



Holyhead

Teach What Matters

Special Educational Needs and Disabilities (SEND) Policy

Autumn 2021

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Special Educational Needs and Disabilities (SEND) Policy

1. Introduction	2
2. SEND Provision Aims	2
3. Related Policies	2
4. SEND Provision Objectives	3
5. The Management of Holyhead School's SEND Provision	3
6. The SEND Register	4
7. Educational Health Care Plans (EHC Plans)	4
8. Access Arrangements	4
9. Whole School SEND Information Sharing	5
10. Holyhead School's SEND Provision	5
11. External Agencies	8
12. SEND Policy Review Process	9
13. Policy Links	9



Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

1.1. All teachers are teachers of SEN and all students will have access to a personalised program of study along with the opportunity to participate in every aspect of school life. Students will be placed on the Special Educational Needs (SEN) Register as either a 'K' (single status) or 'E' (Educational Health Care Plan) code (which is currently replacing 'S', the former 'statemented' status) if they demonstrate a need in the following area;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical Disabilities

1.2. Students are taught in groupings that best match departmental strategies. All subject areas are required to provide support and challenge to enable *all* students to make above expected progress, regardless of their academic or personal starting points through effective use of differentiation, understanding of Speech, Language and Communication Needs (SLCN) and memory consolidation techniques.

2. SEND Provision Aims

- To challenge all students to make above expected progress
- To aid students to overcome difficulties so that they can achieve their potential in all areas of the curriculum
- To enable students to access the curriculum and overcome barriers to learning
- To promote personalised learning across the curriculum
- To enable students to become independent learners
- To provide CPD that empowers teaching staff to use a range of working memory, Speech, Language and Communication Needs to ensure meaningful use of differentiation to remove learning barriers.
- To collect data on student's abilities through the use of CAT4, Dyslexia Screener and where necessary, psychometric testing.

3. Related Policies

- Relationships for Learning Policy
- Child Protection and Safeguarding Policy
- Communication Policy

4. SEND Provision Objectives

- To identify students who require additional support to access the curriculum effectively
- To involve students and parents/carers in developing independence in learning
- To involve outside agencies in the graduated approach of plans and specialised provisions for students with SEND
- To work closely with feeder schools to ensure effective information transference to enable a smoother transition for identified SEND students
- To provide comprehensive information and strategies about the individual requirements of students on the SEND Register, through the maintenance of SLIPs
- To evaluate annually the effectiveness of the SEND provision within the school using the school's self evaluation process
- To ensure that identified SEND students in Year 9 - 11 are psycho-metrically tested to reveal if they are entitled to public examination concessions or 'access arrangements'
- To ensure that the SEND Register is kept up to date and that single status 'K' students are provided with an Educational Health Care Plan if it becomes apparent that they require provision beyond normal school means
- To be proactive through data analysis to meet the needs of the whole child, through collaboration with the SEND and Pastoral teams.

5. The Management of Holyhead School's SEND Provision

- 5.1 K Robinson (Vice Principal) is responsible for the overview and strategic planning of Holyhead School's SEND Provision, while R Percy (SENCo) is responsible for the implementation of HLTAs and TAs, external agents, SLIPs and EHCP reviews. She is supported by two H.L.T.A.s who have responsibility in the following areas:
- 5.1.1 Key Stage 3 SEND students, Year 6 SEND transition and the line manager of one Achievement Assistant,
- 5.1.2 Key Stage 4 and 5 SEND students and line manager of one Achievement Assistant.
- 5.2 Students who have English as an Additional Language (EAL) will have 1:1 class support and discrete English language lessons provided by the EAL Coordinator. Parents with EAL needs themselves will be supported in school engagement by two Home Link Workers.
- 5.3 Students who have flagged up as dyslexic from the Year 7 Screener (by GL Assessments) will be supported by the Dyslexia Coordinator.

Please see Appendix B for a visual guide.

6. The SEND Register

6.1 There are currently four categories of SEND and placement in one or more will result in the student being put on the SEND Register;

- Cognition and Learning,
- Communication and Interaction,
- Social, Emotional and Mental Health (SEMH),
- Sensory and Physical Disability.

6.2 Students are initially identified as SEN through their CAT4 scores, with a specific focus on their verbal score. This is because language is the biggest predictor of academic outcome due to all subjects being taught through the medium of verbal communication. Students sit the CAT4 tests before entering Holyhead School in Year 6. Once they are in Year 7, the whole cohort are tested via the online dyslexia screener. The results of which are shared on the Cognition and Learning Page to support staff in their planning. Students who have more serious levels of dyslexia will be systematically supported by a Teaching Assistant who specialises in supporting dyslexics, who will support them with their word level reading difficulty, poor organisational skills and impaired working memory.

