



Policy Document

Special Educational Needs and Disability Policy

Responsibility for the Coordination of SEND Provision

The person responsible for overseeing the provision for students with SEND is Mrs E. Hayes, Head Teacher.

The school Governor with responsibility for SEND is Mr J. Cresswell.

The person responsible for co-ordinating the day-to-day provision of education for students with SEND is Mrs R Wall, Key Groups Coordinator (including SENDCo). The Assistant Key Groups Coordinator is Miss N Korn.

The Learning Support Faculty support the day-to-day running of the SEND provision.

Special Educational Needs and Disability Code of Practice (2015)

Boldon School will have due regard to the Special Educational Needs and Disability Code of Practice (2015) in accordance to the national reform programme, and for children and young people at Boldon School this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided.

Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

Definition of Special Educational Needs (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age;
or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disabled Children and Young People

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is: *‘...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’*. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Boldon School will have due regard for the Equality Act 2010 when a child or young person has a disability but does not require SEND provision.

Vision

At Boldon School, we are committed to the academic and personal development of all students regardless of ability. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Boldon School adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all students. We are committed to ensuring that students with SEND achieve their full potential.

We believe in positive intervention: removing barriers to learning: raising expectations and accelerating levels of achievement. We also work in partnership with other agencies to ensure that all of our SEND students have a positive educational experience at Boldon.

Objectives

Boldon School is dedicated to improving outcomes for children and young people with SEND, through setting high aspirations and expectations.

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All teachers are teachers of SEND.
- All children with SEND will be valued as full members of the school community.
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals. A partnership should exist between the student, parents and the school.
- All children with SEND are protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- Early identification of those with SEND who had not been previously identified in primary school, through assessment and experience of the student as well as drawing on prior progress and attainment.
- Regular assessment and monitoring of the progress made by all students in order to aid the continued identification of pupils with SEND.
- Continuous monitoring of those pupils with SEND by their teachers to help ensure that they are able to reach their full potential. Early identification of those not making progress with the graduated approach in place to aid achievement.

This SEND Policy details how Boldon School will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them.

The Key Groups Co-ordinator, Mrs R Wall, is responsible for the operation of this policy. She is assisted by Miss N. Korn and a team of HLTAs and LSAs.

Boldon School considers all teachers to be teachers of students with SEN. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs, which will allow them to be fully included in all the activities of the school alongside their peers. This provision should be reasonably practical and compatible with the child receiving the special educational provision they need and the efficient education of the students with whom they are educated.

Admission Arrangements (also see admissions policy)

Boldon School's admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND; those with Education, Health and Care (EHC) plans and those without. The school aims to be as inclusive as practically possible.

Students with SEND are included in all transfer arrangements. In the term before transfer, the SENDCo contacts each feeder primary school to discuss any students who may have special educational needs. Their needs are then reviewed at meetings which may involve their primary school teacher, primary SENDCO and Head Teacher, the child, the child's parents/carers, the Director of Learning for Year 7, the SENDCo, Learning Mentors and, in some cases, other agencies. These meetings are held in the term before transfer to Boldon School.

On invitation from primary schools, the SENDCo also attends all Year 6 Annual Review meetings for Students with EHC Plans who are due to transfer to Boldon School.

All incoming Year 7 students have an opportunity to spend a day at Boldon School at the end of the Summer Term in Year 6. This enables them to meet their future form members, form tutors, their Director of Learning and Assistant Pastoral Leader. If primary schools feel any individual SEND students need an additional transition programme, then a series of visits and meetings are arranged. We aim to ensure that both child and parents/carers feel secure and confident about the transfer to secondary school.

There is also a team of Transition Mentors linked to South Tyneside primary schools that provide additional liaison and support for students. These Transition Mentors work closely with Boldon's Learning Mentor team to ensure a continuity of care and guidance at this critical stage.

The school operates an open access policy for students with special needs.

When face-to-face meetings are not possible, contact will be made via telephone and/or email to make sure that there is a good understanding of the type of provision that is required.

A Person Centred Approach

Young people with special educational needs often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make the most of their education.

At Boldon School, students will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their review and transition processes. Their views will be sought at every stage and we shall encourage them to take responsibility for their own learning.

