



SEN & Disability Policy/SEN Information Report

Date of Ratification: September 2017

Date of review: September 2020

This policy is written in line with the requirements of:-
Children and Families Act 2014
SEN Code of Practice 2014
SI 2014 1530 Special Educational Needs and Disability Regulations 2014
Part 3 Duties on Schools – Special Educational Needs Co-ordinators
Schedule 1 regulation 51– Information to be included in the SEN
information report
Schedule 2 regulation 53 – Information to be published by a local
authority in its local offer
Equality Act 2010
Schools Admissions Code, DfE 1 Feb 2012
SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies
Behaviour Policy
SEN Policy
Equalities Policy
Child Protection Policy
Complaints Policy

It will be reviewed every 3 years or following significant legislation change.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty 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. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

1 The kinds of special educational need for which provision is made at the school

At Northgate School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance

dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties There are other kinds of special educational need which do not occur as frequently and with which the school maybe less familiar, but we can access training and advice so that individual needs are met.

The school also currently meets the needs of students with an Education, Health and Care plan with the following kinds of special educational need such as SEMH, ASD, dyslexia, ADHD, ADD, dyspraxia, hearing impaired. Decisions on the admission of students with an Education, Health and Care plan are made by the Headteacher.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of students with SEN

At Northgate School we monitor the progress of all students throughout the year to review their academic progress. We also use a range of assessments with all the students at various points such as Access reading age, Access maths and Goal science and ICT. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the student to catch up. Examples of extra support are 1:1 support, learning mentor, targeted support for areas of weakness, liaison with outside agencies who may visit the home, support from volunteers, reduced timetable, additional time to complete tasks, use of a laptop or scribe, appropriate breaks, communication cards and visual prompts.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we have access to external advisors who are able to use a variety of assessment tools to determine specific learning difficulties.

The purpose of a more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such students

Each review of the SEN support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the individual provision.

3b the school's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the school has their progress tracked half termly. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc via external agencies. Using these it will be possible to see if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching students with special educational needs

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In Northgate School the quality of teaching is judged to be outstanding.

3d how the school adapts the curriculum and learning environment for students with special educational needs

At Northgate School we adapt the curriculum and the learning environment for students with special educational needs. We also incorporate advice provided as a result of assessments, both internal and external, and the strategies described in the Education, Health and Care Plans.

3e additional support for learning that is available to students with special educational needs

As part of our budget we receive SEN Band E top ups and this varies year on year. This funding is used to provide TA support, 1:1 teaching and small class sizes. The amount of support required for each student to make good progress will be different in each case. In a few cases a very high level of resource is required.

3f how the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at Northgate School are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity

3g support that is available for improving the emotional and social development of students with special educational needs

At Northgate School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, tutor time, ethics, targeted social skills, collapsed curriculum days and indirectly with every conversation adults have with students throughout the day.

For some students we also provide for example: mentor time, close working with CAHMs, break-out space, flexible curriculum and where necessary individual timetables and attendance programmes.

4 The name and contact details of the SEN Co-ordinator

[Angela Moore \(Acting SENCo\)](#)

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers have had the in house and external awareness training in a wide range of specialist areas such as ASD, mentalisation, mental health conditions such as eating disorders, depression, schizophrenia, personality disorders, OCD, anxiety, PSD, body dysmorphia,

Where a training need is identified Northgate School seeks a provider who is able to deliver it such as specialist trainers from the London Borough of Barnet, Member Schools in the teaching School Alliance, Special Schools, Professionals from The Beacon Centre Adolescent Crisis Unit, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists. The cost of training can be covered by the SEN top up funding and professional development budgeting.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the SEN top up funding or ask for funding from the home school. For highly specialist communication equipment the school will seek the advice of the Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students at Northgate School are invited to discuss the progress of their children half termly and receive a written AFL report weekly. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If following this provision improvements in progress are not seen, we will contact parents to discuss the use of a range of assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents. School staff are happy to explain any information to parents when requested.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the management committee relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Northgate School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the tutor, teacher, SENCO or headteacher to resolve the issue before making the complaint formal to the Chair of the management committee.

If the complaint is not resolved after it has been considered by the Management Committee, then a mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

10 How the Management Committee involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

The Management Committee have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service for 10 visits per year
- Children's Service for support to families for some students with high needs.
- Commissioning access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for student with requirement for direct therapy or advice
- Ability to request advice from Communication and Assistive Technology Team,
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11 The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/barnet-send-information-advice-and-support-service.html>

The service provides free advice and support to parents and carers of young people up to the age of 25 with SEND

They can be contacted:

Barnet SEND Information, Advice and Support Service

North London Business Park (NLBP), Oakleigh Road South, London N11 1NP

Tel: 020 8359 7637

FAX: 020 8359 2480

Email: SendIASS@barnet.gov.uk

12 The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Northgate School we work closely with educational settings in order to make the transition as seamless as possible. We work with colleges, 6th form providers and mainstream settings to ensure that staff are fully aware of the needs of the individual student. Where necessary we will attend interviews, taster days and pre course meetings to ensure the best possible outcomes.

Where transition is back to the mainstream setting we work closely with heads of year, pastoral heads and learning mentors to develop phased transition plans and support before reintegration is completed. We aim to follow the home school's curriculum as closely as possible to aid in a smooth transition back to school. The school feeds into multi-disciplinary care planning meetings to ensure that all professionals working with the student are fully informed about transition planning.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

Parents who do not have internet access should make an appointment with the Angela Moore (Acting SENCo) for support to gain the information they require.