



# Saltburn Learning Campus

## SEND Policy

May 2018

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# **Saltburn Learning Campus**

## **SEND Policy**

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## 1. **INTRODUCTION**

Saltburn Learning Campus comprises of Huntcliff School (Secondary) and Saltburn Primary School. Huntcliff School is a mixed, comprehensive secondary school with approximately 534 students between the ages of eleven and sixteen, covering the full ability range. Saltburn Primary School is a mixed primary school with approximately 474 pupils between the ages of 3 and 11, covering the full ability range. As a small campus, we foster a sense of caring for each student as an individual, academically and pastorally. We have high expectations for all our students, and a structured guidance and support system to assist throughout a student's time with us.

Saltburn Learning Campus places a premium on a good learner-teacher ratio and we promote mixed ability teaching groups wherever possible. Our students with special educational needs therefore benefit from mainstream teaching with additional support in the classroom.

We have a balanced intake of learners from a wide range of backgrounds and with the full range of abilities and aptitudes. Recent analysis shows that many learners with special educational needs leave Saltburn Learning Campus with positive gains academically as well as developing into confident, capable young people who move on to further education or training.

### 1.1 **Whole Campus Aims and Values**

Our school aims and values can be synthesised into the following:

#### **At Saltburn Learning Campus we:**

- Aim to be a fully inclusive school, welcoming all learners, including those with special educational needs.
- Value all young people equally.
- Encourage all learners to develop their full potential.
- Allocate resources equitably, and organise staffing and premises to achieve maximum benefit for all learners, within the budget available to the school.
- Work in partnership with parents, governors, support agencies and the wider community.

### 1.2 **Special Educational Needs and Disabilities (SEND)**

**According to the 1996 Education Act:** *'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.'*

*A child has a learning difficulty if he or she:*

- *Has a significantly greater difficulty in learning than the majority of children of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age within the area of the local education authority.*

A child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is taught. **(1996 Act Section 312)**

The Act does not take into account more able and talented students as having special educational needs. However, Saltburn Learning Campus has developed a policy on “Gifted and Talented” learners which ensures appropriate differentiation in curriculum delivery and regard for the social and emotional support such learners need to use their abilities to the full.

### 1.3 **Principles of Special Educational Needs and Disabilities at Saltburn Learning Campus**

- We believe that good special educational needs practice is good practice for all learners.
- SEND is a corporate responsibility. Our SEND policy is a whole CAMPUS policy involving all teachers, support staff and learners.
- We believe that learners are entitled to a broad, balanced curriculum with differentiated teaching and learning methods.
- Our aim is to produce autonomous learners who are willing to take responsibility for their own learning.

## 2 **SALTBURN LEARNING CAMPUS CONTEXT**

Arrangements for co-ordinating provision:

- 2.1 The governing body is fully involved in developing and monitoring this SEND policy and will strive to meet the needs of all learners within the resources available to the school.
- 2.2 SEND provision forms an integral part of the School Development Plan and features in the strategic management of the school.
- 2.3 The staff responsible for co-ordinating provision for learners with SEND at the campus are as below;

Huntcliff – SENDCo – Becky Alderson (Assistant Headteacher) and ENCo – Diane Lee  
Saltburn Primary School – SENDCo – Tina Thompson and Gail Ash (Assistant Headteacher)

The above staff work closely with our LSA teams and teachers to oversee:

- The day to day operation of the Saltburn Learning Campus SEND policy.
  - The strategic development of the SEND policy in order to raise the achievement of children with SEND.
  - Liaison with and advice to fellow teachers.
  - Allocation of in-class support.
  - Management of learning support assistants.
  - The maintenance of the school’s SEND register/list and records of learners with SEND.
  - Liaison with parents of learners with SEND.
  - Liaison with external agencies, including the Educational Psychology Service and Learning Support Service.
- 2.4 Functional integration implies that learners will access the curriculum alongside their peers and in all areas of the school. We do not, therefore, provide a special unit for SEND. There is a small resource base (Huntcliff) where individual or small group learning takes place with a modest provision of appropriate resources. Pastoral care for students with SEND is likewise fully integrated in the form tutor/class teacher system. The campus provides additional support in the form of LSA mentors in Saltburn Primary School and from the Learning and Transition Mentors (Huntcliff).

