



## **Supporting pupils with special educational needs and disabilities (SEND)**

### **Holy Family Catholic High School and Targeted Mainstream Provision**

**September 2023**

**Review Before: September 2024**



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# Our Mission



**Accepting**



**Nurturing**



**Inclusive**

We believe that children with additional needs should be accepted for who they are; that it is through belonging to and being in a nurturing environment that growth and learning will occur; and that all children have a right to be included.

At Holy Family Catholic High school we believe that all children have a right to a full and rounded education. Our Catholic values underpin our commitment to supporting children, their families and staff with disabilities and/or additional learning needs.

Our school mission statement echo's our commitment to welcoming all staff and pupils into our school family:

Together we step out in faith, knowing that Christ is with us and united as a holy family.

We commit to ensure that each child realises their full potential, growing in wisdom and grace.

Holy Family Catholic High School places Christ at the heart of everything we do and openly gives witness to the Catholic values of love, compassion, forgiveness and reconciliation in our daily work.

## **Our Aims and Objectives**

- To ensure the SEND Code of Practice (2014), the Equality Act (2010) and Children and Families Act (2014) are implemented effectively across the school;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- To request, monitor and respond to the views of parents/carers and pupils in order to evidence high levels of confidence and partnership;
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- To ensure support for all pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals;
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- Through reasonable adjustments enable all children to have full access to all elements of the school curriculum and to make adjustments to the curriculum, in consultation with the child and their parents, where it is deemed necessary;
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

# Our Key Principles for Supporting SEND Students



1. Do no harm.



5. Promotion of positive communication.



2. The physical, psychological and emotional safety of students and staff is prioritised.



6. Empowerment of students.



3. Supporting students is needs led.



7. Development of personal and social identity.



4. Quality Teaching First.



8. Collaborative working and shared decision making.

## 1. Do no harm.

- a. We understand that children who have a learning need, mental health difficulties or who have or are experiencing trauma are also likely to have experienced, or perceive themselves to have experienced, social rejection.
- b. We acknowledge that shaming children for mistakes, inattention, slowness at grasping instruction or sloppy handwriting only reinforces negative self-image and undermines emotional and intellectual growth.
- c. A holistic view of a child's needs is taken, and each teacher recognises they play a small part of a bigger plan for each child's development.
- d. Consequences for behaviour are thought through and school policies are written to be supportive and restorative and not for retribution.
- e. Restorative conversations take place to repair fractured relationships and adults take the lead in repairing relationships with pupils.
- f. Language in the classroom is supportive and solution focused rather than used to cause humiliation and shame.



## 2. The physical, psychological and emotional safety of pupils and staff is prioritised.

- a. We want all people in school to know that they are safe. We listen to others so that they can ask for what they need to feel safe.
- b. Attempts are made to prevent re-traumatisation.
- c. Policies, practices and safeguarding arrangements are all in place and followed by all adults and children.
- d. Supporting mental health is viewed as everyone's business. There is proactive prevention of mental ill health and the promotion of positive good health.
- e. There is an understanding that transitions are important in the lives of all children.



## 3. Supporting pupils is needs led.

- a. Our approach is based on meeting needs not a diagnosis or its severity.
- b. All SEN and disabilities are viewed as a difference and not a deficit.
- c. Pupils' plans are clear and precise, and outline what role everyone has in delivering them.
- d. Attachment needs are kept in the foreground for all children.
- e. Advice, help and support is available in a timely way for a child and their





## 4. Quality Teaching First.

- a. Learning is understood holistically and developmentally, and a process of assess, plan, do, review is followed in all teaching. (i.e. *Our learning cycle - input, practice, feedback, review - is followed in all mainstream lessons.*)
- b. All teachers have an understanding of Cognitive Load Theory and amend instructions and information to support children's understanding. (i.e. *simple instructions, task plans, to do list*)
- c. Adaptive teaching is used to ensure lessons allow all children to use their strengths to support learning, rather than a reduction in expectations because of what they can't do.
- d. Teaching Assistants are included in the planning, delivery and assessment of a lesson and are given clear direction by the teacher. (Including the use of our *Developing Independence Model* to record the level of TA support given against work produced in books.)
- e. All displays and IWB presentations are clear, use dyslexia friendly fonts and use dark text on light (not white) background.
- f. Resources are clear and simple and reading resources given to pupils for independent reading are at least 80% decodable.
- g. Learning is supported with scaffolding resources. (i.e. *vocabulary mats, writing plans, sentence openers, WAGOLs.*)
- h. Lesson plans include time for pair/group collaboration. Pairs/groups are selected and chosen to support communication and interaction needs. (i.e. *effective seating plans*)
- i. Time within the lesson is set aside for playfulness and creative expression.



- j. Subject specific language is explicitly taught and displayed to support ongoing understanding.

