



SEND Policy

2023- 2024

Policy reviewed, updated and ratified by the GB:	March 23
Date of next review:	March 24

1. Mission Statement and Aims

Northwood School values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning and ensuring that they make progress. We aim to provide a safe, secure, happy, caring environment where all students are encouraged to participate fully.

Every student is entitled to a broad and balanced curriculum and all round educational experience. All members of staff together with the authorities (Governing Body and the Borough of Hillingdon) have a responsibility to use our best endeavours to make sure that this entitlement is delivered which will enable students an education to make progress so that they achieve their best, become confident individuals living fulfilled lives, and make a successful transition into adulthood, whether into employment, further or higher education (Code of Practice 6.1).

Our SEND Policy works alongside and in conjunction with The Local Offer offered by The Borough of Hillingdon.

2. Context

This policy has been reviewed to take account of changes in arrangements for students with special educational needs, which come into force through the Children and Families legislation, the regulations and associated SEND Code of Practice in September 2014. Key changes arising from the [Code of Practice](#) include:

- The Code of Practice (2014) covers the 0-25 age range
- There is a clearer focus on the views of children and young people, parents/carers and on their role in decision –making.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care.
- For children and young people with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care Plan (EHCP) replace statements.
- SEND Support is guidance on the support students should receive in education and training settings which follows a graduated response, namely, assess, plan, do and review.
- There is a greater focus both on mental health, medical conditions and on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.

3. Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a **difficulty accessing the curriculum**, temporary or more long- term, which calls for **special educational provision** to be made for them.

Students have **difficulty accessing the curriculum** if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Provision may be triggered when students fail to achieve good progress despite having had access to differentiated teaching in the mainstream. Lack of progress may be indicated by little or no progress, working at levels significantly below age expectations particularly in Literacy and Maths, presenting persistent emotional difficulties, sensory or physical impairments or poor communication and interaction.

4. Development of the SEND Policy

The Governing Body, Headteacher, Deputy Headteacher, SENDCO and SEND professionals were involved in developing the policy.

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting its statutory requirements.

The SENDCO will identify areas for development in special educational needs and contribute to the school's development plan. He / She will coordinate provision at SEND Support and EHCP students.

5. The Role of the SENDCO

Key Responsibilities: Code of Practice Chapter 6: 84-94

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

The SENDCO's responsibilities include:

- Day to day responsibility for the operation of SEND Policy and co-ordination of specific provision made to support students with SEND, including those who have current EHCP.
- Support teaching and learning of students with SEND.
- Provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies. The SENDCO should be aware of the provision in the local offer and be able to work with professional providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching.
- Liaise closely with parents/carers of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Maintain the school's Joint Support Register and SEND records.
- Making a contribution to INSET.
- Liaise with primary feeder schools in the locality.
- Advise on the graduated approach.
- Advise on the deployment of the school's delegated budget and other resources to meet the students' needs effectively.
- Liaise with potential providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned between Key Stage 2 and 3 and Key Stage 3 and 4 and Key Stage 5.
- Liaising with potential external agencies, Local Authority support services, Health and Social Services, Careers service and voluntary bodies.
- SEND to report to parents/carers on the school's SEND Policy including the annual reviews in allocation of resources from the school's devolved/delegated budget.

6. The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENDCO.
- Ensuring that the school has clear and flexible strategies for working with students and parents/carers, and that these strategies encourage involvement in their child's education.

7. The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students.
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting students with EHCP about the reasons for any given EHCP.
- Ensuring that SEND students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing the SEND Policy.

8. The Role of Subject Teachers

'Every Teacher is a Teacher of SEND.'

Including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion.

- Being aware of the school's SEND policy and procedures for the identification, monitoring and supporting students with SEND.
- Liaising with the LSAs in advance of a lesson so that the LSAs are clear on their role.
- Giving feedback to parents/carers of students with SEND.

9. The role of Heads of Department

As above but also:

- Reviewing and monitoring the effectiveness of resources and other curriculum material.
- Assist subject teachers' effectiveness in catering for SEND students.

10. The Role of the Form Tutor

- Being aware of the school's SEND policy.
- Being familiar with the SEND register.
- Organise SEND Support meetings.
- Liaison with families.

11. The role of Heads of Year

As in point 8 but also:

- Reviewing and monitoring the progress of students with SEND in their year group.
- Assist form tutors' effectiveness in catering for SEND students.

12. The role of Learning Support Assistants

- To be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND.
- To use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- To take an active role with the teacher in planning the learning experiences for the students that they support.

13. Admissions

Students with special educational needs will be admitted to Northwood School in line with the school's admissions policy. It will strive to meet the needs of all children who are admitted to school and will ensure that its admissions policy is consistent with the requirements of the Code of practice on admissions and all other relevant legislation. Where a parent/carer wishes to have a mainstream provision for a child with an EHCP the LA must provide a place unless the child's needs cannot be met at the mainstream setting unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

In the summer term prior to transfer:

1. The SENDCO is involved in collecting information from feeder schools concerning Year 6 students recorded on their SEN Register.
2. The SENDCO is available to be involved in the review of Educational Health Care Plans of Year 6 students.
3. The learning support department is available to be actively involved with SEND students prior to transfer.
4. When students leave then their information will be passed on to their new school in accordance with usual procedure.