2.5 The school building is extensively adapted for students with physical disabilities. There is a flat approach to the main entrance. All floors are accessible via lifts. Disabled toilets are located on each of the floors.

2.6 Admission arrangements for students with SEND:

Learners are admitted to Huntcliff School & Saltburn Primary School on the basis of local residence and/or parental preference. This is co-ordinated by the Local Authority (LA), in accordance with the LA Admissions Policy and the Education Act 1996 (section 316). If a parent wishes to have their child with a statement / EHC plan to be educated in the mainstream sector, the LA must provide a place, unless this is incompatible with the efficient education of other learners and there are no reasonable steps that can be taken to prevent the incompatibility.

### 3. **PRINCIPLES INTO PRACTICE**

#### 3.1 **The curriculum**

All learners at Saltburn Learning Campus are given access to a balanced and broadly based curriculum, including the National Curriculum (16 July 2014) <https://www.gov.uk/government/collections/national-curriculum>. A range of teaching strategies and approaches, including differentiation, caters for the needs of students of all abilities. The provision of appropriate learning experiences for all learners is contained in departmental development plans.

While mixed ability grouping remains a principle, there is setting by ability in maths (primary & secondary), modern languages and science (secondary). A premium is placed in retaining a favourable learner-teacher ratio in mixed ability groupings.

In-class support is a central principle of SEND provision at Saltburn Learning Campus. In many classes, learners with SEND benefit from in-class support from learning support assistants or teachers other than the class teacher. Support staff regularly liaise with the subject teachers/class teachers in planning, teaching, marking and evaluation. Learners benefit from the experience of the mainstream classroom combined with individual support and encouragement.

Where appropriate, a small group of students might be withdrawn from lessons for a specific teaching purpose e.g. to reinforce spelling or to teach handwriting skills. Withdrawal groups are task-specific and time-limited and the results of such intervention will be communicated to learners, teachers and parents.

A very small number of students may be 'disapplied' from a subject in order to provide them with an alternative programme of work. Alternative accreditation is also provided in Year 10 and Year 11. Students with particular needs, for whom G.C.S.E. has proven to be inappropriate, are entered for Entry Level Certificates (formerly Certificate of Achievement) or gain accreditation through Foundation Learning. (Huntcliff)

All students receiving SEN Support on the Code of Practice (2014) have an Individual Structured Conversation (Saltburn Primary), Education plan (IEP) or Provision Map (PM). These summarise the nature of the student's difficulties, list any external provision, set generic targets and recommend strategies that may be appropriate. All SC's, IEP's and PM's are available on the staff shared area and will be set and reviewed three times per year.

#### 3.2 **Staffing**

All staff are aware of the needs of learners and strive to provide differentiated learning experiences in every curriculum area. In-service training and professional development is provided for all staff in SEND. All newly appointed staff receive information regarding SEND and are encouraged to seek advice when needed. In addition, we have a well-qualified and experienced SEND team:

#### **Huntcliff**

Rebecca Alderson (Assistant Headteacher – undergoing National SENDCo Award)

Diane Lee ENCo

Team of Learning Support Assistants (LSAs).

We participate in the LA in-service training programme, local and national associations for SEND

#### **Saltburn Primary**

Tina Thompson SENCo – National SENDCo Award

Gail Ash (Assistant Headteacher) – National SENDCo Award

We participate in the LA in-service training programme, local and national associations for SEND

### **3.3 Partnership with support services, parents, links with other schools**

#### **(i) Support Services**

We work closely with the LA support services including the Psychological Service, Learning Support Service, Behaviour Support Service, the Attendance Welfare Officer Service, the Hearing Impaired Service, Speech & Language Service, Time for You Counselling, LINK, CAMHS, Health and Children's Services. (Additional detailed information can be found in our SEN Information Report.)

Learners benefit from the provision of:

- Advice to teachers (e.g. on teaching techniques and strategies, classroom management, curriculum materials).
- Identification, observation and assessment of individual learners, identified as having, or possibly having SEND.
- Assessment of individual learners to enable the school to apply for, or put in place, appropriate special examination arrangements.
- Advice and assessment regarding the use of technology for learners with SEND.
- Home-school liaison.
- Practical support/observation in the classroom.
- Professional development for teachers in working with learners with SEND.
- Small group or one-to-one workshops (as described in 3i).

Some of these services are provided within the school's budget, whilst others are available for the school to purchase.