## 5. Promotion of positive communication.

- a. All behaviour is understood as communication.
- b. All behaviour is met with curiosity and empathy.
- c. Language is understood as a vital means of communication.
- d. Staff explain what they are doing and why when decisions are made.
- e. There is an understanding that therapeutic language is vital to the development of wellbeing.
- f. The use of common language across school is encouraged. (i.e. *Full use of the school's learning model in the classroom.*)



## 6. Empowerment of pupils.

- a. The voice of the child is central to any decision making that concerns them.
- b. We validate and accept the feelings and concerns of all.
- c. We acknowledge that people who have experienced or are experiencing trauma may feel powerless to control what happens to them, feel isolated by their experiences and have feelings of low self-worth.
- d. We listen when individuals share what they want and need.
- e. We support pupils to take action or encourage them to find solutions for themselves in order to develop resilience.



## 7. Development of personal and social identity is encouraged.

- a. There is cultural consideration and acceptance for all individuals and social groups.
- b. Inclusion and equality is for all regardless of gender, ethnicity, culture, language, religion, sexual orientation, age, ability, disability and/or social circumstances.
- c. We understand that there is healing value within traditional cultural connections.
- d. Policies, protocols and processes are responsive to the needs of individuals.



- e. The curriculum, provisions and interventions focus on the development and understanding of personal and social identity.

## 8. Collaborative working and shared decision making

- a. Steps are taken to ensure school is working alongside and actively involving children and their families, and specialist professionals where these are required.
- b. Children and families and school staff are supported in shared decision making.
- c. There is effective partnership working with shared responsibility, accountability and mutual respect.
- d. We recognise and acknowledge that people who have experienced, or who are experiencing trauma, may feel unsafe and lack a feeling of control and trust in others.
- e. Expectations are made clear; adults do what they say they will do and do not overpromise.



# **Roles and Responsibilities**

Provision for children with special educational needs is a matter for the school as a whole and all members of staff share in the responsibility of meeting those needs. The particular roles of the Governors, Head Teacher and Special Educational Needs Coordinator at Holy Family are outlined below.

## **The Role of the Governors**

The Governing Body of Holy Family will do its best to ensure that the necessary provision is made for any pupil who has SEND. They will monitor and review the effectiveness of the school's policy and provision for SEND. There will be a named governor with particular oversight of the school's arrangements and provision for meeting special educational needs.

## **The Role of the Head Teacher**

The Head Teacher, Mrs Donna Mitchell, has responsibility for the day-to-day management of provision for children with SEND. They will keep the governing body informed of the school's arrangements and provision for children with SEND. They will appoint a Special Educational Needs Coordinator (SENDCo) for the school. They will keep up to date through the SENDCo with all action taken towards helping pupils with SEND.

## **The Role of the Special Educational Needs Coordinator**

The Special Educational Needs Coordinator (SENDCo) at Holy Family is Mr James Leatherland. The key responsibilities of the SENDCo are:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the relevant designated teacher where a looked after pupil has SEND;
- Liaison with and advising fellow teachers;
- Advising on the graduated approach to providing SEND support;

- Working with the Head Teacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Overseeing the records of all children with SEND;
- Liaison with parents of children with SEND maintaining a range of resources and teaching materials to enable appropriate provision to be made;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaison with and being a key point of contact with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies;
- Keeping informed of current developments with special education through continued professional development;
- Liaising with previous and potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is followed and planned;
- Contributing to the in-service training of staff.

### **The Role of Teachers**

- Supporting the SENDCo and SEND team to identify any possible SEND need by making referrals for support;
- Providing high quality teaching for all pupils that follows individual plans and provisions provided by the SEND team;
- Assessing pupil's needs and planning appropriate adjustments. Working in collaboration with the SEND team to identify possible interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil);
- Regularly reviewing the impact of these adjustments, interventions and support, including for pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- Retaining responsibility for the pupil, including working with them on a daily basis;
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND;
- Directly liaising with parents of children with SEND.

## **The Role of Teaching Assistants**

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND and use the school's procedure for giving feedback to teachers about pupils' progress;
- To work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing provision and monitoring progress;
- Help pupils develop independent learning skills and manage their own learning;
- Deliver high-quality one-to-one and small group support using structured interventions;
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

# Identifying Pupils Who Require SEND Support

The SEND Code of Practice (2014) states that:

A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.

A SEND register is kept of pupils with SEND. The North Yorkshire Special Educational Needs Banding Documents are used to identify a child or young person's special educational needs, what level of support we are expected to offer and how we arrange and monitor the support given.

## Transition

A pupil may become known to the SEND team through information passed on by previous schools and/or parents/carers.

When pupils join us in Year 7 we will work closely with primary schools to identify those pupils that will require specialist support from the SEND team.