14. Resources

The Headteacher and Governors are responsible for the allocation of funds for SEND provision.

Northwood School is provided with resources to support those with additional needs, including students with SEND and disabilities. Most of these are determined by a local funding. E1 is the average weighted student unit that is set by the LA for every student and E2 is notional funding of £6,000 for key students. A student with an EHCP may reach the LA criteria for a personal budget; however, the process varies in different local authorities.

Specialist Resource Provision (SRP)

The school accommodates provision for students who have complex learning needs. This will include moderate learning difficulties, communication and interaction needs.

15. Identification, assessment and review for students with SEND

At Northwood School, there is a graduated response to the identification and assessment of students requiring learning support, and we will draw on the assistance of external agencies where necessary, as outlined in 'The Code of Practice 2014'. In a very small number of cases, despite numerous cycles of intervention the needs are still not being met we may then need to start the statutory assessment process for an Education and Health Care Plan.

When a student has an EHCP, the local authority must review that plan as a minimum every twelve months. Northwood School will cooperate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold the review meetings on its behalf. Further information about Educational Health Care Plans can be found in the Code of practice in Chapter 9, Education, Health and Care needs and assessments and plans.

Identification: Primary Liaison for Year 6

Liaison with feeder primary schools during the Summer Term will identify those students currently at SEND Support and with an EHCP.

Identification: Transition in Year 7

Northwood School recognises the challenge and anxieties that transition to secondary school presents to all students, particularly those with special educational needs.

Therefore, the school will:

- Ensure that all staff have information about the child's special educational needs as described in the EHCP as well as any other information provided by the primary school so that they can best

- meet the student's needs.
- Ensure that early contact is established between the parent/carer and the Form Tutor and Pastoral Team to address any anxieties or concerns which may arise.

Assessment

The assessment of skills and achievements of students will involve the collection of information from a variety of sources which includes:

- Primary School Records.
- Cognitive Ability Tests (CATs).
- KS2 tests.
- Baselines in Core subjects.
- Standardised Reading and Spelling tests.
- Maths tests.
- Teacher observation.
- Parent/carer referral.

16. Provision: Graduated Response

Intervention may be short term to help overcome a short-term difficulty or when a student is Pupil Premium, EAL or have temporary social and emotional concerns. However, some students require support throughout the whole of their school lives.

The Code of Practice Chapter 6.44 outlines a graduated response: **Assess – Plan – Do - Review** cycle.

Special Educational provision is via three tiers of intervention:

1. **Universal** Quality first teaching and teacher support in mainstream lessons (Wave 1 – differentiation, changes in seating plan, peer buddying etc.).
2. **Targeted** Bespoke intervention for small groups and individuals (Wave 2 provision - small group literacy lessons). These will be limited to a number of weeks to minimise disruption to the regular curriculum.
3. **Specialist** It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, sensory advisory teachers. The school will need to prioritise referrals to these services. (Wave 3 provision e.g. Educational Psychologist).

The four descriptors of need:

Code of Practice Needs	Categories
Communication and interaction	This may be because young people 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. For example, 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 (CoP 6.29).
Cognition and learning	Learning difficulties cover a wide variety of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD) usually associated with mobility and communication (CoP 6.30). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia (CoP 6.31).
Social, emotional and mental health difficulties	These can manifest in a wide variety of ways, young people may become withdrawn or isolated, and behaviour may indicate an underlying mental health difficulty such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (CoP 6.32)
Sensory and/or physical	Young people may have vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. (CoP 6.34) Other young people may require additional on-going support and equipment to access the curriculum. (CoP 6.35)

Special Educational Provision at Northwood School

Literacy Intervention – Target Group: Yr 7-8

Students, who are identified as being well behind their peer group in their reading and spelling ability, will have extra literacy intervention in place of French or Spanish.

Reading Intervention – Target Group Yr 7-8

Students may also require 1:1 reading intervention.

Pre teaching – Target Group Yr 7-11

Organisational skills mentoring and consolidating students learning

Option Support – Target Group Yr 9-11

Students follow a specialised pathway that incorporates extra help with English and Maths.

LSA in class support –Target Group Yr 7-11

Students on the SEN register receive ongoing in class support from a LSA.

Social, Emotional and Mental Health Support (SEMH) Yr 7-10

Students access Zones of Regulations and Lego therapy to support their SEMH needs.

17. SEND Referral and Recording

Students may be referred to Learning Support by subject teachers, Form Tutors or Head of Year via a referral form.

A list of all students on the SEND Register have Individual Education Plan (IEP) which identifies their needs and strategies. They are recorded on Provision Map. This is a live working document and will therefore be constantly updated. It is the responsibility of subject teachers to familiarise themselves with this document and ensure that they are aware of the needs of all of the students with SEND that they teach.