Partnership with Parents

Boldon School will have regard to the SEND Code of Practice (2015) when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Identification

Early identification of pupils with SEND is a priority at Boldon School, and through the use of appropriate screening and assessment tools we are able to identify those who are not making the expected levels of progress. To further assist with the identification of SEND pupils' needs, progress is ascertained through reference to:

- KS2 data - including liaison carried out by SENDCo and Director of Learning Y7 during the
- transition period (primary school/parents/carers/other agencies)
- Baseline Data (SATs scores/CAT scores/MidYIS scores).
- Evidence arrived at by means of teacher observation and assessment.
- Comparison of performance against national standardised assessments – AP data and exam results
- Standardised screening/assessment tools – Accelerated Reading programme
- NFER assessment data (reading & spelling assessments)
- Intervention progress data and observations
- Diagnostic assessment from LSAs in relation to pupils' special educational needs
- Parental query
- Ongoing monitoring
- Behaviour and achievement statistics

Initial identification of children with SEND is as a result of consultation with primary schools, which is carried out by the SENDCo towards the end of the term before admission. When invited, the SENDCo will also attend the Annual Reviews of Year 6 pupils with EHC plans who will be transferring to us in the following academic year. The SENDCo collates all available

information and disseminates this to staff along with any suggested strategies in the Year 7 Additional Needs Register.

At Boldon School, all pupils are tested on entry for their reading and comprehension ability through a standardised test using the Accelerated Reading programme. The results of these and baseline spelling tests, along with their KS2 data and information gathered prior to entry will determine the level of initial intervention. This should help identify all children with SEND who have not been identified already.

Pupils who do not enter Boldon School identified as having SEND, but who are causing concern should be referred by their subject teachers to the SENDCo, who will offer possible strategies to be used with the pupil. If this does not help then the pupil's teachers will be asked to provide written comments and an assessment will be carried out to determine the pupil's level of needs.

Review procedures for students with special needs are part of the whole school data monitoring that takes place for all students at Boldon School. Each faculty monitors the progress of individual SEND students within that department and discusses whether or not they are making appropriate progress. The Heads of Faculty can then liaise with the SENDCo and, if a student is felt to be making insufficient progress towards their targets, then additional *School Support*, through assessment and support both internally and externally may be considered. Directors of Learning can bring any concerns for their students – academic or pastoral, directly to the SENDCo.

All staff are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified and appropriately supported at an early stage. Assessment is seen as the process by which pupils with SEND can be identified. Whether or not a pupil is making at least adequate progress is seen as a crucial factor in considering the need for SEND provision.

Adequate progress is defined as that which:

- Narrows the attainment gap between the pupil and their peers.
- Prevents the attainment gap increasing.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves the pupil's previous progress rate.
- Ensures full curricular access.
- Shows an improvement in self-help, social or personal skills.
- Shows improvements in the pupil's behaviour.
- Will be likely to lead to Further Education, training and, or employment.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from Special Educational Needs. Children who have English as a second language will not be classed as SEN.

All teachers are teachers of students with special educational needs

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Relevant information on individual pupils will be provided to staff as well as guidance on suitable targets and strategies to best suit pupils' needs and aid progression. Collaborative working with Directors of Learning and Heads of Faculty will identify SEND students who are at risk of not making progress, putting appropriate strategies and interventions in place to help pupils overcome barriers and secure good outcomes.

At Boldon School, all staff have access to:

- The School SEND Policy.
- The SEND Information Report
- The LA Local Offer
- The full Inclusion Register
- Information on individual pupils' special educational need, including student profiles, student passports, student support sheets
- Students' EHC plan targets
- Practical advice, teaching strategies and information about the broad areas of need: categories of special educational needs and disabilities.

Through sharing this information on the staff shared drive, every member of staff will have complete and up-to-date information about all students with SEND and their requirements which will enable staff to provide for the individual needs of all students, helping to remove barriers to learning which they face in the classroom.

All staff at Boldon School welcome further suggestions from parents/carers/specialist teachers or professionals which may help improve the provision for students with SEND.

The Local Offer

What is the Local Offer?