On entry into school pupils will take baseline assessment tests in English, Maths and Science. Each of these departments will work closely with the SEND team to identify those pupils that might need support, but we are not yet aware of.

Each subject teacher will continue to monitor and assess pupils and use these to help identify any SEND need.

## Referrals

We may also have referrals from parents, teachers and pupils themselves outside of the transition process.

Teaching and support staff have a responsibility to help identify SEND needs. In school, we have a referral system in place so that any staff that help a child can refer them for assessment and support.

Any teacher or teaching assistant that is concerned about a pupil or suspects there is a SEND need will complete a referral form and request the support of the SEND team. This may lead to a SEND need being identified.

The SENDCo and the SEND team will regularly observe pupils in lessons and analyse progress, behaviour and attitude to learning data to identify pupils who require support.

Parents are able to refer their child to the SEND team directly.

## **Types of SEND**

SEND is divided into 4 types:

**Cognition and Learning** - this includes children who demonstrate features of Specific Learning Difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia; or general Learning Difficulties (which may be moderate, severe or profound).

**Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration (including Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorder).

**Communication and Interaction** - this includes children with speech and language delay, autism and children who exhibit difficulties communicating with others.

**Sensory and/or Physical Needs** - this includes children with sensory, multi-sensory and physical difficulties (including those with visual or hearing impairments).

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

# A Graduated Response

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

At Holy Family we have developed a spiral of support to identify what support pupils should be receiving. Pupils can move up and down this spiral as their needs change. Reviews of pupils on the SEND register take place three times a year.

From **Stage 2** a pupil is monitored by the SEND team. After a referral a pupil will be at this level for one cycle of support but may not be on the SEND register. If after this initial cycle of support a SEND need is identified then the pupil will be added to the SEND register. A pupil with an identified need may stay at this level and may not require progressing further up the SEND spiral.

There may be provisions in place to help the pupil access their learning in lessons. The pupil may have a regulation and response plan to help them regulate their emotions. This will be written with the pupils and outline the support that will be given by adults in school and what processes pupils will be expected to follow to ensure their needs are met. They may also have a Health Care Plan and/or a Care Plan if this is needed to meet any needs they have.

From **stage 3** a pupil will have a One-Page-Profile created. Staff will work with the pupil to put this together. It will outline the approach teachers need to take in the classroom to support the pupil. This plan will be reviewed regularly with an identified key worker. Specific provisions will be outlined for teachers to follow in the classroom.

From **Stage 4** a pupil may have an Individual Provision Map. This will outline the pupil's strengths and difficulties and allow termly targets to be set. It will also highlight to teachers all the specialist provisions that need to be followed around school.

Following a review, it may be agreed that a pupil no longer needs to be on the SEND register. Parents will always be consulted and involved in any decision to remove a pupil from the inclusion register. The SENDCo will still monitor the pupil's progress for a short period of time after this to make sure that no problems arise.

