

Hurworth School Special Education Needs and Disability Policy

Accepted by: Board of Directors January 2011

Leadership Team Lead Reviewer: SENCo

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Section 1

Our rationale

At Hurworth School we aim to raise pupil's standards of attainment in all areas of school life by developing and extending curriculum opportunities for all. Whilst encouraging students to develop lively and enquiring minds, we also aim to support them while they grow in independence and confidence, academically and socially.

Hurworth is proud of its inclusive ethos, which embraces and celebrates the ability of all its students, combining high quality teaching with challenging opportunities in an environment where tolerance and understanding of others are equally important.

The school welcomes all students, from those with a multiplicity of special needs who may need specialist support, to those who require a more significant challenge to achieve all that they are capable of. All of our students are encouraged to reach their full potential through excellent teaching and targeted support.

We have formal procedures to ensure that all students have access to the curriculum and can thrive within Hurworth School. We believe that Hurworth is an inclusive school and in addition to formal procedures for meeting the needs of all of its students, we have many informal procedures that are also outlined within this document.

In accordance with the SEND Code of Practice the school has a **Local Offer** that is available to the public and can be viewed on the school's website at www.hurworthschool.org.uk

Section 2

Objectives

These objectives have been written in conjunction with the aims and objectives of the school and also within the guidelines laid down in the Special Educational Needs and Disability Code of Practice: 0-25 years [January 2015].

1. To provide full access to a broad and balanced curriculum for all pupils within the school at a level that is appropriate to their ability and needs, and which supports them to achieve their best as confident individuals.
2. To ensure the school uses its best endeavours to support children with SEND, enabling them to engage in the activities of the school alongside pupils who do not have SEND.

3. To identify and assess the special needs of pupils during transition from feeder primary schools and within Hurworth School itself across the whole ability range and to make appropriate provision in order to meet these needs.
4. To assist departments in the identification of pupils with special needs and provide guidance for them in terms of advice, resources and appropriate teaching strategies which will help staff develop to the full, the potential of all pupils in their care.
5. To work closely with departments in the regular assessments and monitoring of pupil progress to identify pupils who are making less than expected progress given their age and individual circumstances.
6. To prepare pupils with special needs to make a successful transition into adulthood through the development of strong links with employers, further and higher education and training providers.
7. To develop the understanding and skills of the staff to meet the needs of pupils with special educational needs through partnership in and out of the classroom and through INSET.
8. To fully involve parents or carers of pupils with special needs in all aspects of their child's education and to implement the graduated approach as laid down in the 2014 SEND Code of Practice, extending the good relationships already established with parents.
9. To develop strong links with the school's Board of Directors, and so involve them in the development and monitoring of Special Needs provision in the school.
10. To build on the pastoral and academic links within the school to enable progress for SEND pupils in other areas such as the development of social and life skills.

Section 3

Definitions of Special Educational Needs, Disability and Inclusion

Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years [Jan 2015] defines children and young people as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disabled children and young people

Many children and young people who have SEND may have a disability which under the Equality Act 2010 is described as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Provision to meet the needs of children and young people with SEND

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Equality and Inclusion

Hurworth School is an inclusive school and supports children with a wide range of SEND. We are privileged to have a Resourced Provision to support students with autism or related social and communication needs. The school's accessibility plan supports our Single Equality Scheme in making sure students can access all aspects of the school and are fully included in the life of the whole school. The school has a duty under the Equality Act 2010 towards individual disabled children and young people, and wider duties to prevent discrimination and to promote equality of opportunity and foster good relations.

The schools Single Equality Scheme and Accessibility Plan are available to view at www.hurworthschool.org.uk

Section 4

Context of the School

The SEND team consists of the SENCo, ASD Provision Manager and SCOS Outreach service coordinator, Assistant SENCo, 7 full time Teaching Assistants and 1 part time Teaching Assistant, as well as 1 full time Behaviour Support Assistant.

The SEND Department has 2 classroom areas in school for the use of specific students - one of these is in the ASD Resourced Provision, the other is in the main school building. These have been extended and upgraded over recent years and provide a work place as well as a social 'safe haven' within which students can access support, advice, or simply spend quality supervised social time with others.