6.3 Students with EHC Plans or statements from primary school will automatically make it onto the SEND register, as will students with medical diagnosis such as autism, mental health issues, sensory or physical disabilities.

7. Educational Health Care Plans (EHC Plans)

Should a student have significant and persistent difficulties and fail to make progress despite layers of intervention, a request can be made for statutory assessment to secure an Educational Health Care Plan (EHC Plan/EHCP). The Local Authority will determine if a student falls within the 2% of the student population which needs extensive additional provision from the evidence presented. If this is determined the SENCo will produce an EHC Plan, outlining the particular needs and the provision to be made in order to further develop access to the curriculum and learning. EHC Plans are annually reviewed by the SENCo and Heads of College and involve parents/carers along with any relevant external agencies involved with the student.

8. Access Arrangements

SEND students who struggle to complete assessments and extended learning activities on time (for a number of reasons) will be assessed using a range of psychometric testing by the SENCo to see if there is an underlying issue with their language or cognition (with parental consent only). Students who score below 85 (which is two standard deviations below 'average' on any standardised score) will be entitled to one or more of the following reasonable adjustments;

- 25% extra time
- supervised rest breaks

- computer reader/reader
- scribe/Speech recognition technology
- word processor
- prompter
- 25% extra time with a bilingual dictionary (not typical for EAL alone) and in rare conditions, modified papers - such as enlarged text for visual impairments.

These tests will take place in Year 9, when a student enters Key Stage 4 and will be their 'normal way of working' within school, not just for their exams. All information will be located on the SEND Register, under the tab 'access' but will also be emailed out to staff once the results are in.

9. Whole School SEND Information Sharing

Staff will be able to access information about which students are on the SEND Register through the staff portal, the seating planner and student information on ePortal. SEND students who are also a safeguarding concern will have information and support strategies shared every Friday during staff briefing.

Staff can also access the Supportive Learning Intervention Plans (SLIPs) of students who are significantly affected by any of the four areas of impairment. The SLIPs include a section for the student's voice, along with strategies for the teacher to implement in their planning.

Highlighting Student Concerns

If teaching staff are concerned about a student they teach, they are to flag this concern to their Director of Learning (DoL) who will bring it to the SENCo's attention during their bi-weekly meeting. If the need is more along the Social, Emotional and Mental Health (SEMH) thread then they would flag this issue with the student's Head of College (HoC).

Once the HoCs of colleges have met with the SENCo in their weekly meeting, he or she will feedback to the teacher the identified next steps for that student. Any outcomes that result from that meeting will be shared with the relevant members of staff as well as parents and carers.

10. Holyhead School's SEND Provision

The Graduated Approach and 3 Waves of Intervention

Holyhead School takes a graduated approach to SEND provisions, as stated in the Code of Practice, 2015. As explained, every child on the SEND Register has a SLIP which was constructed using the Graduated Approach;



Holyhead School implements the graduated approach using the following system;

Assess - Students are identified as having potential impairments through effective analysis of CAT4, dyslexia screener, transition and academic profile data. Students may also be assessed using psychometric testing or by professionals from external agencies.

Plan - The SENCo, external agencies, and H.L.T.A.s will observe students in lessons in which they are not making expected progress to identify what adaptations need to be made to ensure quality first teaching (Wave 1) is able to remove potential barriers. This stage will see the SENCo plan for students to participate in either specific small group intervention (Wave 2) or 1:1 intervention (Wave 3), providing a timed, targeted intervention.

Do - At the start of this stage, students will be base-lined using a range of relevant tests. The remaining time of this phase is used to carry out the intervention/s and monitor progress made.

Review - At the end of the Wave 2 or Wave 3 intervention, students will be assessed again to provide evidence of efficacy. This information will help the SENCo to decide which next steps to take, be it end the intervention as it has closed the specific attainment gap or begin the application process for an EHC Plan. Wave 1 support will be reviewed annually through the updating or ending of individual student SLIPs while students with EHC Plans will undergo a formal 'Annual Review' meeting with parents and external agencies involved.