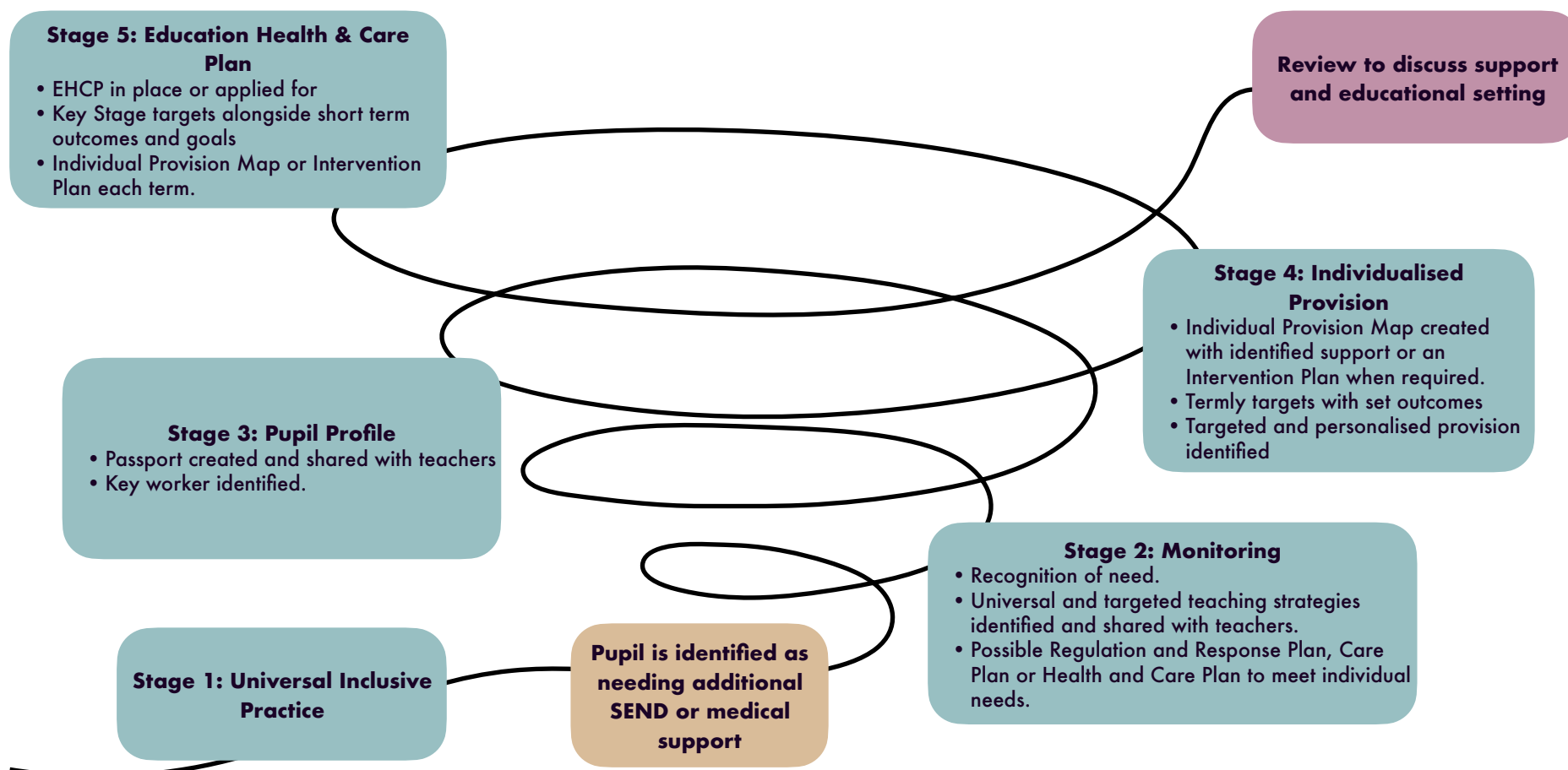
## Regulation and Response Plans

These plans are written collaboratively between the SEND team and the pupil. There are two types of Regulation and Response Plans: one is pupil led, which is for pupils who are able to regulate their emotions and behaviour with support from adults; the second is adult led and



is used with pupils who are unable to regulate their behaviour and emotions and require adults to put in place boundaries whilst leading and modelling grounding activities.

It will outline what pupils and teachers need to look for to recognise the pupil needs help, outline any known triggers and what everyone will do to support the pupil regulate their emotions, thoughts and behaviour.



### **Care Plans and Health Care Plans**

A Care Plan and/or a Health Care Plan can be used at any stage to support any identified care or health needs that have been identified. The level of support in each plan will be determined by the child's need.

### **Education, Health and Care Plan (EHCP)**

Where there are significant needs which impact on progress and require long term involvement of educational and non-educational professionals an Education Health and Care Plan (EHCP) can be requested. It is the local authority who decide whether or not to proceed with an assessment, but school will work with parents to ensure the relevant evidence is collated.

# Working With Pupils and Their Families:

Parents have statutory rights to contribute to the decision making process about their child's education including in relation to assessments of SEN, provision for SEN and the way that support is provided for SEN. (Code of Practice, 2014)

School will always take the initial position that parents and carers will know their children better than anyone else. We view positive partnership with parents/carers as a key factor in enabling children and young people with SEND to achieve their potential.

Parents/carers hold information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and play an active and valued role in their child's education.

Equally, children with special educational needs have a unique knowledge of their own needs, their views and what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the support process, the school aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Parents of all children in our school can contact the SENDCo and the SEND team through a dedicated email address ([sendteam@holyfamilycarlton.org](mailto:sendteam@holyfamilycarlton.org)).

Learning plans and provisions will also be shared through an online platform. We invite parents to contribute to these plans and to use this platform to send messages and keep us informed of any thoughts, opinions and changes to routines.

The members of the SEND team, and in particular key workers, will use this platform to give regular updates and information relating to SEND provisions in school.

## **SENDIASS**

Parents/carers can also receive support from the SEND Information, advice and support service (SENDIASS). SENDIASS provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities. The team of SENDIASS co-ordinators are qualified and experienced in special educational needs, and are based at the locations across the county.

North Yorkshire SENDIASS: 01609 536923 / 01609 536923

East Riding SENDIASS: 01482 396469 / [sendiass@eastriding.gov.uk](mailto:sendiass@eastriding.gov.uk)

# Supporting SEND Pupils

## Universal Provisions

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (SEND Code of Practice, 2014)

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

We work towards making all our classrooms communication friendly, autism friendly and dyslexia friendly. Our learning model is designed to support this by offering a constant use of language across the whole school; visual support to accompany instructions; and shared expectations of pupils in lessons. More information can be found about our learning model on our school website and YouTube channel.