Students who attend Hurworth are predominantly from the South East of Darlington, the villages of Hurworth and Middleton St George and outlying villages. The school is a centre for students on the autism spectrum as it has a specialist ASD Resourced Provision on site. The percentage of students in the school who are on the autism spectrum is higher than the national average. Students in the Resourced Provision access mainstream education, alongside specific withdrawal lessons built around their individual social and communication needs.

Specific details on profile are available after each School Census.

Section 5

The Role of Senior Management

The Head Teacher and Senior Management are committed to furthering our inclusive ethos and creating opportunities for all. The SENCo oversees the implementation of inclusive practice across the school, and works closely with the Assistant SENCo and the ASD Provision Manager to ensure the school policies for equality and inclusion are adhered to.

There is an active policy for the monitoring and assessment of all pupils across the school. This involves target setting in all subject areas. The senior management team support the SENCo in monitoring the academic progress of the SEN student groups.

The Role of the Special Educational Needs Coordinator (SENCO)

The name of the Special Educational Needs co-ordinator is **Catherine Lawrence**. She is the SENCo as defined in the revised SEND Code of Practice and has overall responsibility for provision for those students on the SEND Register. She is assisted by **Melanie Pitchford**, the Assistant SENCo, and 8 Learning Support Assistants working in the Learning Support Department. **Helen Whitten** is the manager of the ASD Resourced Base Provision and SCOS Outreach services offered by Hurworth School on behalf of the LA.

The SENCo and Resourced Base manager have DSL training ('Level 3' safeguarding) also work with the Student Support Team which meets weekly to monitor and plan targeted support for the needs of all pupils (see Discipline: Personal Development, Behaviour and Welfare Policy).

Section 6

Identification of pupils with SEND

Pupils with SEND are generally identified from information gathered during their transition into school. The SENCo asks all feeder primary schools to complete a 'SEND Primary Liaison Form' for each pupil transferring into Hurworth School with SEND.

Some children may be newly identified as having special educational needs by staff and parental concerns. Staff can refer their concerns to the SENCo or Assistant SENCo by completing a SEND referral form – this form requests the nature of the concern as well as the evidence and strategies to date. New referrals are discussed regularly through the school's established pastoral and SEND monitoring meetings which include the SENCo, assistant SENCo and each year group's Raising Achievement Co-ordinator.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. The intervention that is needed is determined and whether it can be provided by adapting the school's core offer or whether something different or additional is required through effective special educational provision.

Special educational provision is coordinated by the SENCo and assistant SENCo in accordance with the SEND Code of Practice: 0-25 years [Jan 2015]. This includes a **graduated approach** to effective SEND support through a four-part cycle of **Assess, Plan, Do and Review**. The school's provision under each stage of the cycle is outlined in section 7 below.

However support is provided, progress is monitored to help the pupil reach the expected outcomes and remove any barriers to learning.

The most able [Gifted and Talented] children are identified by staff on a formal basis during their first term in school using information from primary liaison, test results and recommendations from subject staff, etc. An Assistant Head Teacher, Sam Reilly, coordinates the implementation of the Gifted and Talented and More Able policy which is located at www.hurworthschool.org.uk

Section 7

The 4-part graduated approach

Pupils with an identified SEND are supported through action which follows a 4-part cycle known as the graduated approach. The objective of the graduated approach is to gain a growing understanding of the pupil's needs and of what supports the pupil to make good progress and to secure good outcomes. Hurworth School's provision under each part of the cycle is detailed below under the headings Assess, Plan, Do, Review.

Assess

To identify a pupil as needing SEND support the SENCo and assistant SENCo coordinate an analysis of the pupil's needs. This draws on the assessments and feedback of subject teachers in the form of a 'Round Robin' questionnaire to gather information on pupil progress, attainment and behaviour. In addition, individual meetings are arranged to gain the views of parents and the pupil, as well as any relevant advice from external agencies.

If it is deemed appropriate for further assessment to be carried out, the SENCo and assistant SENCo liaise with the appropriate agency to facilitate this. This may include the formal assessment of a specific learning difficulty, or investigations into a pupil's possible exam arrangements. The SENCo is qualified to conduct these types of assessment in order to inform the school's interventions.

The school also employs regular support from staff trained in the provision of behaviour and welfare support (Linda Reed) and counselling (Carmel Price) interventions. Children with emotional or behavioural problems may be referred to receive these types of support.