The Local Offer is the publication, setting out in one place, of information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans. This can be found at <https://www.southtyneside.gov.uk/article/37973/Our-Local-Offer>

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving children with SEND and their parents, and those with SEND, and service providers in its development and review

The governing body will cooperate fully with the local authority and local partners in the development and review of the local offer in order to provide a comprehensive, transparent and accessible picture of the range of services available for students and parents from Boldon School.

Boldon School has also published online the school SEND Information Report, detailing the kinds of special educational needs for which provision is made at the school.

Graduated response

Boldon School adopts a graduated whole school response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a young person is identified as having Special Educational Needs, the school will intervene.

If a student is known to have special educational needs when they arrive at school, the SENDCO, Learning Support staff, faculty and pastoral colleagues will:

- Use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class.
- Ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning.

- Ensure opportunities for the student to show what they know, understand and can do through the pastoral programme.
- Involve the student in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and in school.

Monitoring Student Progress

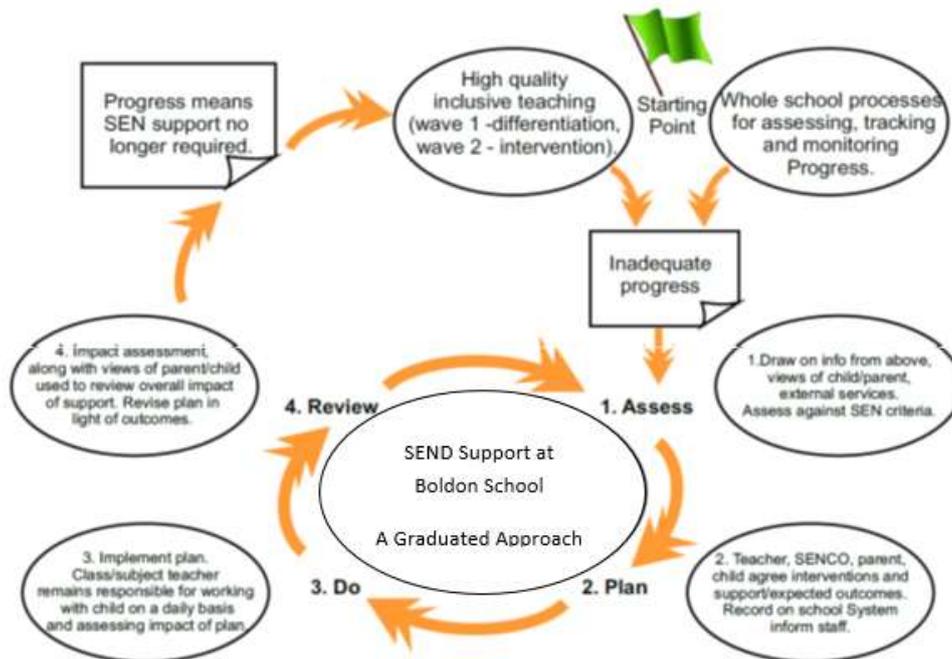
Subject Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENDCO and Learning Support staff to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the student and the student's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the student's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the student's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

When a student is identified as having special educational needs, Boldon will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEND support. The level of additional intervention and support will depend on the individual student need.

The diagram below outlines the graduated response that is adopted at Boldon School.



The triggers for intervention could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- If we conclude, after consulting parents, that a student may need further support to help them progress, we will consider our reasons for concern alongside any information about the student already available to the school.
- The SENDCO and Learning Support staff will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student, for assisting in the planning of an individualised programme and for the delivery of such a programme.
- In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals

have not been working with the school, the SENDCO with the parent's permission will contact them.