We support our pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation and any intervention that takes place through withdrawing pupils from lessons is done so as a last resort.

## Alternative & Additional Provisions

The greatest sign of success for a teacher is to be able to say, "The children are now working as if I did not exist." (Maria Montessori)

At Holy Family the provisions that we offer can either be additional to our universal offer, or it can be a change to our universal offer.

Alternative provisions could be used for the following reasons:

- To make the school environment inclusive, accepting and welcoming by adapting the environment when it would be unreasonable to ask the pupil to make changes to what they require;
- In order to provide support which enables pupils to reach their targets set in EHCPs and IEPs;
- To provide scaffolding in some areas that the pupil finds difficult, in order for them to focus on their targets in other areas.

The SEND Code of Practice states that schools and teachers 'must' use their 'best endeavours' to ensure SEND pupils have their needs catered for. The SEND team will therefore:

- Be evidence led in using and deciding what provisions are put in place for each pupil;
- Ensure provisions given are manageable and easy enough for teachers to put in place and follow;
- Assess, check and review provisions to ensure they are being followed and are meeting the pupils' needs;
- Monitor the impact of provisions given to pupils to ensure they are supporting a pupil's progress.

Provisions that are used will always take into account how they can support a child's independence and their steps towards becoming independent adults. Provisions will be used to support learning and not to reduce expectations of attainment and/or achievement.

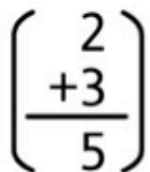
## Support Pathways

If you're walking down the right path and you're willing to keep walking, eventually you'll make progress. (Barack Obama)

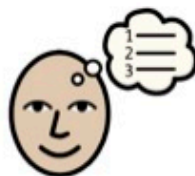
We organise our support for pupils into nine different pathways. Each pathway follows an Assess, Plan, Do, Review approach as outlined as good practice in the Send Code of Practice (2014). Each pathway will outline what assessments will be completed, what targets can be set and what provisions and interventions will be put in place to help the pupil meet their identified targets.



Literacy Pathway



Numeracy Pathway



Information Processing  
Pathway



Wellbeing Pathway



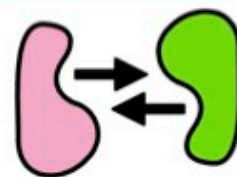
Nurture Pathway



Thrive Pathway



Social Communication  
Pathway



Social Interaction  
Pathway



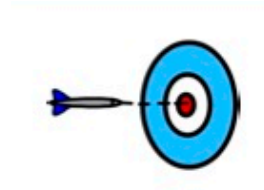
Regulation and Sensory  
Processing Pathway

## Support Levels

Each Pathway has 4 levels of support that we can provide. At Holy Family the provisions that we offer can either be additional to our universal offer, or it can be a change to our universal offer.



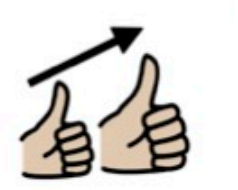
**Universal** support is available to everyone.



**Targeted** support will be given to those who need something additional and/or different.



**Personalised** support is given to those who need something bespoke. This is usually for our students with complex needs.



**Intervention** is only used when all other support has been tried and hasn't worked.

## Our Independence Model

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.

### Observing:

Self-scaffolding represents the highest level of student independence. TAs observe, giving students time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

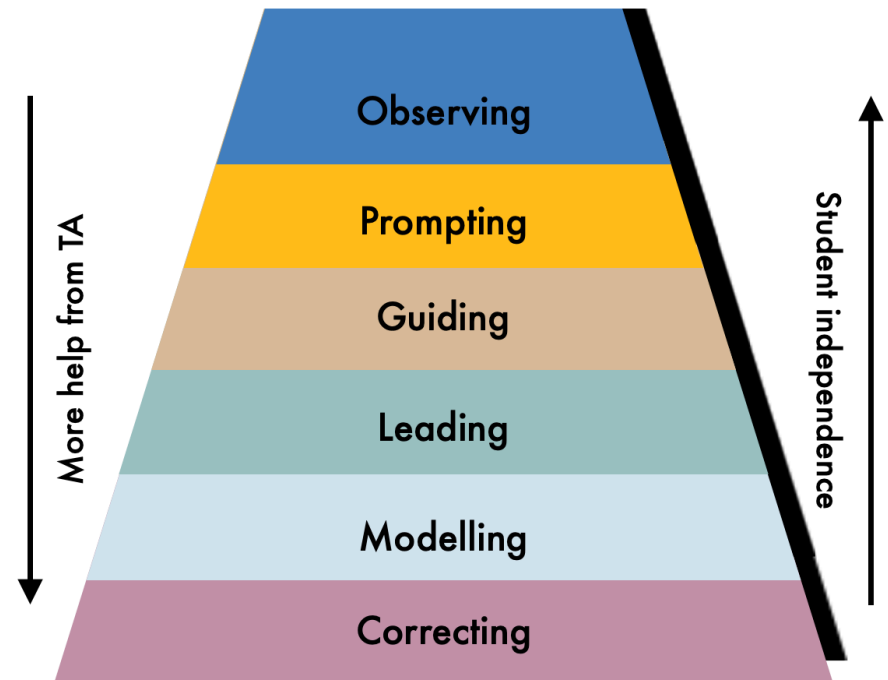
### Prompting:

TAs provide prompts when students are unable to self-scaffold. Prompts encourage students to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge students into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

### Guiding:

Often students know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help students work out how to move forward. Always start with a small clue.

## Developing Independence





**Leading:**

Students might have some of the skills to complete a task, but are unsure of which skills and concepts are relevant and need to be applied. The TA might tell, suggest or prompt a strategy and then break this down into small steps for the student to follow.

**Modelling:**

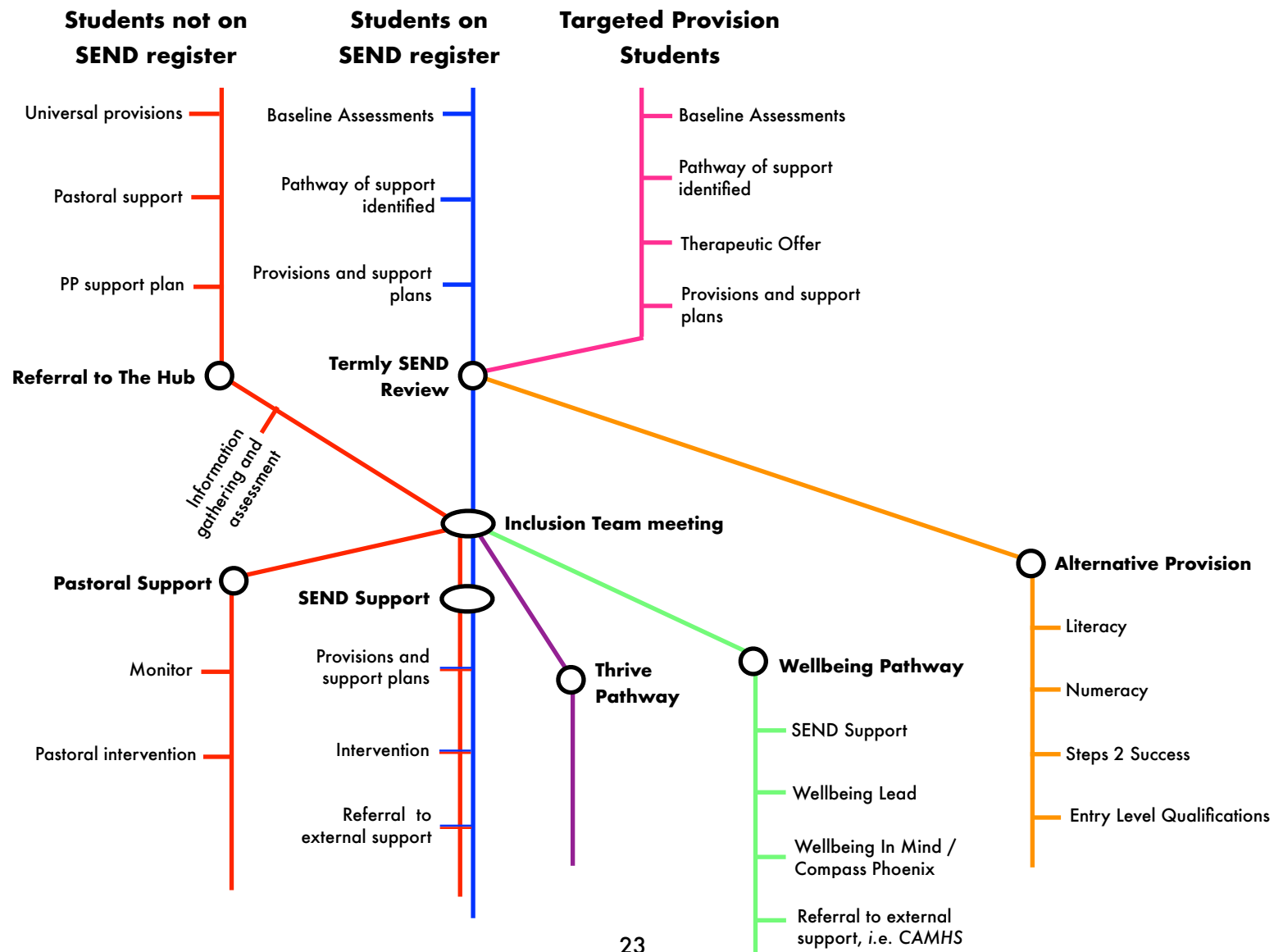
Prompts and clues can be ineffective when students encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while students actively watch and listen. Students should try the same step for themselves immediately afterwards.