Plan

Where it is decided to provide a pupil with SEND support the parents or carers are formally notified by letter and they are invited to a meeting. The assistant SENCo writes a pen portrait of the pupil to provide staff with accurate information on the pupil's identified needs and the strategies to be implemented across the school, including any agreed arrangements for examinations. At this stage a SEND Support Plan is written to form a record of the desired outcomes, action and support being discussed and agreed. The SEND Support Plan and Pen Portrait are accessible to staff via Classcharts and, to parents, via a code to link to Edukey. All staff must include any pupils with SEND in their lesson planning, showing what resources, strategies or differentiated approaches are to be used.

TAs who support students with SEND are expected to liaise with teachers and make themselves fully aware of lessons and objectives set for these students. They are there to support the pupils and the teacher in the most appropriate manner, whether this is individual support of a student, small group work or whole class team teaching.

Do

The subject teacher remains responsible for working with the SEND pupils on a daily basis, and this responsibility is retained where the interventions involve group or one-to-one teaching in their subject area.

SEND pupils may be withdrawn to work in a base room with a TA in order to further develop skills which are specifically related to their needs or formal diagnosis. Examples of timetabled intervention work of this nature include lessons to address social communication and interaction skills, speech and language skills, and life skills.

Review

The SENCo is responsible for overseeing the individual programmes of planned withdrawal support which targets the needs of pupils. This is done in liaison with the teaching assistant assigned to deliver the programme. These programmes are reviewed termly in liaison with parents and teaching assistants. The SENCo sends parents a copy of the 1:1 programme to inform them of the targets to be covered by the TA. Any adjustments to a 1:1 programme are based on staff awareness of pupils' current needs as well as parent feedback.

The SEND Support Plan for individual SEND pupils records the impact of support to date in order to inform future planning. It includes a summary from each subject teacher of any new interventions or adjustments to be implemented in the classroom in order to remove barriers to learning. In light of the interventions in place by subject teachers as well as the impact these have on pupil progress, the SENCo and assistant SENCo plan whether to implement additional interventions from within the SEND department. Regular communication and meetings with parents ensures they remain involved in the planning and reviewing process of the SEND Support Plan – see section 8 below.

Section 8

Involving parents and pupils in the reviewing process

The school sees partnerships with parents and carers as vital to the success of all pupils and particularly those pupils with special needs.

Contact is made with all prospective SEND pupils informally at the Parents 'look around' Evening for Year 6 parents and pupils (Autumn Term of Year 6). Formal contact with parents and carers is then made after pupils have entered the school and are identified as having special educational needs (see section 6 above on 'Identification of pupils with SEND').

The SEND Support Plan – parent involvement

All pupils with SEND will have a SEND Support Plan in place. All parents of SEND pupils will have been asked to contribute their views to the plan, and will have received a link to view their child's SEND Support Plan. The SEND Support Plan includes information on pupil views, parent views, school views, social care needs, and health needs.

Parents / carers are involved in the review of the SEND Support Plan for their child on a regular basis. Parents / carers are offered a meeting in school to review the Plan with either the SENCo or Assistant SENCo. In addition, the SENCo and assistant SENCo attend the school's normal cycle of formal parents' evenings. This provides another opportunity for discussion time with parents / carers to explore their views and to plan effectively towards the desired outcomes.

In addition to the normal cycle of year-group parents' evenings, the following list illustrates further opportunities which the SENCo and assistant SENCo endeavour to utilise throughout the school year in order to review the SEND Support Plan with parents:

- Mid-term meetings (as required Years 7- 11)
- Multi-agency meetings (as required Years 7- 11)

- Outside agency meetings (as required Years 7- 11)
- Telephone discussion (as required Years 7- 11)
- Email communication exchange (as required Years 7- 11)
- Transition planning meetings with career guidance advisor (Years 9 – 11)

These meetings provide an opportunity to build parent confidence in the actions being taken by the school and enable the school to understand the impact at home of SEND support.