#### **(ii) Parents**

Parents are made welcome at Saltburn Learning Campus. We recognise that parents are the most important influence in the lives of our learners and that we have a co-operative responsibility to work together.

Saltburn Learning Campus therefore undertakes to:

- Forge links with parents at the earliest opportunity.

- Involve parents in the progress of their child on transition to secondary school in Year 7.
- Communicate with parents via parental consultation events and the school reporting system.
- Contact parents when a learner is to be registered as having SEND.
- Involve parents in annual review dialogues for those learners with a statement / EHCP (Educational Health Care Plan).
- Promote understanding about the learners SEND and the short and long term implications.
- Give practical help and advice to parents.
- Provide details of how parents may contact the LA parent partnership officer.

**(iii) Links with other schools**

Close links are fostered with local schools and specialist provisions to access specific expertise where appropriate for our learners e.g. EISB, St Peter's Infant Assessment Class.

Close links are fostered with all feeder schools and other schools attended by our learners at Key Stage 2. Our aim is to know our learners and make the transition to secondary school as smooth as possible. We co-operate with local special schools and have successfully integrated a number of 'statemented' learners back into mainstream education. We work closely with careers advisors and further education to support the transition of learners with SEND to adult life.

**3.4 Identification, assessment, provision, monitoring and review procedures**

Saltburn Learning Campus has adopted the recommendations of the SEN Code of Practice (Sept 2014) regarding the continuous and systematic cycle of planning, intervention and review of learners with SEND. In order to provide a graduated response to the needs of learners the school maintains a flexible approach to the identification and provision for students with SEND.

Learners who are identified as requiring SEN Support by staff will be supported and parents will be notified of this by staff with the learner's name being added to the SEND register/list held in school. (SEN Code of Practice 2014 guidelines.) Most learners on the Huntcliff register/list have already been placed on a stage of the Code of Practice (pre-01.09.14) before coming to Huntcliff. This is now registered as SEN Support from 01.09.14. Their progress is then monitored and provision arranged appropriate to their needs. The placement of a learner on the register is reviewed as they move through the school and appropriate provision made. Removal from the register is determined by whether the learner is making adequate progress or that their condition requires that they remain on the register.

A smaller number of learners are identified as having SEND at a later stage. They are placed on the register, or list, as SEN Support and interventions most appropriate for their needs will be implemented with this being regularly reviewed.

**(i) Individual Education Plans / Structured Conversations / Provision Maps**

A range of strategies employed to enable a student to make progress are recorded within an Individual Education Plan (IEP).

At Saltburn Learning Campus, IEPs/Structured Conversations include:

- Information explaining any particular needs that should be taken account of when planning to teach him/her.
- Short term targets set for the student.
- Provision made for the student.
- Review arrangements.

**(ii) SEN Support (previously School Action & School Action Plus)**

Where a student is observed not to be making progress despite teaching being differentiated to meet his/her needs, teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will need to consult the ENCO to consider what else can be done. The starting point is always a review of the strategies being used and the ways in which these can be developed. Evaluation of the strategies may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

Triggers for intervention could be the teachers' or others' concern, underpinned by evidence, about a student, who, despite receiving differentiated learning opportunities:

1. Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
2. Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
3. Presents persistent emotional and/or behaviour difficulties which prove a serious impediment to their learning or seriously impedes the learning of others.
4. Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
5. Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
6. Has been brought to the attention of staff by parents as experiencing difficulties in school and the school have recognised this concern.
7. Has transferred from primary school or another secondary school where they were on the school's SEND register/list. Placement on Saltburn Primary School & Huntcliff School's SEND register should be at least until such time as staff are able to establish whether the student has SEND in the new context.

During SEN Support the SENDCo / ENCO:

- Consults parents and arranges for the student to be seen and also consulted.
- Gathers relevant information, including, as appropriate, information from sources beyond the school.
- Facilitates the further assessment of the student's particular strengths and weaknesses.
- Ensures that an Individual Education Plan is drawn up / Structured Conversation takes place.
- Plans future support for the student in consultation with colleagues and ensures that the action taken is monitored and subsequently reviewed.
- Works closely with the student's subject and pastoral teachers who remain responsible for working with the student on a daily basis and for planning and delivering the IEP.



