



Learning that Connects

SPECIAL EDUCATIONAL NEEDS POLICY

Policy date:	September 2020
Review date:	September 2021
Chair of Governors:	David Smith
Governors Approval:	30 th November 2020
SENDCo:	Angela Wilson-Wardle

Studio West has regard to the revised special educational needs (SEND) Code of Practice 0 to 25years (2014) and works closely with sponsor school Kenton School's procedures and recommendations.

INTRODUCTION

The purpose of the Code of Practice is to give practical guidelines and guidance on policies and procedures aimed at enabling SEN students to reach their full potential, to be included fully in their school communities and make a successful transition into adulthood.

For the vast majority of children a mainstream setting will meet all their special educational needs. Some children require additional help from Local Authority (LA) SEN services or other agencies external to the school. A very small number of children will have SEN of a severity or complexity that requires the LA to determine and arrange the special educational provision in a special school setting.

FUNDAMENTAL PRINCIPLES

- Children with special educational needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including the National Curriculum.

IDENTIFICATION, ASSESSMENT AND PROVISION IN THE SECONDARY SECTOR

Provision for students with SEN is a matter for the school as a whole. In addition to the Governing Body, the school's Principal, Deputy Principal, Special Educational Needs and Disabilities Co-ordinator (SENDCo), all Learning Coaches and Associate Staff have responsibility for all students. All Learning Coaches are teachers of students with special educational needs.

Teaching students with SEN is therefore a whole school responsibility, requiring a whole school approach. In practice the way in which this responsibility is exercised by individual staff is an individual school matter, to be decided in light of the school's circumstances, size, priorities and ethos.

Central to the work of every class and every subject, is a continuous cycle of planning, teaching, assessment and evaluation which takes into account the wide range of abilities, and interests of the students. The majority of students will learn and progress within these arrangements.

PROCEDURES

The SENDCo is responsible for special educational needs and disabilities (SEND) within the school and the provision made to meet those identified needs. The SENDCO works in conjunction with the Learning Coaches to support those requiring extra help.

SEN procedures are fully integrated within the school's system for identification, assessment and reviewing. Students who have identified SEN are listed in the school's information management system (SIMS) under the following headings:

- SEN Support
- EHCP

Students do not necessarily stay fixed under one of these categories but are regularly reviewed in terms of progress and needs.

Any Learning Coach who has concerns over a student is encouraged to seek advice from the SEND Team.

Cognitive Abilities Tests are used to give an indication of general and specific learning difficulties where there is a significant mismatch between measured ability and actual achievement. Although most pupils with special needs are identified at the start of their year of entry, there are procedures in place to enable pupils to access support at other times if needed.

All students with EHC Plans or at SEN support will have a Pupil Passport and a Learning Plan. The Pupil Passport will give an overview of the student's individual strengths, difficulties, strategies that work and things to avoid and the Learning Plan focuses on student's individual targets. Both documents are accessible by all teaching and support staff.

Some students listed at EHCP or SEN Support may have additional reviews involving parents and outside agencies. These will be organised by the SENDCo. Any relevant information will be communicated to Learning Coaches. In line with the SEN Code of Practice the views of parents and students will be sought and taken into account at all stages.

PROVISION

Support in class is delivered by SENDCo and Teaching Assistants and is directed by the Learning Coach delivering the lesson. The priority for allocating support is for students with an EHC plan who have specifically allocated hours, then those with SEN support. Support is shared among SEND Team and is delivered to specific students as part of their normal timetabled lesson.

Students who have SEND can also benefit from a range of support which includes:

- Business Engagement Manager who will ensure that pathways are suitable and that

students engage with opportunities available through Studio West (in collaboration with SENDCo)

- EAL teaching (where students whose English is weak receive specialist EAL support)
- Specific mentoring and coaching from a dedicated team
- Access to the CREATE Framework to develop softer skills

Studio West also provides the facility and space for students to have appointments with a variety of outside support agencies e.g. child and adolescent mental health professionals, social workers, teachers of the hearing or visually impaired, youth offending team workers, dyslexia and dyspraxia assessment staff, occupational therapy staff and speech therapists.