Pupil views are an important part of the process in the review of the SEND Support Plan. The school encourages pupils to contribute their views through the following means:

- Pupil 'views and aspirations' questionnaire (Years 7 – 11)
- Attendance at meetings listed above (Years 7-11 where appropriate)
- Academic Mentoring meetings (Year 10 and Year 11)

Statement / Education Health and Care Plan – parent involvement

Pupils with an Education Health and Care Plan [i.e. those with more significant SEND] have an additional annual person-centred review of their progress. Parents / carers are invited to the review by post and email and are sent a paper copy and an electronic copy of the 'Parent Views' form at the same time. Parents are also welcome to contribute their views to the EHCP at the meeting. Contact is made with all the appropriate agencies to ensure education, health and social care representatives attend the review where possible. The SENCo and assistant SENCo collect reports and comments from teachers, medical professionals, EPs, social services etc. and anyone else involved with the welfare of the pupil.

The review is chaired by the SENCo or assistant SENCo and is attended by the pupil, parents / carers, the local authority's SEND Caseworker, the Educational Psychologist and any other relevant agencies. During or following the review meeting, the amended EHCP and the Annual/Interim Review Form are sent to the local authority. Parents receive a draft amended copy with any proposed changes from the local authority. A copy of all documentation is kept in STUDENT DETAILS in SEN ADMIN DOCS.

From Year 8 onwards, the school's careers advisor and, in Year 11, representatives from colleges of further education are also invited to attend reviews to give advice to students about the choices available to them after leaving school.

Pupils are encouraged to attend all annual review meetings, and are supported to elicit their views on their own progress. In advance of the meeting, the student's views are recorded on Edukey. Students can either write, type, dictate, draw, make a power point presentation, or video recording.

Section 9

Transition arrangements for SEND pupils

The Assistant SENCo oversees transition into Year 7. She visits the primary schools and gathers the information available on all Year 6 students due to transfer into Hurworth School. An enhanced package of transition support is offered to support those students who are identified as needing additional support, and this is organised in liaison with the pupil, parents, other agencies and relevant school staff from the Y6 Spring Term onwards. This type of support can include additional 1:1 visits and visual resources [i.e. transition booklet, photographs and video tour of the school] to familiarise the child with their new setting.

Section 10

Information sharing on SEND student intake

Once a child has entered school in Year 7 (and indeed in every subsequent year) all relevant information pertaining to their SEND is shared with staff. This information is gathered from discussions with the pupil, parents, schools and other agencies involved in the child's support. A summary of this information is presented as an individual pupil pen portrait and these are made available to all staff via Classcharts. This information will typically include a description of the student's strengths, description of identified needs, access arrangements, strategies for teachers to use when meeting those needs and any other required actions to ensure that the student thrives in school.

To ensure the needs of SEND pupils are catered for by all staff, supply staff can also access these pen portraits via Classcharts during the school day.

Medical conditions are normally specified in an individual healthcare plan. These are coordinated by the School Manager [Maria Hall.] Where pupils have SEND as well as a medical condition their provision is planned and delivered in a coordinated way between the staff responsible for the management of healthcare plans and the SENCo or Assistant SENCo. Personal care is coordinated by either a member of the SEND department support staff, or a member of staff trained to undertake specific tasks of this nature. The school's 'Medication in School' policy document is located at www.hurworthschool.org.uk.

Section 11

Designated base rooms

The school maintains 2 separate base rooms to flexibly meet the needs of SEND students. The SENCo and the manager of the Resourced Provision manage the day-to-day use of these areas to ensure they are efficiently and effectively utilised. The manager of the Resourced Provision works in an office next to the Resourced Provision base room [see section 22 below for the role of the Resourced Provision]. The SENCo works in an office next to the other base room, the 'Green Room', in the main building. Teaching assistants are timetabled to supervise each base room before school starts, as well as each break and lunchtime. Study sessions, group work, Unit Awards, 1:1 work are scheduled in these rooms throughout the day. This enables students to benefit from regular contact with support staff and provides an area for study, social interaction, withdrawal work, as well as an additional resource for non-SEN students who may require part-time access to such provision.

The TAs also supervise an after-school homework club for two days a week. Students who would possibly benefit from this provision are encouraged to attend in liaison with their parents.

Section 12

Approaches to teaching pupils with SEND

The SEND pupils within the school are given full access to the National Curriculum at a level appropriate to their needs. All children in Key Stage 3 are taught within 5 streamed teaching groups, the groups of students with lower academic ability groups being smaller in number. The Literacy Intervention Programme meets the needs of the students in Set 5 in Key Stage 3 in terms of additional literacy input. Humanities lessons are taught by one teacher in the same room with a literacy focus. RS forms the lesson content in Term 1, Geography in Term 2 and History in Term 3. This enables greater continuity of literacy work across lessons and simplifies the timetable.