**Correcting:**

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage students to apply new skills or knowledge first.

## How We Identify What Support Is Needed

To identify and provide the right support to pupils we will follow this process:



## **Targeted Mainstream Provision (TMP)**

At Holy Family we have a Targeted Mainstream Provision for Communication and Interaction. There are 8 places (6 permanent places and 2 assessment places) that the school has. These are allocated to pupils who have an EHCP with a primary need of Communication and Interaction identified and where their EHCP outlines that a high level of specialist support is required. Pupils who attend the Targeted Provision are still attending a mainstream school. School is consulted about these places but it is the local authority that places pupils in the Targeted Provision.

Pupils who have a place in the Targeted Provision are able to access support from Speech and Language Therapy, an Educational Psychologist and an Occupational Therapist. This is part of the offer from North Yorkshire Local Authority and school will work closely with them to coordinate the support offered.

## **School Behaviour Policy**

The school pastoral and inclusion leads work closely with the SEND team to ensure that the school behaviour system is suitable for all pupils in school. Where needed, reasonable adjustments are made to ensure that the policy can be applied fairly and consistently.

Where a pupil is identified as SEND the pastoral team will work closely with the SEND team to ensure decisions and outcomes are suitable for the individual pupil.

The school behaviour policy is build on a foundation of relationships, compassion and restorative practise.

## **Inclusion Meeting**

When a pupil is identified through a referral or in a transition as possibly needing additional or alternative support the following processes will be followed by the SEND team:

- The pupil will be discussed at an inclusion meeting so that a holistic view of the pupils needs is taken into account. Parents will be contacted and invited to share their views prior to this meeting.
- Evidence will be collected and where needed further assessments completed.
- A support review meeting will be held to determine the next steps that will be taken. It may be that the SEND team continue to be involved, or that the pupil is referred for pastoral support or the support of the school wellbeing team.

If the SEND team are identified as being best placed to offer support then a pathway of support will be followed. The Pupil will be allocated a key worker who will be responsible for putting together the support, monitoring it and writing any required support plans. They will also act as a point of contact for the pupil and parents.

The support offered may involve adjusted or alternative in class provisions, reasonable adjustments to the behaviour policy and, where needed, access arrangements will be put in place for exams. In some situations there may be the offer of interventions.

The SEND team also run a programme of Alternative Provisions and qualifications for pupils who require a modified curriculum.

### **Referral To External Support**

On occasions it may be deemed necessary for external support and advice to be sought. We work closely with the Selby SEND Inclusion team who can offer expert advice from specialist teachers, speech and language therapists, educational psychologists and occupational therapists. Other outside agencies may also be involved. Parental consent will be requested for these referrals.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing English and mathematical skills;
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Despite having received intervention, the child continues to fall behind the level of his peers.

School will also work with CAMHS to adequately meet a child's needs in school if they are involved with supporting and/or assessing one of our pupils.

# A SEND Friendly School

Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard. (Liz Fosslien & Millie West Duffy)

We want all pupils who attend our school to feel as though they belong and know that their voice is heard.

We encourage our SEND pupils to participate in the life of the school as form reps and members of the Student Leadership Team.

Our Student Leadership Team, made up of Year 11 pupils, has a positions dedicated to promoting inclusion and diversity.

For SEND pupils all One-Page-Profiles are written with pupils and are written in their voice, so that they feel they are sharing their needs with their teachers.

## **Supporting Pupils with Autism and/or Communication and Interaction Needs**

We aim to be a communication friendly school. We hope that pupils with autism find our school a place in which they can learn and grow as themselves. To achieve this:

- All teachers receive training on autism to develop their understanding and develop their skills in working with young people with Autism;
- All classrooms focus on visual communication to support auditory language. Our school learning model has a focus on visuals and shared language to create consistency across the whole school;
- All One-Page-Profiles have an area focused on individual communication styles, so that individual needs can be understood and met by all;
- All our SEND team have had training on the use of Therapeutic Language and Emotional Coaching to support pupils who struggle to regulate.

We recognise that sensory stimulus can be both overwhelming and at times underwhelming:

- We can develop and write sensory profiles to identify individualised needs. We can then put together a plan to make sure these are met as far as possible in school;

- Pupils can have a Regulation and Response Plan to support their regulation. We recognise the value of shared and guided regulation to turn difficulties into teaching opportunities;
- We no longer have a school bell to reduce loud and unexpected noises;
- Spaces are available in school for regulation and sensory breaks away from classrooms;
- We have reduced unnecessary visual clutter by removing all the displays in our SEND Hub;
- All displays in shared areas around school use a uniform neutral colour and consistent fonts.

