



## Hetton School SEN Policy

2018-19

Hetton School welcomes all students in the community. We work to ensure that all children have the same opportunity to fulfil their potential and to participate in all areas of school life including access to the National Curriculum. The school works hard and thoroughly for students identified as having Special Educational Needs and Disabilities (SEND) adhering to the SEN Code of Practice (2014).

A student is identified as having a SEND if they have a need which calls for special provision to be made for them.

The current Code of Practice defines a student with a learning difficulty as a student who has greater difficulty learning than the majority of students of the same age or has a disability which prevents or hinders the student from making use of the educational facilities provided for students of the same age.

The SEN CoP offers specific advice regarding the types of SEND. Typically, a student maybe identified as having SEND if:

- they continue to make **little or no progress** in specific areas over a long period of time,
- they continue to work at **curriculum substantially below** that expected of a student as a similar age,
- they have **emotional or behavioural difficulties** which substantially and regularly interfere with the student's own learning or the learning of the group,
- they have **sensory or physical needs**,
- they have **ongoing communication or interaction** needs.

### The SEN CoP and Hetton School

#### Roles and Responsibilities

The SEND Coordinator (SENDCo), in collaboration with the Head Teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEN. The SENDCo, Mr Willson, takes day-to-day responsibility for the operation of the SEND policy and coordination of provision made for students with SEND. Hetton acknowledges that **all** teachers are teachers of students with SEND and a key responsibility of the SENDCo is to contribute to in-service training of staff including liaising and advising fellow members of staff with the aim of securing high quality teaching for students with SEND at Hetton. It is the responsibility of the SENDCo to ensure all staff have access to relevant data which informs and advises about a student's SEND. It is the responsibility of teachers to plan and deliver a curriculum that matches a student's SEND.

### Transition from Key Stage 2 to 3

Typically, students on roll at Hetton in Year 7 have previously been identified as SEND by their primary schools. For students with Education Health Care Plans for SEND, transition usually begins in Year 5 and for others identified as SEND, in Year 6. Key transitional practices include:

- attendance at Year 5/6 reviews
- Accessing all students' current levels of attainment
- Evaluating patterns of learning and experiences already established
- Transferring all student records including statements.
- Year 6/7 open evenings
- Induction days
- Planning for an appropriate curriculum
- Year 7 Passports and Support Plans in the first term at Hetton

### Assessment, reporting and monitoring

Hetton continues to emphasise the importance of early identification and assessment for students identified with SEND. Hetton's cycle of observation, assessment, planning and review makes it possible to plan effectively for students with SEND. Student Passports are used to help provide all teachers with specific literacy, numeracy and emotional/social strategies for SEN Support students (K) and students with Education Health Care Plans (EHCP). Teachers also have subject specific targets for each SEND student. Furthermore, at Hetton, all students registered at SEN Support or who have an EHCP have an annual review to evaluate, review and plan provision for specific needs.

### Parent Partnership

Hetton takes its duty to inform parents of their child's progress seriously and this is outlined on the school's website. Additionally, the SENDCo has a duty to parents to inform them of the provision being made for their child's SEND. Hetton School understands that parents are often the prime source of information required about their child and as such promotes an 'open door' philosophy that welcomes parents to discuss their child's needs with the SENDCo at any time. Hetton School also actively encourages parents to discuss their child's progress through parents' evenings although specific enquires relating to provision for SEND should be made direct to the SENDCo.

### Nature of support for students with SEN at Hetton

In order to help students with SEND at Hetton School, a graduated and phased approach is adopted. This is in line with the SEN CoP recommendations for students registered at School Support. Provision for students with SEN must be additional to or different from the provision, facilities and/or resources that a student without SEN would receive. There are many ways that support can be provided but for the majority of the time it takes the form of:- additional adults being deployed in classes (Hetton School has both Learning Support Assistants and Higher Level Teaching Assistants); specialist equipment that helps access the curriculum; intervention groups that are run on top of normal lessons to support academic progression and nurture groups at lunchtime to support the development of social skills.

### Enhanced Language Provision at Hetton

Within Hetton school specialist provision for students with specific language impairments exists. This however, is a city-wide resource and there is strict entry criteria; admission to the ELP is determined by the local authority in collaboration with relevant professionals.

### Aims of the ELP

- To meet the speech and/or language needs of the student through continuous assessment, monitoring and input.
- To provide a broad and balanced curriculum that is delivered by specialist staff in a highly differentiated and individualised way to meet the learning needs of the student
- To provide a needs driven approach to integration developing and promoting areas of strength within the curriculum.
- To promote awareness and understanding of SLI across the whole school and influence mainstream practice.
- To promote independence for lifelong learning
- To promote and celebrate difference across the whole school

The day to day operation is managed by the Teacher in Charge of the ELP, Mrs J Hutchinson. A copy of the ELP policy is available upon request.

Reviewed September 2018