18. Monitoring

The progress of SEND students will be monitored by:

- Summative analysis of value added data on SEND students to help inform planning and practice.
- Use of school based data (attendance, interim reports and full reports) and external data (ASP, Fischer Family Trust and other sources).
- Annual reviews (in the case of EHCP students).
- Graduated response i.e. where students are identified as having learning difficulties.
- Visits from LA personnel, Ofsted inspectors and HMI.
- Using outside agencies where necessary and appropriate.
- Regular book checks by Heads of Department and Heads of Year for indication of differentiation in lesson content.

19. Evaluating Success

The success of the school's SEND Policy and provision is evaluated through:

- The processes of differentiation, articulated in the Teaching and Learning, Curriculum policies, the individual needs of all students will be fully integrated within the curriculum and pastoral structures of the school, to ensure a broad and balanced curriculum offer for all students according to their needs.
- The aspiration both for and of the young people with SEND at Northwood School.
- Monitoring of classroom practice by the SENDCO, HODs and SLT.
- Evaluation of observations by the SEND Governor.
- Analysis of student tracking data and test results for individual students for pupil premium students and for cohorts
- Interventions for each student are reviewed regularly.
- SEND school self-evaluation.
- Monitoring of the school's Accessibility Plan.
- The School Development Plan, which is used for monitoring provision in the school.
- Frequent meetings of parent/carers and staff, both formal and informal, and acknowledgement and celebration of achievements of goals achieved and targets aimed for.

20. Access Arrangements

We follow the JCQ Access Arrangements and reasonable adjustments made in public examinations for students with a specific need. Access Arrangements are to ensure that students with particular requirements can demonstrate their skills, knowledge and understanding in examinations, for example, by providing large print papers for students with visual impairments. Students may have certain requirements for a number of reasons, including:

- A permanent (long-term) disability or medical condition.
- A temporary (short-term) disability or medical condition.
- An illness, other indisposition or unforeseen incident at the time of the Assessment.

There are numerous JCQ Access Arrangements and students may be given one or more of these according to need. The process for granting an access arrangement and the evidence required may vary according to the examination. The criteria for granting Access Arrangements in examinations are rigorous. Access Arrangements are only given to students with verifiable, provable evidence gathered from a variety of sources including:

- A history of need and provision.
- Northwood assessment data.
- Teacher and learning support assistant observations.
- Assessments from a specialist assessment teacher.
- An EHCP.
- A diagnostic report from medics such as a student's hospital consultant, occupational therapist, GP or other registered medical professional.
- A combination of the above; depending on the access arrangement and the reason for a diversity of needs.

21. Staff training

The school is committed to enable staff to continue their professional development in understanding further the wide variety of SEND and to be given strategies to differentiate in class. In addition, the SENDCO will keep staff updated about the changes to The Code of Practice. There are training sessions for all new staff and trainee teachers given by the SENDCO. External expertise regarding specific SEND is arranged and delivered to staff throughout the year.

A record of all SEND training delivered and subsequent evaluations is kept by the SENDCO.

22. Partnership with Parents/carers

Northwood School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parent/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'After information gathering has taken place teachers and or the SENDCO should arrange an early discussion with parents/carers or carers to establish areas of strength and difficulty. Where it is decided to provide a student with SEND support the parents/carers will be formally notified. Teachers and or the SENDCO will have a consultation with the parent/carers and the student concerning adjustments, interventions and support to be put in place, as well as the expected impact on progress and a review date.' (CoP 6.48)

Northwood School will-:

- Respond to parental concerns and information as quickly, responsively and reasonably as possible.
- Inform parents/carers when they are making special educational provision for a student.
- Provide information about the strategies and approaches the school intends to take in order to meet the child's needs.
- Seek feedback from parent/carer on the operation of the school's policy and approaches towards students with SEND.
 - Whenever possible, the SENDCO will attend the final review of the child's EHCP in Primary School.
- Follow the guidelines set down by the Local Authority for statutory assessment of an EHCP which includes the views of the parent/carer and their child.
- Advise parents/carers on available resources and services from the LA as set out by the Local offer.

The Local Offer

The purpose of the local offer is to enable parents/carers and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Information on the London Borough of Hillingdon Local offer is available on www.hillingdon.gov.uk/families, and then follow the link to SEN and Disability.

23. Role of Students

Northwood School acknowledges the student's role as a partner in their education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
 - Students views are recorded as part of the Review process and their views are valued and listened to.

24. Complaints Procedure

Initially, all complaints from parents/carers about their child's provision is made to the Special Educational Needs Co-ordinator, who follows this up with the relevant staff. However, if a parent/carer is not satisfied with the response given, the complaints procedure outlined on the school's website may be followed.

25. Links with External Organisations

In regard of The Children and Families Act the local authority has provided a Local Offer which sets out for parents/carers with children with SEND information on what services are available locally, details of which are on the school's website attached to the SEND report.

Northwood School aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Northwood School include:

- The Educational psychologist.
- The School Nurse.
- Speech therapists.
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.
- Child and Adolescent Mental Health Service.
- School Counsellor.
- Careers Advisor.
- The Education Welfare Officer.

26. SEND Policy Review

The Governing Body will regularly undertake a thorough review of both policy and practice.

Review of the Policy: March 2023

Policy Ratified by the Full Governing Body: 23rd March 2023