The greatest discomfort for autistic people can be the social one. For me, I was confused by the way people behaved. (Chris Packham)

We provide:

- Quiet spaces, both inside and outside, at unstructured break times. Structured games and activities are available with a high ratio of adult support if needed;
- An alternative space to eat lunch, away from the canteen is provided to reduce sensory and social stress at busy social times;
- Early lunch passes allow those pupils who need to avoid busy queues access to the shared canteen areas;
- SEND staff support break and lunch times around school and on the school field to provide support for pupils who want to join in with their peers.

## Supporting Pupils with Dyslexia

[A dyslexia diagnosis] explained a lot of things. It was like the last puzzle part in a tremendous mystery that I kept to myself all of these years. (Stephen Spielberg)

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. Many of these pupils may have a diagnosis of dyslexia; however, we recognise that not all pupils who find reading difficult will have taken a dyslexia assessment and that there may be other reasons for their difficulties.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met:

- We follow an early identification and monitoring programme. On entry to the school in Year 7 teachers will assess reading and spelling. Any pupil who scores below age related expectations will be referred to the SEND team for further reading and spelling assessment;
- Teachers are aware of the referral system in school and can refer a pupil for assessment by the SEND team at any time;
- We will try to work with parents/carers who are often best placed to support their child and who do so by listening to them read, sharing books with them and supporting them with homework;
- Where necessary we will assess and make provision for the pupil's difficulties within the accepted framework for Special Educational Needs. We will prepare 1-Page-Profiles and, where required, an Individual Provision Map for the pupil;
- 1 Page Profiles and Individual Provision Maps will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of the pupils difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum;
- If, despite our efforts to support the pupil's difficulties, it is felt that there is still a noticeable mismatch between a pupil's oral skills (talking and listening) and the pupils attainment in reading, spelling and general English skills, we will share our concerns with parents and recommend a dyslexia assessment by a trained professional assessor;
- Following any specialist assessment we will ensure that any plans and profiles created by school for the pupil are in line with the recommendations of the specialist report.

In addition to following the above process we will also:

- Aim to create a dyslexia friendly environment where all displays and presentations are uniform and use dyslexia friendly colours and fonts.

- Try to be as sensitive as possible to sources of anxiety and embarrassment, for example, being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.
- Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.
- We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to them; allowing the pupil to use I.C.T. When appropriate and in preparation for formal exams the school will assess a pupil for Access Arrangements. Any pupil who is eligible for support in formal exams will be given opportunity to practise using the Access Arrangements they have been granted.
- Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which can be completed by the pupil within a reasonable period of time. Teachers will also try to ensure that assignments set by different teachers are co-ordinated and do not impose an unfair burden on the pupil.
- We are aware that pupils with dyslexia have experienced "failure" and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil's motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.

### **Supporting Pupils with Mental Health Difficulties**

We recognise that there is a growing need for mental health and well-being support in schools. We are also aware that many of the needs of SEND pupils can cross into difficulties with mental health and well-being; perhaps because of previous struggles, having to conform to fit into mainstream environments or because they have experienced failure.

Our SEND policy builds on the mainstream offer that is provided for all pupils. Across school we work towards the 5 Steps To Wellbeing:

- Connect
- Be Active
- Take Notice
- Give
- Keep Learning



These 5 steps are explored regularly and each term school will have a Well-being day dedicated to putting these 5 steps into practise. At the end of the summer term the whole school takes part in a well-being week.

The SEND team follow a therapeutic language approach when working with pupils in all areas and use Emotional Coaching to support the development and understanding of emotional well-being.

From time to time there will be pupils who experience episodes of anxiety and panic in school. All school staff will follow a plan of action which has been developed to build on NHS advice and the latest research in supporting pupils.

Where a more bespoke and individualised approach is required pupils will have a Regulation Support Plan.

# Evaluating Success

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

- Analysis of pupils tracking data and test results for individuals and cohorts of children;
- Pupil voice and parental opinions;
- Pre and post-assessment data for interventions;
- Value-added data for pupils on the SEND register;
- Monitoring of classroom practice by senior leadership and subject coordinators;
- Monitoring of procedures and practice by the SENDCo and SEND governor;
- School self-evaluation;
- The Local Authority SEND and Targeted Provision moderation process;
- The School Development Plan;
- SEND Action Plan.

Review Date: September 2024

Senior Member of Staff Responsible: Donna Mitchell (Headteacher)

Designated Member of Staff: James Leatherland (SENDCo)

Governor Responsible: Stuart Boothman