In Key Stage 4 the teaching groups are generally smaller and streamed where it is possible to do so. In English and Maths, students are taught in 6 or 7 sets to make differentiation as effective as possible and class sizes smaller for those students needing greater support.

For SEN pupils in Key Stage 4 who would benefit from studying alternative accreditation there is the opportunity for pupils to study the AQA Unit Award Scheme. This presents the curriculum in small units which provide clear short-term achievable targets, and provides external accreditation of achievement in non-traditional areas such as Life Skills.

Function Skills Entry Levels 1, 2 and 3 has recently been introduced into Year 9 and this will continue into Key Stage 4, running alongside GCSE English.

In-class support from teaching assistants is timetabled by the SENCo and Assistant SENCo according to priorities identified by pupils' needs. These priorities can change mid-term, and therefore the support is flexibly managed to adapt to these under the direction of the SENCo or assistant SENCo. The department prides itself on rapidly responding to concerns from staff, parents and carers and for using its best endeavours to remove barriers to learning.

Timetabled withdrawal support is provided in Key Stage 3 and Key Stage 4 for individual or small groups of pupils who have severe numeracy difficulties, literacy difficulties or difficulties relating to ASD or social communication needs. There are also intervention programmes to address the health and hygiene need of pupils when required. The teaching assistants deliver individual programmes in these withdrawal lessons which are targeted at pupils' specific needs.

Reading Support

There is an established Accelerated Reading Scheme at Hurworth School which is designed to raise the profile of reading for pleasure amongst the pupil population. This is co-ordinated by the Mrs Goodfellow of the English Department; the Accelerated Reading Statement can be found in the link to the school's policy documents at www.hurworthschool.org.uk.

In addition, the school aims to improve the confidence, fluency and understanding of pupil's independent reading skills through its Independent Reading Policy. This can also be found at www.hurworthschool.org.uk.

Students in Year 7 and 8 with very low reading ages will be taught for 3 hours a week in groups of up to 5 students by the SENCo; students are withdrawn from some lessons in the Literacy Intervention Programme to do this. Progress is monitored and students leave the intervention when their reading is no longer a barrier to their access to the curriculum in Set 5.

Section 13

Supporting Inclusion – adapting the curriculum and environment for pupils with SEND

Communication Cards

Hurworth is an inclusive school, and strategies to promote inclusion of SEND pupils include the use of pupil communication cards. These are wallet-sized cards which pupils carry on a daily basis. The cards provide an alternative means to communicate pupils' needs, and are particularly useful when pupils are working with less familiar teachers, such as supply and cover teachers, or where pupils have specific communication difficulties needing this type of support.

The SEND department organises the use of these cards with parents / carers and pupils' agreement, and staff are reminded of their use in weekly bulletins. All staff can access the record of the students who possess these cards in Staff Resources-SEN MEDICAL-Passes

Examples where such cards are used include the following:

- To leave lessons 2 minutes early to avoid crowded corridors [particularly useful for pupils with autistic spectrum difficulties]
- To request to leave a lesson due to raised levels of anxiety / frustration
- To request 1:1 talk time with a member of staff from the SEND department
- To provide peer-to-peer support in the transition between lessons

Resourced Provision for Autism / Social Communication Needs

We are privileged to have an additional Resourced Provision to support students with Autistic Spectrum Disorder or Social and Communication needs. Details about the Resourced Provision have been included in section 22 below.

Accessibility

The school's Single Equality Scheme [located at www.hurworthschool.org.uk / policy documents] is supported by an Accessibility Action Plan to ensure Hurworth School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school.