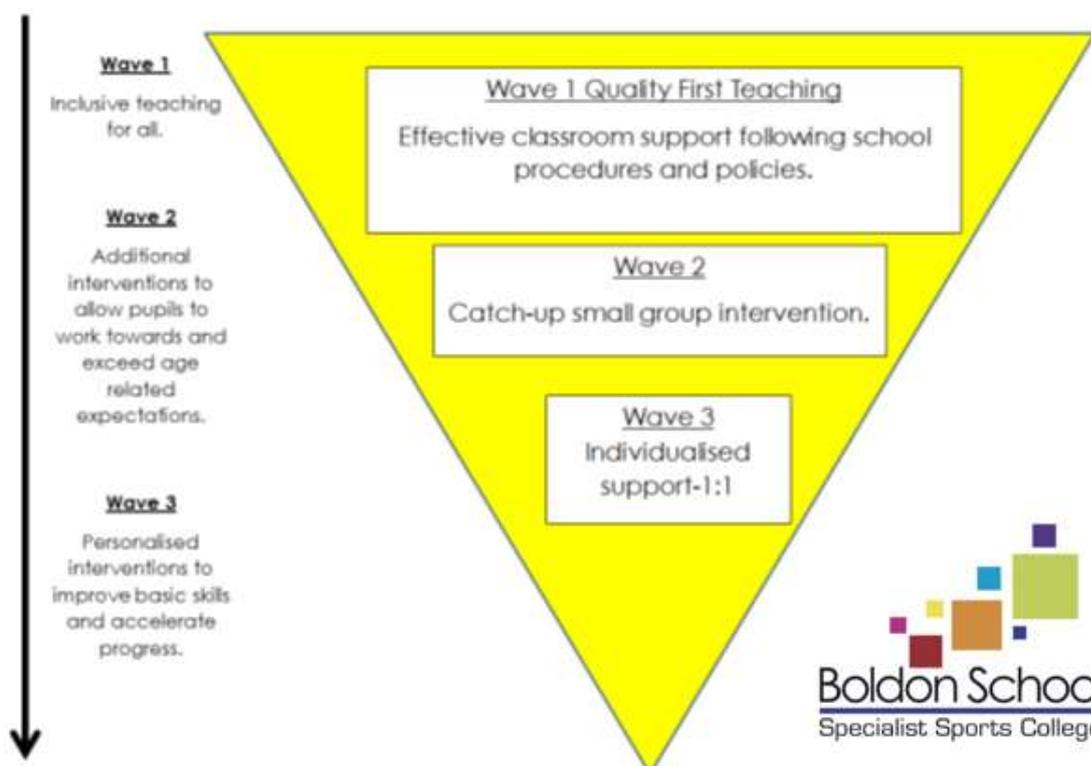
Nature of Intervention

The SENDCO and the student's subject teachers, in discussion with the child's parents, will decide on the action needed to help the student to progress in the light of their earlier assessment.

This might be:-

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

The wave model below outlines Boldon School's approach towards intervention.



A Graduated Approach-Wave Model –Triggers *Quality First Teaching*

- Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the student in class.
- If a student has recently been removed from the SEND list they may also fall into this category, as continued monitoring will be necessary.
- Parents will be informed of any concerns and the school action-taking place. Parents are encouraged to share information and knowledge with the school.
- Concerns by teachers and/or parents will be investigated.
- Students will only be placed on the SEND register once the need is confirmed. Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

Wave 2 –SEND Support

- This recognises students who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Wave 2 provision, the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.
- Class/subject teachers collaborate with the SENDCO on evidence gathering and identification.
- Once the SENDCO has been notified, he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria.
- An action plan is drawn up, detailing provision. Provision is monitored regularly, evaluated and, if necessary, adjusted.

Wave 3-SEND Support

- When a student has been identified as having SEND and steps have been taken for provision Under Wave 2 SEND support but the student has not progressed as expected, the school will consider taking steps under Wave 3 SEND Support.
- Following the school's previous assessment under Wave 2, where appropriate external professionals will be called to make their own assessments of the student and

provide support in the planning of extended provision, continued assessment and revised action points.

- The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress
- External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Links with Outside Agencies

Links with external agencies are vital to ensure that we provide the highest levels of support for our students with SEND. Any one of the support services can raise concerns about a student. This will be brought to the attention of the SENDCO and the student's parents. The school also works closely with the Schools Psychological Service, Sensory Impaired Support Service, Speech and Language Services and the English as an Additional Language Support Service. The school would normally contact these agencies through the SENDCO or Director of Learning, once parental permission has been given for referral. In some cases it will be sufficient to discuss the student's difficulties with the appropriate external agency and to implement the strategies suggested. In other cases it will be necessary to involve an external agency directly in assessment and action, in consultation with parents.

Boldon School will always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEND support. In cases where it is agreed that a student's needs require detailed assessment or special provision, formal assessment may be set in progress following procedures laid down by the 1996 Education Act.