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**(iii) The SEN Information Report as part of the ‘Local Offer’**

The SEN Information Report document which forms part of Redcar & Cleveland Local Offer is available on the school website and PIN (People’s Information Network R&C website). The SEN Information Report provides information and advice to families about the services for children with special educational needs and disabilities (SEND) that are provided by Saltburn Learning Campus. This will be updated at regular intervals as necessary. This document is the submitted to Redcar & Cleveland SEN Dept where it becomes part of the authority ‘Local Offer’. There are adult and ‘child friendly’ versions on the school website.

**(iv) Additional External Services**

Where appropriate, external support services advise subject and pastoral staff on new IEPs/Structured Conversations and targets, provide specialist assessment, give advice on the use of specialist strategies or materials and may work directly with a learner.

The triggers for requesting external support services could be that, despite receiving an individualised programme and/or concentrated support, the learner:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Expectation standards/levels substantially below that expected of learners of the same age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially interfere with their own learning or that of the class.
- Has sensory or physical needs that require additional specialist equipment or regular advice or visits.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

When it is considered appropriate for advice/support from external support services to be requested, the SENDCo/ENCO:

- Draws on the advice of outside specialists, for example educational psychologists.
- Ensures that the student and his or her parents are consulted.
- Ensures that an Individual Education Plan/Structured Conversation is drawn up drawing on the advice provided by specialists.
- With outside specialists, monitors and reviews the student’s progress.
- May organise extra support or withdrawal sessions for the student, depending on progress and need.

**(v) Education Health Care Plans**

For a very few learners, the help given through SEN Support and external agencies may not be sufficient to enable the learner to make adequate progress. It will then be necessary for the school, in consultation with parents and any external agencies that are involved, to consider whether to ask the LA to initiate a request for assessment for an Education Health Care plan. This could lead to the writing of an Education Health Care Plan setting out the exact

nature of a learner's special educational needs and the provision that is required to meet those needs.

Where a learner requires the additional provision of an Education Health Care Plan, the school will continue to work closely with external agencies and parents to provide appropriate learning experiences within the available resources. The criteria for new Education Health Care (EHC) plans are set out in the SEN Code of Practice 2014.

All previous 'Statements of SEND' will be reviewed annually and during the next three years will be converted at the Annual Review meeting to an Educational Health Care plan with transitional key year groups changing to EHC plans as a priority e.g. Y6, Y9 & Y11. Annual review meetings will involve the learner, parents and all relevant (health, education & social care) professionals in reviewing the progress made by the learner over the previous twelve months. The statement / EHC plan will be revised as necessary. Statements / EHC plans of Year 9 students will include the drawing up of a Transition Plan involving the Connexions Service.

## **(vi) SEND Register**

The SEND register/list is not static. Learners can move in either direction and be removed from the register altogether if their progress and increased confidence indicates that they no longer require that provision.

The SEND/Inclusion Team - SENDCo/ENCO and LSAs work with teaching staff and, using their skills, experience, expertise and knowledge, share relevant information re learners' progress, discuss best practice and consider interventions which may need to be put in place.

SEND meetings take place at regular intervals to:

- Review the progress of learners on the SEND register.
- Act as a registering and de-registering body for learners with SEND.
- Co-ordinate assessments on these learners.
- Devise individual education plans/structured conversations and evaluate their success.
- Collect data and pass on information to the appropriate people with regard to these students.
- Co-ordinate information for referral to other agencies and services.

## **(vii) Special Arrangement for Examinations**

Special arrangements for internal school examinations and public examinations at the end of Key Stages 1 & 2, Key Stage 3 and during Key Stage 4 (GCSE) will be considered for learners with both permanent or long-term disabilities and learning difficulties. Special arrangements also apply to temporary disabilities, illness and indispositions.

When necessary advice and assessment will be requested from Redcar and Cleveland In-School Support Services for learners for whom special arrangements might be appropriate. For GCSE examinations, this request will be made in time for the first of the Science Modular tests in the Autumn term of Year 10. At all times we will give our best endeavours to assist learners with SEND to achieve success and promote self-confidence.

## **3.5 Resources**

At Saltburn Learning Campus this funding is used to provide support in the classroom by Learning Support Assistants, to provide resources for each departments/year phases to work with appropriate technology and to fund the extra advice and support from external support agencies.

The provision of specialist SEND intervention, in the shape of support teachers or small group or one-to-one workshops, will be allocated to learners on the basis of information from the statutory/EHC plan assessment procedure, the SEND register/list and SEND/Inclusion team reviews.