Special Educational Needs Offer

‘Children and young people with SEND have a wide range of needs, whatever their needs they should have appropriate support to achieve the best possible outcomes’

Introduction

This document gives family's information about the variety of ways we ensure we support our children with special educational needs and disabilities (SEND) to reach their full potential, be included fully in their school communities and make a successful transition to adulthood.

Provision for students with SEND is a matter for the school as a whole. In addition to the Governing Body, the school's Principal and Special Educational Needs and Disabilities Coordinator (SENDCo), all Learning Coaches and associate staff have responsibility for all students.

All Learning Coaches are teachers of students with special educational needs. Teaching students with SEND is therefore a whole school responsibility, requiring a whole school approach.

Our Offer

At Studio West, we provide a full range of educational and pastoral support to all and our children with SEND make very good progress. We aim to ensure that every pupil achieves his or her personal, social, emotional and academic potential in all areas of the curriculum. The information here is general; we recognise that each child is an individual and may have a variety of needs and will receive unique provision and resources where necessary.

There are a number of reasons why a child may be identified as having SEND:

- They are having significant difficulty with their learning and making far less progress than expected
- They have a specific learning difficulty, for example dyslexia
- They have emotional or mental health difficulties
- They have difficulties with social communication and interaction
- They have sensory and or physical needs

This is a broad definition covering children and young people from 0- 25 years of age. (SEND Code of Practice 2014)

The Local Offer

The Local Offer for children with Special Educational Needs and/or Disabilities (2014)

A new duty within the 0-25 Code of Practice was placed on Local Authorities from 2014, referred to as the 'Local Offer'. Local authorities must publish, in one place, information about provision they expect to be available in there are for children and young people from 0-25 who have Special Educational Needs and/or Disabilities.

The local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities available
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers.

The local offer forms a significant part of the 0-25 SEND Code of Practice (2014) and focusses on statutory duties for local authorities. The Local Offer provides information and guidance for people with SEND or disabilities, their families, schools and those who support and how we ensure quality around this. This includes what we expect to be available in schools, colleges and other educational provision.

This statement sets out, the responsibilities of the school, Governors and the Local Authority in meeting the needs of pupils and their parents/carers who have been identified as having Special Educational Needs and Disabilities (SEND).

The Local Authority has a legal obligation to publish the arrangements for children with Special Educational Needs and/or Disabilities and any further details are available in the Local Authority Local Offer: <http://www.newcastlefis.org.uk/localoffer>

Outlined are the types of things we do to support all of our pupils with additional needs as well as targeted types of support that we are able to provide in relation to specific areas of SEND. The information provided is general; it is important to remember that each child is an individual and will receive unique provision and resources where necessary.

If you would like further information about the support that we can offer please contact Angela Wilson-Wardle SENDCo on 0191 4813710.

Summary of Provision for pupils with Additional Needs

For all pupils at Studio West who have an additional need:

- We use Pupil Passports and Learning Plans to clearly state the pupils areas of need, their targets and any interventions put in place to support them in meeting their targets.
- We involve pupils, parents and key staff members in writing, reviewing and implementation of the learning plans.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and promote pupil progress.
- We use ICT to increase access to the curriculum including providing pupils with learning pads to use in lessons.