The school has made a number of improvements to the physical environment including:

- installation of ramps for wheelchair access
- installation of wheelchair lifts to improve access to dining hall and stage areas
- increased number of disabled toilets across the school

Curriculum

The school operates a flexible approach to supporting the varying needs of pupils. For some pupils it may be more appropriate to consider alternative options within the design of their timetable in order to provide the most appropriate and supportive curriculum to meet their needs. Examples of this flexible approach to support include:

- a pupil with high noise sensitivity may not be able to access some lessons in the gymnasium during PE lessons, and strategies are decided in liaison with the PE department, parents and the pupil to provide alternative activities for part of the syllabus
- a pupil with autism and significant language difficulties may need to have regular access to the quiet base room [Resourced Provision] in afternoon registration time in order to unwind and prepare for access to afternoon classes.
- The provision of 'Study Support' within a student's adapted timetable for those requiring additional time with support staff in order to maximise their progress towards academic targets.

Section 14

Examinations Support

Pupils in Key Stages 3 and 4 can be assessed for specific examination access arrangements where it is deemed appropriate to do so. The SENCo conducts these assessments and coordinates any interventions in liaison with the school's Examinations Officer (Cally Jameson). Any arrangements that are identified for specific pupils are then planned for within the timetable of internal and external examinations. Parents/carers are notified of any access arrangements their child is given; students are seen before exams to ensure they know how to use their arrangement. In Year 9, students who require access arrangements undergo assessment with the SENCo to obtain up to date data for the JCQ access arrangement application process. Teacher and invigilator feedback is an equally important part of this process to establish and evidence the student's 'normal way of working',

Section 15

Extra-curricular Activities

All pupils have the opportunity to participate in a variety of extra-curricular activities which provide enriched experiences during their time at Hurworth School. The SEND department liaises closely with staff organising these opportunities in order to plan appropriate support and pupil participation. SEND staff are made available to support at lunchtime and after-school activities, as well as accompanying pupils on school trips as required.

There are 2 after-school clubs organised and run by the teaching assistants in the department. These are aimed specifically at developing the social interaction, communication and practical skills of pupils with SEND, but can also include non-SEN pupils if they show an interest in participating. The themes for the 2 clubs are Cookery Club and Animation /Stop Motion Club and each is run on a weekly basis. Participation in these is always high, and pupils are given the opportunity to re-enrol from one term to the next.

The Duke of Edinburgh's Award Scheme encourages participation from all students in Year 10 and 11. Support is given to any students who require help with acquiring skills, preparing for the expedition and completing paperwork. Expedition routes are adjusted to accommodate students who have physical needs, including wheelchair use.

Section 16

Training and expertise of staff to support pupils with SEND

The SENCo co-ordinates staff training related to the support of pupils with SEND. The SENCo takes responsibility for raising staff awareness on the implementation of the new SEND Code of Practice, as well as on the strategies which are pertinent to meeting individual pupil needs.

Teaching assistants are encouraged to attend external courses which link to their professional development needs. Over recent years staff within the SEND department have undertaken training in the following specialist areas:

- Autism in children – post graduate certificate
- EPI-Pen training
- PHSCE curriculum, including sex and puberty support for children with ASD
- Sexuality, Friendship and Relationships in Autism
- Challenging behaviour
- Counselling and mentoring
- Language & Communication impairment in children - post graduate certificate.
- Team Teach training
- Promoting Mental Health in School
- Level 3 Award in supervising food safety in catering
- Accelerated Reading training
- Teaching reading through structured phonics
- ADHD awareness
- Reciprocal reading training
- Higher Level Teaching Assistant [HLTA]
- Autism Lead training
- AMBDA and APC
- Supporting Looked After students

Section 17

Evaluating the effectiveness of the provision for SEND pupils

Teaching assistants are included in the school's annual cycle of performance management. The SENCo and members of the leadership team contribute to the process of observing teaching assistants' practice- both in class and during intervention lessons. Outcomes and feedback from these observations are formally recorded and shared with teaching assistants to inform their future individual professional development needs.

Learning walks are carried out by the SENCo, assistant SENCo and the manager of the Resourced Provision. These allow the department to ensure that students with SEND are accessing the curriculum and barriers to learning are reduced by staff awareness of students' difficulties, Quality First teaching, TA support and the effective use of resources.

TAs and the SENCo set appraisal targets at the beginning of the academic year, which are reviewed in January and, finally, at the end of the year. This ensure that progress in certain areas is maintained and developed and that TA's training needs are addressed to ensure that the skills and knowledge are updated.

The school leadership team's annual cycle of lesson observations provides feedback on the standards of teaching and learning for all pupils, including those with special educational needs. The observations are used to identify strengths and areas for future development.