A premium is placed on staff development for identifying SEND and providing a differentiated curriculum. Accordingly, money will be allocated to SEND training and staff development.

Finance for equipment and resources will be allocated to SEND on the basis of the identified needs of SEND learners and from the budget allocated to departments/year phases and the discrete SEND budget.

#### 4. **CRITERIA FOR EVALUATING SUCCESS**

<b>Area of monitoring</b>	<b>Examples of data</b>
Learners	Information from previous teachers/schools Achievements on NC levels/ assessment data on entry Learner attitude on entry Midyis/ results Performance measured at 14+ Teacher assessment and observation (including LSAs) Results of diagnostic tests Measure of attendance, lateness and Exclusions Assessment based on – LA Guidance & Support for EHCP's June 2014 Target setting for identified cohorts of learners
Curriculum	Number of subjects provided Accreditation for SEND learners Rate of teacher/LSA hours in SEND support work School Development Plan success criteria
Finance	Expenditure on SEND, in relation to the whole school budget
Staff Development	Rate of attendance at relevant INSET

#### 5. **COMPLAINTS PROCEDURE FOR SEND**

If parents are concerned about any element of provision implemented by Saltburn Learning Campus when working with their child, they should first talk to their child's form tutor/class teacher. Sometimes misunderstandings arise and we are always happy to provide further information or explanation to parents. Parents may also talk to the SENDCo (primary) / SENDCo (secondary) / ENCO (secondary), Head of Year or Assistant Head (Inclusion/SENDCo).

If parents are still not happy, they should discuss the problem with the Head of School / Executive Head Teacher. If the issue remains unresolved, parents have the right of appeal to the Governing Body. Parents may also contact the Parent Partnership Service. This incorporates the Independent Parents Supporters (IPS).

#### 6. **POLICY ON INFORMATION AND COMMUNICATION TECHNOLOGY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS or DISABILITIES**

##### **Aims**

It is recognised that the acquisition of ICT skills is an entitlement which learners with Special Educational Needs or Disabilities share with all students.

##### **The benefits of this entitlement include:**

- Improved access to communication i.e. improved quality and range of presentation, increased interest in writing and quantity of work, alternative ways of recording.

- Improved access to the National Curriculum through the use of ICT both as a teaching tool and as a recording tool.
- Increased confidence, self esteem, peer group credibility, motivation and speed of progress.
- Alternative and enriched learning experiences.

### **Equipment**

These aims can be achieved by providing access to the following hardware as and when appropriate.

1. P.C. system accompanied by relevant software.
2. Personal supportive technology e.g. laptop computers, ipads, spell checkers and hand held voice recorders.

### **Principles and strategy**

1. Information and Communication Technology should be seen by staff and learners as an integral part of learning, increasing access to the curriculum in all areas of the school.
2. It is recognised that some programmes are more appropriate for students with particular needs, and funds will be made available for such programmes as appropriate including the use of e-learning credits.
3. Learners having personal access to technology must be given initial training in the use of that technology and on-going support to ensure successful use of it.
4. ICT can be an area in which learners with Special Education Needs excel, although staff recognise that extra time may have to be granted to allow this.
5. ICT should not be seen as a magic solution to all problems.
6. The use of ICT in schools is constantly developing and being improved. Huntcliff School is committed to providing the INSET required for staff to stay abreast of new developments so that a high level of ICT can be provided for all learners.

**Appendix 1 –**

Staff names & roles

**Saltburn Primary School –**

Assistant Head teacher (Inclusion) – Ms Gail Ash  
Saltburn Primary School SENDCo – Mrs Tina Thompson

Responsibility for co-ordinating provision for learners with SEND (Saltburn Primary School)

**Mrs Tina Thompson – SENDCo**



reports to



Ms Gail Ash - AHT Inclusion SPS / SENDCo



Both staff work closely with the primary LSA support staff.

**Huntcliff School –**

Assistant Headteacher – Mrs Rebecca Alderson  
Huntcliff ENDCo – Mrs Diane Lee

Responsibility for co-ordinating provision for learners with SEND (Huntcliff School) -

**Mrs Diane Lee – ENDCo**



reports to



Mrs Rebecca Alderson – Assistant Headteacher / SENDCo



Both staff work closely with the Huntcliff School SEND/Inclusion Team.