent learners
- pass on any concerns regarding progress/emotional and social development to the SENCO
- Deliver targeted interventions both on a 1:1 basis and in small groups



## 5. Identification of SEND

The diagram above outlines the cycle of assessment - plan- do- review at Durham Johnston Comprehensive School.



- A student who has made slow or limited progress despite QFT (Quality First Teaching and planned evidenced additional support from the class teacher is referred to the SENCO. The SENCO contacts parents and all class teachers to gather their views and will assess the student if appropriate. The needs of the student may require additional assessments from an outside agency. For any outside agency to assess or support a student consent of parents is sought and the outcomes are reported back in a timely manner, usually through a face-to-face meeting. The student is then recorded on the SEND register by the SENCO if the outcomes suggest the student has SEND. This information is always shared with parents.
- A plan of support is then decided in conjunction with the student, parents, and school staff. If outside agencies are involved, they too take part in this planning. Smart Targets are written for the planned support and shared with student and parents. Each intervention is time limited. Each student will have an individual target for themselves to achieve in relation to their learning.
- The SENCO or Learning Support Assistant (LSA) will then write a Learning Log which outlines targets and additional support for the student. All Learning Logs can be accessed by all staff.
- Interventions for support take place and are monitored by school staff. The SENCO monitors interventions on a three-weekly cycle.
- Support is reviewed, and the success is evaluated through the SMART targets set. A decision is then made about the next steps of support.
- If through this monitoring of outcomes, the student is not making expected progress then outside agencies would be consulted with the permission of parents.
- Students with an EHCP who receive top up funding from the Local Authority, discussions of how to use this funding happens at each annual review and termly review meeting.

Every student on the SEND register has a termly meeting with the SENCO, LSA or class teachers. It is the responsibility of the member of staff at the meeting to record changes to provision on the student's Learning Log. Prior to these meetings the Inclusion team meet to discuss the next learning steps for all students on the SEND register. It is the overall responsibility of the SENCO to ensure that records of provision are kept up to date. The records of meetings are kept centrally using SIMs and provision mapping software.

#### Entry onto the Inclusion list for students with Social Emotional and Mental Health needs (SEMH)

If a student is working with an outside agency for SEMH support, then this need may impact upon their school life. At Durham Johnston Comprehensive School we consider the holistic needs of all students and these extend beyond the classroom and academic pursuits. When a parent notifies the school in relation to any support their child receives for SEMH then this information is shared with the SENCO.

The SENCO will talk to the student and parent to see what support they may need and would like from the school to enable the holistic wellbeing of the student to be maintained. School will consider what support they can offer in conjunction with outside agencies.

For a student to be placed on the Inclusion list for SEMH the difficulties would either be persistent affecting attendance or academic progress. Usually, the student

would be working with a psychologist, psychiatrist or counsellor on a regular basis. In exceptional circumstances where the school feels that it is appropriate to support the student whilst a referral is made to CAMHS then emotional well-being support may be offered. Support offered is not in place of specialist mental health intervention. If outside agencies are supporting students then we would liaise with them, with parental consent, to enable collaborative working. The aim of in school support is to reduce the impact of difficulties upon academic progress and attendance, however this is never specialised mental health support. Students experiencing emotional difficulties - for example, bereavement - may also be supported in school and a referral may also be made to an appropriate outside agency. School pastoral staff make decisions about these referrals.

The Student Support Centre( SSC) may also be used as an SEMH provision, following the school referral system.

A baseline assessment will be carried out before any intervention begins.

As with all other students on the Inclusion list, a Learning Log will be written in partnership with the student and their family; this will be shared with teachers.

#### Criteria for exiting the SEND register

If a student makes accelerated progress and the attainment gap has closed, then the student will exit the SEND register. A decision will be made using internal data and standardised testing. A discussion between subject teachers, the learning support team, the student and parents will always take place before a final decision is made.

#### Exit from the Inclusion list for SEMH

Following a period of intervention from outside agencies and in school support, a termly review meeting will be held with the student, parents and, where possible, other professionals involved.

If the student has been discharged from outside agency involvement, then there will be a period of 'watchful waiting' rather than regular school support continuing. If the student continues to maintain good academic progress and attendance they would then exit the Inclusion list

A review of the baseline assessment and academic progress would be completed before exiting the Inclusion list.

## **6. Supporting Families**

- Parents are guided towards the LA offer (Regulation 53, part 4) via the school's SEND information report.
- The school Information report can be found on the school website.( *Regulation 51, Part 3, section 69(3)(a)*)
- The school admission policy can be located on the school website.

## **7. Access Arrangements**

Students who are currently on the SEND register or those who have been on this register during the previous twelve months are assessed in the summer term of Year 9 for access arrangements. Any assessments for access arrangements begins with information provided by class teachers. The SENCO currently assesses students for access arrangements, and it is their responsibility to inform parents and students of the outcomes of assessments. The exams officer then works in conjunction with the SENCO to monitor the implementation of these arrangements. All teachers are made aware of students who have access arrangements through INSET time, student Learning Logs and via a list in the shared staff area.