Another contributing factor in the evaluation of the effectiveness of SEND provision is the regular analysis of pupil progress data and attainment. This can help identify areas for further development in the support of individual needs.

Section 18

Supporting pupils who are looked after by the local authority and have SEND

To support all pupils who are identified as 'Looked After' the school adheres to the Looked After Child policy document. This can be located on the school's website www.hurworthschool.org.uk.

The school's designated officer for Looked After students is Ben Sutherland. The Assistant SENCo, Melanie Pitchford, is assistant designated officer. Therefore, there is closely linked practice between both the SEND and pastoral care support systems in place across the school to ensure the needs of SEND pupils who are Looked After is closely co-ordinated.

Section 19

Support for improving the emotional and social development of SEND pupils

The school's Student Support Team is led by Ben Sutherland, Assistant Head Teacher. Each year group is allocated a Raising Achievement Coordinator to oversee the pastoral, social and academic progress of pupils in a year group. The SENCo attends weekly review meetings with the Student Support Team to ensure there is a coordinated and effective approach to providing the appropriate pastoral, social and academic support to pupils with SEND.

The school employs staff trained in the provision of behaviour and welfare (Linda Reed) and counselling (Carmel Price) support. Children with emotional or behavioural problems may be referred to receive these types of support, which are delivered in 1:1 sessions in designated support rooms.

In addition the school has strong links with outside agencies such as Child and Adolescent Mental Health Service (CAMHS) and Social Services. If it is deemed appropriate by the school, parents and pupil the school will arrange for meetings with these agencies to take place in school. The school takes a lead role in the 'Future in Mind' strategy and associated interventions.

The Resourced Provision provides specific programmes of support to improve the social and emotional development of pupils on the autism spectrum. These are delivered on a withdrawal basis as outlined in section 7 above. Pupil progress towards specific targets is measured against Personal Social Development criteria using feedback from staff and parent observations.

Section 20

Involvement of outside agencies in supporting pupils with SEND and their families

Hurworth School has the following additional provisions on site to provide pupils access to staff with specialist skills:

- Full time behaviour and welfare support specialist
- Resourced Provision for pupils on the autism spectrum (14 places)
- School Counsellor
- Careers support advisor
- Social Communication Outreach Service

In addition, the school has strong links with outside agencies. These agencies can be invited to attend review meetings with parents and staff, as well as to provide direct advice and support on individual needs as they arise, often working directly with pupils where it is deemed appropriate to do so. Parents are kept informed throughout the process and reports from agencies are used to inform future planning.

For the more vulnerable groups of pupils the school holds regular Team Around the School meetings to ensure a coordinated approach to their support is in place. The school's safeguarding policy can be found at www.hurworthschool.org.uk.

Outside agencies currently accessed by the school include:

- Education Psychologist
- Social Care
- Health Services, such as CAMHS (Child and Adolescent Mental Health Service)
- Speech and Language Therapy
- Occupational Therapy
- Hearing impairment support
- Visual Impairment Support
- Darlington Association of Disability
- Designated school nurse (Karen Guy)

Section 21

Arrangements for handling complaints

There is open access for parents to contact the Head of School, Assistant Head Teachers, Student Support Team, SENCo, assistant SENCo and the school Doctor or Nurse should a problem arise.

If a problem cannot be resolved through normal school procedures, a parent may then take a complaint to the school's local governing body, particularly the governor responsible for special needs, Louise Johnson, or the Chair of Governors, Jane Hodgson.

Section 22

The Resourced Provision for pupils on the autism spectrum

Staffing in the Resourced Provision

Mrs Helen Whitten manages the Resourced Provision and co-ordinates the programme of support for students with ASD and additional social communication needs. All teaching assistants support in this area. The Provision Manager works in collaboration with the Student Support Team to ensure there is a coordinated whole-school approach to supporting all of Hurworth students.

Placement in the Resourced Provision

The Resourced Provision is a 14-place unit. Decisions on placement are made by a multi-professional team, whereby evidence of previous and projected needs is taken into account, usually, but not entirely, through the annual review of an Education Health and Care Plan (EHCP). Students at the milder end of the spectrum have their needs met through their local mainstream school, with access to well trained staff and resources, including the social communication outreach service. Students who access the Resourced Provision are identified as having more significant social communication difficulties (including Autistic Spectrum Disorder [ASD]).

