



NORTHOLT  
HIGH SCHOOL

Committed to excellence

# **Special Educational Needs and Disability Policy 2020-21**

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## 1. Introduction

Northolt High School aims to embrace the needs of all students and has a whole school approach to supporting students with Special Educational Needs and Disabilities (SEND). All students have access to the full curriculum and to the extra-curricular programme as far as is reasonably possible. We provide effective opportunities for all students by responding to each student's diverse learning needs, working to remove barriers to learning and supporting all students to make at least expected progress.

We aim to ensure that:

- Students with SEND are identified and supported.
- Students and their families are involved in decision making.
- Professionals from other agencies are involved when appropriate.

## 2. Aims

Our SEND policy and information report aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing support for students with SEND.

## 3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

## 4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **5. Roles and responsibilities**

### **5.1 The Director of Inclusion/SENDCO**

The Director of Inclusion/ SENDCO is appointed by the governors. They will:

- Work with the Headteacher, Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, families, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, including the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher, Senior Leadership Team and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the headteacher and the Director of Inclusion/SENDCO to determine the strategic development of the SEND policy and provision in the school.

### **4.3 The Headteacher**

The Headteacher will:

- Work with the Director of Inclusion/SENDCO, their line manager and the SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with staff from the SEND team to plan effective support for students with SEND.
- Working with the Director of Inclusion/ SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### **5. SEND information (See SEND Information Report for further details)**

#### **5.1 The kinds of SEND that are provided for**

Northolt High School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example: visual or physical impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate learning difficulties.

#### **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each student's levels of attainment in line with our assessment calendar. Assessment and other data is used to identify students whose rates of progress give cause for concern. This may include progress in areas other than attainment, for example, social needs. We will conduct or commission specialist assessment where necessary as determined by the Director of Inclusion/SENDCO. Less than expected progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will be mindful of the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

#### **5.3 Consulting and involving pupils and parents**

Students and their families will be consulted when identifying whether there is a need for special educational provision. The aim is to make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.

- We take into account the student's and their family's view.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEND support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

Class teachers will work with the Director of Inclusion/SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of the family.
- The student's own views.
- Advice from external support services, if relevant.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are suggested. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

Northolt High School is committed to supporting students as they transition to other settings. We will share information with the school, college, or other setting the pupil is moving to. We will agree with students and their families which information will be shared as part of this.

#### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible for the progress and development of all the students in their class. High quality teaching is our first step in responding to pupils who have SEND. We will also provide other interventions either in support of the curriculum or additional to it according to our assessment of need and diagnosis of required support. Details on current interventions can be obtained from the Director of Inclusion/SENDCO.

#### **5.7 Adaptations to the curriculum and learning environment**

We may make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

Northolt High School has an SEND team to support students. This is comprised of Learning Support Assistants and Higher Level Teaching Assistants. These staff may:

- Support pupils on a 1:1 basis
- Support students in small groups
- Support students in class

We also work with outside agencies to provide support for pupils with SEND, such as

- The Educational Psychology Service
- Speech and Language Therapy
- Behaviour and Inclusion Service
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### **5.9 Expertise and training of staff**

The team of staff supporting students with SEND are appropriately trained in order to provide that support. All teaching staff receive training and guidance on how to support students with SEND. Staff training is regularly reviewed and support given in line with whole school planning for all students.

### **5.10 Securing equipment and facilities**

Funding for students with SEND is allocated by Ealing's Local Authority SEND Panel. The Headteacher and the Director of Inclusion/SENDSCO will plan the most effective use of allocated funding.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing student progress in line with our assessment calendar.
- Reviewing the impact of interventions.
- Seeking student views about the effectiveness of their support.
- Monitoring by the Director of Inclusion/SENDSCO.
- Holding annual reviews for pupils with statements of SEND or EHC plans.

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our after school clubs. All students are encouraged to take part in educational visits, including residential visits. All students are encouraged to take part in school activities such as sports day and performing arts productions. No student is ever excluded from taking part in these activities because of their SEN need or disability.

Northolt High School is committed to ensuring that steps are taken to ensure students with physical impairments are not treated less favourably than others. Further details can be found in the school's accessibility plan.

### **5.13 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in a number of ways, including encouraging them to join extra-curricular clubs and taking part in inter-form competitions. Effective pastoral support is provided by our pastoral teams of form tutors and year co-coordinators lead by key stage leaders. We have a zero tolerance approach to bullying and proactively work to make our school an inclusive community. Emotional and social development are also supported through PSHCE lesson and the assembly programme.

### **5.14 Working with other agencies**

The school works with other external bodies as appropriate to support all students, including those with SEND. This includes health and social care bodies, local authority support services and voluntary sector organisations.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Headteacher in the first instance and in accordance with our complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **5.16 Contact details of support services for parents of pupils with SEND**

The school will support families in identifying other support available for students with SEND. Further details of local support can be found by visiting the London Borough of Ealing's Families Directory at [www.ealingfamiliesdirectory.org.uk](http://www.ealingfamiliesdirectory.org.uk).

### **5.17 Contact details for raising concerns**

Students or their families who wish to discuss a concern relating to SEND should contact the Director of Inclusion/SENDCO via the school's main office.

### **5.18 The local authority local offer**

Our local authority's local offer is published here: [www.ealingfamiliesdirectory.org.uk](http://www.ealingfamiliesdirectory.org.uk).

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Headteacher or designate along with the Director of Inclusion/SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

## **7. Links with other policies and documents**

This policy links other policies, including:

- Accessibility Plan
- Attendance Policy
- Behaviour for Learning Policy
- Supporting pupils with Medical Conditions Policy
- Safeguarding Policy