Durham Johnston Comprehensive School will consider reports written by other professionals and will consider implementing strategies recommended where there are resources available within the confines of the school. Reports in relation to access arrangements written by other professionals will only be considered in line with the student's usual way of working **within school and JCQ regulation**.

## **8. Support for students moving between phases and preparing for adulthood**

Transition is supported within school through Learning Log records where all support is recorded by the SENCO each academic year. Important information is shared with form tutors before the beginning of a new academic year.

It is the responsibility of the SENCO to complete any post 16 questionnaires about additional support students have received. The SENCO also has the responsibility of liaising with outside agencies for the successful transition of vulnerable students – from class to class, across key stages and to another school – including Secondary School and Post 16.

Durham Johnston Comprehensive School has a dedicated transition team for KS2-3

The SENCO will attend, where possible the Year 6 annual review for any students joining the school in the following September.

Careers interviews and events are part of the curriculum for all students and where necessary bespoke support is arranged to enable students to access their next steps in learning.

## **9. Supporting students at Durham Johnston Comprehensive School with medical conditions:**

- Durham Johnston Comprehensive School recognises that students with medical conditions should be fully supported so that they have full access to education, including school trips and physical education, using the best endeavours of the school. 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 may also have special educational needs (SEND) and may have a statement, or an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.
- Students with medical needs are supported through Individual Health Care Plans. An identified member of staff coordinates this process and ensures that information is given to both teaching and non-teaching staff where appropriate. Training is given to all staff to meet the medical needs of all students. See medical policy.

## **10. Monitoring and evaluation of SEND**

- The progress of each student is monitored carefully following the school's assessment calendar. Each student has regular assessments which are reported to parents.
- The SENCO uses the data from this monitoring to plan additional support needed for both students and departments as appropriate.
- Parents and students have an opportunity to express any concerns about progress or provision at the termly review meetings.
- Following feedback from students and parent discussions with staff take place to see what provision alterations can be made.

## **11. Training and resources.**

- SEND is funded through the notional SEND budget.
- Staff training needs are identified through lesson departmental visits, reviews and quality assurance measures. Student needs also dictate staff training; for example, staff may need additional training to support the needs of students with physical disabilities. The SENCO arranges this.
- To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

## **12. Storing and managing Information**

All data is stored in accordance with the school Data Protection Policy. Manual data and records for current students will be stored where it is not accessible to anyone who does not have a legitimate reason to view or process that data. Electronic data is stored in a similar way.

## **13. Reviewing the policy**

In line with the Code of Practice 2014 this document will be reviewed annually.

## **14. Accessibility**

### Statutory Responsibilities

- Durham Johnston Comprehensive School in accordance with the SEN and Disability Act 2001 has an accessibility plan in place which is reviewed every three years.
- Durham Johnston Comprehensive School works in partnership with students and adults with additional needs to remove barriers to learning. The support of outside agencies also helps school to identify possible barriers and solutions.
- All students have access to a broad curriculum, after school clubs and visits. The individual needs of students are assessed, and reasonable support is implemented so that the student can access all activities, using best endeavors.
- The SENCO can be contacted via email or telephone. All students on the SEND register have an email address to contact the department. The SENCO aims to reply within seventy-two hours.

## **15. Dealing with complaints**

- Complaints are dealt with following school policy. The aim is always to offer a resolution to any difficulties.
- The SEND Information report clearly states how a parent may complain to the school. In the first instance the parent would contact the SENCO. After discussion with the member of staff involved a plan of resolution would be formed in conjunction with the student and parent.
- If the complaint is about the SENCO then parents have the contact details of the SEND governor and the Head teacher.

## **16. Bullying**

- Bullying of all learners is dealt with by following the school Anti Bullying Policy. Pastoral programmes pro-actively address pro-social and anti-social behaviour. In addition we have whole school events such as assemblies and presentations in line with national drives such as anti-bullying week.
- The school bullying policy can be found on the school website.
- Vulnerable students are offered a support group at lunch time where there are planned, and structured activities led by an adult; this still offers the young person an opportunity to socialise with their peers. This is particularly important for those girls with autism who may find unstructured times confusing and disorientating. This support is available in the Library.
- Vulnerable learners, those with autism or those with social communication difficulties have support via a social skills group. This is an opportunity for these young people to learn how to communicate effectively.

## 17. Appendices

- Durham Johnston Comprehensive School Information Report, 2021 can be found on the school website.
- Policies included:
  - SEND Policy
  - Medical needs Policy
  - Anti-Bullying Policy
  - Disability and Equality Policy
- Parents can contact Miss Davies, SENCO, either through the school office 0191 383 3887 or email [learningsupport@durhamjohnston.org.uk](mailto:learningsupport@durhamjohnston.org.uk)
- Parents can contact the SEND Governor, via the school office 0191 383 3887
- All other staff can be contacted via the school office 0191 383 3887

**The policy has been developed using the NASEN guidance – Updating your SEN Policy for Schools 2014**