Aims of the Resourced Provision

The aim of the Provision is to provide an opportunity for students with ASD to access a broad and balanced curriculum in conjunction with mainstream provision. By offering a high level of experienced support, and responding to their diverse needs, each student is encouraged to take advantage of the school community and activities. Opportunities for greater confidence, the development of independent and life skills, and raised self-esteem are central to the provision of extra support.

Principles behind the Provision

- To recognise and meet the needs and strengths of individuals characterised within the triad of impairments for ASD
- To raise the self-esteem, confidence and independence of students
- To promote access to a broad and balanced curriculum
- To promote inclusive education through a child-centred approach
- To work in partnership with parents / carers towards positive outcomes in their child's development
- To promote effective links with other specialist provision where appropriate
- To monitor and evaluate the academic and social progress of ASD students
- To support staff to meet the needs of ASD students in a mainstream setting
- To provide a multi-agency approach to meeting special needs, including speech and language therapists, education psychologists, mental health practitioners, etc.
- To promote peer support
- To support the transition of students from one phase of education to another

Strategy for achieving the Aims

- Provide access to a broad and balanced curriculum through the mainstream school

- Develop department and whole school strategies to support the individual needs of students, and promote independent working, attention to task and concentration skills
- Use the Provision base room to support the development of communication skills, social understanding and flexible thought processes
- Identify and reduce the potential stress factors experienced by individual students
- Liaise regularly with parents to develop the use of strategies which are effective and transferable between home and school use
- Assess and review student progress towards individual targets
- Raise peer awareness of ASD
- Liaise with feeder primary schools and post 16 providers to provide enhanced transition support into new settings
- Work in partnership with other agencies in support of the identified or emerging needs of ASD pupils

The Curriculum in the Resourced Provision

Students who access the Provision receive a broad and balanced curriculum which is delivered mainly through mainstream classes. The Provision base room is used to provide individual and small group withdrawal support and students are timetabled to access this facility whilst accessing a minimum of 50% mainstream lessons.

The curriculum in the Provision base room is designed to develop a range of skills that require direct teaching beyond that available in mainstream classes. The students work with the Provision staff on a 1:1 or small group basis in order to support their ability to understand and communicate with the world around them, and to reduce the anxiety levels of students, maximising their potential to participate in mainstream school. According to need, the skills which are directly taught include:

- Life skills such as road safety, shopping, finding your way around the local community, travelling on public transport, using public telephones
- Learning how to make choices and decisions
- Social skills such as working in a group, recognising and respecting the needs of others, appropriate behaviour
- Language and communication skills such as recognising the feeling of others, understanding the thoughts and opinions of others, interpreting language correctly, and the use of body language and gesture

Mainstream classes are grouped to ensure that pupils are placed in a class with those of similar ability. To support the students in the mainstream classes, support staff work with the teachers to plan appropriate work and strategies to meet each student's individual needs. These include the use of differentiation, whole class support, withdrawal work if appropriate, and strategies/resources which are considered to be of benefit to the child's participation in a mainstream school. For example, identifying sensory needs such as noise intolerance and working to reduce a child's anxiety which may be triggered by being in crowded areas. The nature of support is varied and designed around the individual needs of the child.

Transition Arrangements for students in the Resourced Provision

Liaison with the feeder primary schools and parents is established at an early stage by the Resourced Provision Manager. A series of visits to the relevant primary schools provide an opportunity for learning support staff to work with students within their current setting. From this initial contact several visits to Hurworth School will follow to enable the students to become

familiar with the school through planned activities which allow them to work directly with support staff in the Resourced Provision base room. During the transition support programme the students are able to work with the variety of resources listed below:

- Transition booklet
- Photographs they have taken of the school
- Personalised video tour of the school

All of the above resources are given to the student to keep at home so that they can remind themselves about the school during the long summer holiday.

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The school's website www.hurworthschool.org.uk provides access for parents and carers to the following SEND related documents:

- Hurworth School's Special Educational Needs and Disability Policy
- Hurworth School's Local Offer
- Darlington local authority's Local Offer can be found at <http://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>
- SEN Information Report

The Graduated approach to SEN at Hurworth School

Assess, Plan, Do, Review