Key Stage 3 Provision

- Transition Data will start the investigation process of identifying Year 7 SEND students.
- Students will be tested using the CAT4, PASS and GL Dyslexia Screener digital tests.
- Students with EHC Plans/ Statements or currently being assessed for statements will receive in class support in lessons that they require support - this will not be across the range of subjects by default.
- Students with Communication and Interaction and Social, Emotional and

- Mental Health impairments will attend lunchtime sessions with Achievement Assistants to help them integrate with their peers more effectively,
- Students with Cognition and Learning issues are free to attend 503 at every lunchtime to receive a safe environment in which to complete their extended learning activities.
- Students with poor literacy skills will be grouped in a small class (of below 10) and work with a specialist SEND teacher to ensure they have extra support to close the gap.
- Students identified as dyslexic will be taught in groups of 1 - 5 for half a term to receive explicit strategies and teaching of how to work with their dyslexic traits.
- Students will spend half a term completing the paired reading program doing tutor time, organised by the Literacy Co-coordinator and carried out by the HLTAs and Achievement Assistants.
- Students will have access to the appropriate external agencies as and when required.

Key Stage 4 Provision

- Students identified as needing extra support will be tested for access arrangements to ensure they receive the reasonable adjustments school can provide.
- The small number of students in each year (9,10 &11) who really struggle cognitively and would not be able to access a full timetable of GCSE subjects will be identified by the SENCo, Director of Logistics and Director of Learning for KS4 and placed in the 'access' group. These students will have one option filled with a support lesson which provides them with a student lead, supportive environment. Here they gain access to additional learning activities, such as pretutoring of keywords and additional processing of materials to support them in attaining higher grades in their GCSE courses.
- Students with EHC Plans/ Statements or currently being assessed for statements will receive in class support in lessons that they require support - this will not be across the range of subjects by default.
- Students with Communication and Interaction and Social, Emotional and Mental Health impairments will attend lunchtime sessions with Achievement Assistants to help them integrate with their peers more effectively,
- Students with Cognition and Learning issues are free to attend 503 at every lunchtime to receive a safe environment in which to complete their extended learning activities.
- Students identified as dyslexic will be taught in groups of 1 - 5 for half a term to receive explicit strategies and teaching of how to work with their dyslexic traits.
- Students will spend half a term completing the paired reading program doing tutor time, organised by the Literacy Co-coordinator and carried out by the HLTAs and Achievement Assistants.
- Students will have access to the appropriate external agencies as and when required.

Key Stage 5 Provision

- Students identified as needing extra support will be tested for access arrangements to ensure they receive the reasonable adjustments school can provide.
- Students with EHC Plans/ Statements or currently being assessed for statements will receive in class support in lessons that they require support - this will not be across the range of subjects by default.
- Students identified as dyslexic will be taught in groups of 1 - 5 for half a term to receive explicit strategies and teaching of how to work with their dyslexic traits.
- Students will have access to the appropriate external agencies as and when required.

11. External Agencies

External agencies play a crucial role in providing support and advice regarding students who require additional support in school.

Educational Psychologist (EP)

The Educational Psychologist provides a professional psychological service for students in a wide range of educational and community settings. She uses the expertise of psychological theory and research to develop an understanding of even the most complex situations, addressing a wide range of adolescent developmental issues, including special educational needs. All information provided by the EP about specific students will be added to the student's SLIP.

Pupil and School Support Service (PSS)

Pupil and School Support work with schools and other educational settings to help pupils with cognition and learning difficulties and other vulnerable groups progress and achieve to the best of their abilities. PSS provide support and advice through diagnostic assessment which is then shared with the SENCo, who ensures that any relevant information is highlighted in students' SLIPs.

Sensory Support (SS)

Sensory Support is a team of specialist staff working with children and young people with hearing or vision impairment at all stages of their educational development; in homes, early years settings, mainstream schools, special schools and colleges. They aim to minimise the impact of a sensory impairment on a pupil's learning and development and to raise attainment. All information provided by SS about specific students will be added to the student's SLIP.

Communication and Autism Team (CAT)

The Communication and Autism Team work with the SENCo in school to support children and young people with Autistic Spectrum Condition (ASC). Their main

objective is to reduce the high levels of stress and anxiety associated with Autism. All information provided by CAT about specific students will be added to the student's SLIP.

Forward Thinking Birmingham (FTB)

This specialist agency works with identified students who may be experiencing issues surrounding mental health. Referrals are made directly to the service through the HoC, along with through a GP.

12. SEND Policy Review Process

This policy is reviewed annually.

13. Policy Links

- Admissions Policy
- Behaviour Management Policy
- Speech, Language and Communication Policy
- Mental Health Policy

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Policy Lead: K Robinson, SENCo