- We monitor access to teaching and learning for pupils with SEND through the schools self-evaluation process.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- Staff continually receive high quality training in relation to meeting pupils' needs in the classroom by attending annual course and refresher courses.
- We offer a graduated response based upon need; assess > plan >do>review.
- We seek advice and support from a range of external agencies such as SENTASS to ensure that any barriers to learning are fully identified and responded to.
- Studio West also provides the facility and space for students to have appointments with a variety of outside support agencies e.g. child and adolescent mental health professionals, social workers, teachers of the hearing or visually impaired, youth offending team workers, dyslexia and dyspraxia assessment staff, occupational therapy staff and speech therapists.
- We have an experienced Senior Team, a SENDCO and 2 Teaching Assistants as well as Key Stage 3 & 4 Coordinators, Pastoral and Behaviour who can provide advice and guidance to staff and parents/carers.
- We offer support to families and they are sign posted to services and organisations, which may offer the appropriate support or advice via Newcastle Local Offer.
- We offer Post 16 transition support for pupils and parents. Students are supported in making decisions of how to use independent sessions, visits, advice on transport and liaison with staff from new setting, if required.

Provision and Support

Specific provisions is also provided for the different areas of need, the documents below outline and explain some of the detailed support we provide; however this is not a comprehensive list. If you require any further information, please contact the school or arrange an appointment to have a look around our provision.

If you have any concerns regarding your child's SEND, progress or provision please come into or contact the school to discuss matters further. You may want to talk with your child's form tutor, Learning Coach or the school SENDCO. Although we have a complaints procedure, we seek to resolve any issues or concerns informally by working in partnership with parents/carers.

The 0- 25 SEND Code of Practice (2014) identifies four broad areas of special educational needs:

Communication and Interaction

Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop

their linguistic competence in order to support their thinking, as well as their communication skills.

Cognition and Learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Sensory and/or physical

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Social, Emotional and Mental Health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

Examples of support in Studio West

Area of SEN	Examples of Support in School	Evaluating the Effectiveness of Provision
Communication and Interaction	<ul style="list-style-type: none"> • Social groups • 1:1 support • Outside agency support • Support during unstructured times of the day e.g. break/ lunch • Support in class 	Progress of student against individual plan and targets
Cognition and Learning	<ul style="list-style-type: none"> • Support in class • 1:1 support • Intervention groups • Outside agency support 	Progress of student against individual plan and targets

Sensory and/or Physical	<ul style="list-style-type: none"> • Sensory groups • Adapted curriculum/equipment • Outside agency support 	Progress of student against individual plan and targets
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Sensory groups • Social groups • 1:1 support • Outside agency support • Intervention groups • Support during unstructured times of the day e.g. break/ lunch 	Progress of student against individual plan and targets

Contacts and Other Information

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

0-25 SEND Code of Practice 2014

<http://www.gov.uk/government/consultations/special-educational-needs-SEND-code-of-practice-and-regulations>

Family, Advice and support team.

Contact Details:

Phone: 0191 2818737

Email: information@skillsforpeople.org.uk

Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

There are two different strands of support available from Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service;

- Information, Advice and Support for Education
- [Independent Supporters](#)

Parents can contact Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

The Dene Centre
Castle Farm Road
Gosforth
Newcastle upon Tyne
Tyne and Wear
NE3 1PH
Phone: 0191 284 0480
E-mail: sendiassadmin@newcastle.gov.uk

The National Autistic Society

Web: www.autism.org.uk

Email: mailto:nas@nas.org.uk

Autism Helpline: Phone: 0808 800 4104 (open 10:00am-4:00pm, Monday – Friday) Text: 07903 200 200

Newcastle Families Information Service

<http://www.newcastlefis.org.uk/kb5/newcastle/fsd/home.page>

Dyslexia North East

Offers support for all those affected by dyslexia, dyspraxia, ADHD and autism.

Provide educational opportunities to increase knowledge and skills about dyslexia to enable dyslexics to achieve their potential, and restore their self-confidence. Whether they are children or adults, the need is very genuine.

Provide resources and information to help children and families, students or adults to be supported at home, school or in the Workplace, together with support to help parents and carers.

We recognise the need to raise awareness in the wider Community, especially in the Health and Education sectors, to enable people to understand how to cope and support those with dyslexia, and related conditions.

For all enquiries, please contact us by email or phone:

Email: info@dyslexianortheast.org

Phone: 0786 826 3696

Messages will be responded to as soon as possible.