The SENDCO and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support will be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

Links with Health and Social Services

The school also aims to work in partnership with health, social services and educational welfare services to bring about the best possible outcomes for pupils with SEND. The SENDCO, Director of Learning, Inclusion Support Manager or Learning Mentor are able to make a referral to these agencies when there is felt to be cause for concern. Information received

from these agencies is then used to adopt a framework to appropriately and most effectively support the pupil.

There are also two members of staff who are designated as Child Protection Officers (Mrs E Hayes and Mr I Noble). These staff members are the point of contact in school for all issues relating to child protection.

Links with other Education Providers

When students with special needs change schools, it is important that information about their needs is passed on to the new school. When a student moves to Boldon School, the Director of Learning contacts the previous school for any relevant information and records and passes SEND information on to the SENDCo. When a student is moving from Boldon School then the Director of Learning, in collaboration with the SENDCo, arranges for the transfer of relevant records to their new school.

Students with special needs, who complete their secondary school education at Boldon, will be introduced to appropriate Post-16 education or careers through the pastoral structure or the involvement of Services for Young People contact, helping students to devise an individual career action plan, including work experience. All students with an EHC Plan will receive careers guidance and transition meetings from Services for Young People.

Students who have had Special Exam arrangements for their KS4 courses will have copies of the relevant EP reports sent to their appropriate post 16 college or training place.

School Request for Statutory Assessment-Education, Health and Care plan.

For a few students, the help given by Boldon School intervention both in school and from outside agencies may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern and is making little or no progress while accessing additional interventions.

We will provide written evidence as required by South Tyneside LA detailing:

- The intervention records.
- Individual student profile
- Records of regular reviews and their outcomes.
- National Curriculum level attainments.
- Other assessment data.

- Written reports from an advisory specialist support teacher or an educational psychologist if available.
- Views of the parents and of the student.
- The involvement of any other professionals.
- Any known involvement by the social services or education welfare service.
- Education Advice: providing information relating to concerns, difficulties and all strategies and interventions implemented.

Depending upon the outcome of such a request, statutory assessment may take place. Parents will be offered a Key Worker to help them through the statutory assessment process. Following statutory assessment, the LA may issue a statement of the child's special educational needs.

Education Health and Care Plans (EHCP)

a) Following Statutory Assessment, if approved by the Panel, an EHC plan is provided by South Tyneside LA. If it is decided that the school cannot provide for the pupil's needs on its own, the panel/LA may decide to place the pupil in specialist provision.

b) Parents/carers have the right to appeal against a decision either for or against an EHC plan for their pupil.

c) Once the EHC plan is completed it will be kept as part of the pupil's formal record and reviewed annually by the academy, parents/carers, any relevant professional and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Annual Review of an Education, Health and Care plan (EHCP)

All statements and Education, Health and Care plans will be reviewed at least annually with the parents, the student, the LA and Boldon School to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as on difficulties that need to be resolved.

The annual review held in year 9 is particularly significant in preparing for the student's transition to KS4 and Post 16 options i.e. employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young persons statement and draw up and review the Transition Plan. This will involve a One Point Student Advisor.

Individual Students' Profiles

Strategies employed to enable the student to progress will be recorded within an Individual Students Profiles (ISP). The ISP will include information about:

- Reading and spelling ages
- Standardised test scores
- Possible resources/techniques and strategies to use in class
- When the plan is to be reviewed (Termly)

The student will take part in the development of their individual student profile where appropriate. Student profiles will be reviewed on a termly basis to ensure that student progress can be tracked effectively.

Evaluating the Success of the SEND Policy

The success of Boldon School's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENDCO, Heads of Department and Senior Leadership.
- The progress made by SEND students in terms of target grades in core and other subjects.
- The performance of SEND students in nationally accredited tests and examinations.
- The analysis of student tracking and testing data for both individual students and cohorts.
- The monitoring of policy and practice by the SEND Governors.
- Comments from parents and students
- External evaluation by South Tyneside LA and OFSTED inspections
- Parental involvement, especially attendance at reviews.
- The Governors' Annual Report to Parents
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

The role of the SENDCO

The SENDCO, in collaboration with the Head Teacher and Governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND. The key responsibilities of the SENDCO will include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Liaising with and advising fellow teachers.
- Advising on a graduated approach to providing SEND support.
- Liaising with parents of students with SEND
- Managing the Learning Support team
- Coordinating provision for students with SEND
- Overseeing the records on all students with SEND
- Contributing to the in-service training of staff.

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Developing link with other school/sharing best practice.

Allocation of Resources for SEND

The Governing Body ensures that the appropriate amount of core per-student funding and notional SEND budget are allocated to providing SEND provision for all students requiring this and in meeting the objectives set out in this policy. Personal budgets are allocated from the local authority's high needs funding block and the governing body will continue to make SEND provision from its own budget, even if a pupil has an EHC plan. In the allocation of funding, consideration should be made to the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Learning Support Faculty is given a small, separate annual budget allowance. In addition, each curriculum department's annual budget should include their requirements for SEND resources. This percentage should be calculated based on the number of students on the SEND list as a percentage of the whole school population. Allocation of these resources is decided on by the Heads of faculty who should then inform the SENDCo and the School Business Manager, of resources purchased.

Students with an EHC plan are prioritised within school in terms of receiving support, although resources are allocated to students with SEND with and without an EHC plan.

The present level of staffing for Learning Support consists of:

- One Key Groups Coordinator (SENDCo/Teaching)
- One Key Groups Assistant (Assistant SENDCo/Teaching)
- Three full-time Higher Level Teaching Assistants (HLTAs)
- One part-time Higher Level Teaching Assistants (HLTAs)
- Four full-time Learning Support Assistants (LSAs)
- Two part-time Learning Support Assistants (LSAs)

Learning Support takes one or more of the following forms:

- Literacy support and withdrawal through the Accelerated Reading Programme
- Withdrawal intervention as an individual or part of a small group to follow a range of literacy and numeracy programmes
- Placement in a smaller banded teaching group for most subjects
- In-class support from a HLTA or LSA
- Behavioural support from the school's Pastoral Faculty

- Confidence and Self-esteem support from the school's Inclusion Support Centre, Hive and Senior Learning Mentors
- Mentoring, guidance, counselling and/or in-class monitoring by a Learning Mentor

Some students receive withdrawal or in-class support lessons with one of the external support agencies such as the E.A.L. (English as an Additional Language) Support Service, the Sensory Impaired Support Services or Schools Psychological Service.

Special facilities which increase or assist access to the school by students with SEND

There is full access for wheelchairs into and around the school. There is a lift which ensures access to all floors within school and there are 4 Accessible toilets. In addition there are 3 Accessible Showers /Toilets.

To assist students with a range of SEND we have textured flooring areas and coloured 'zones' indicating the different subject areas, stairwells and doorways. There are also brail signs for each classroom and facility within the school.

There is also an Induction loop system to assist students with hearing aids in two of the classrooms - Learning Support Dept. (LS1) and the Inclusion Support Centre.

SEND Complaints Procedure

Any parents wishing to complain about special educational provision in the school should follow the general school complaints procedure. Complaints should initially be taken up with the Head Teacher. If parents are not satisfied that the complaint has been dealt with adequately, the matter can then be referred to the Chairman of Governors. The SEND Code of Practice 2015 outlines additional measures the LA must set up for preventing and resolving disagreements and these measures will be explained to parents/carers who contact the LA.

SEND Governor Protocol

Name of Governor: **Mr J. A. Cresswell**

Name of Contact with School: **Mrs R. Wall**

Actions for SENDCo to co-ordinate

- SENDCo to arrange a termly meeting with the SEND Governor to monitor the progress of students with SEND and make sure the provisions written in Statements and Single Plans are met.
- A copy of the Learning Support Department termly report to Governors (including current SEND register data) to be sent to SEND Governor in advance of the Governor's meeting.
- SEND Governor to be included in any review of the SEND policy and the published 'Local Offer' on the school's website.
- SEND Governor to be included in departmental feedback meetings following Learning Support Faculty SSR review each year.

Actions for School Finance Officer

- School Finance Officer to supply the SEND Governor with an annual overview of the total funding into school for SEND, including Pupil Premium, and a breakdown of how this funding is to be allocated in terms of resources, staffing and whole school or targeted training for staff to meet the needs of students with SEND.

This policy has been approved by the governors of Boldon School at a Full Governors meeting.

Date of approval: 14 November 2016