

Highgate Wood School

Special Educational Needs and Disability Policy and Information Report 2022

Ratified by the Governor's Student Support Committee:	December 2022
This policy is due for review:	December 2023 (Annually)

This policy has been written in accordance with our vision for Highgate Wood School:

To inspire our students to be confident and open-minded through exceptional teaching in a caring school community.

1. SEND Information Report

1.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

1.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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 the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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

The school subscribes to the graduated approach which starts with high quality teaching and whole school practice in effective assessment, tracking and monitoring. However, when a student is identified as having a special educational need then additional and increasingly personalised support or provision is required. This can be seen as a two-dimensional process, built in within the whole school structure of the waves of provision.

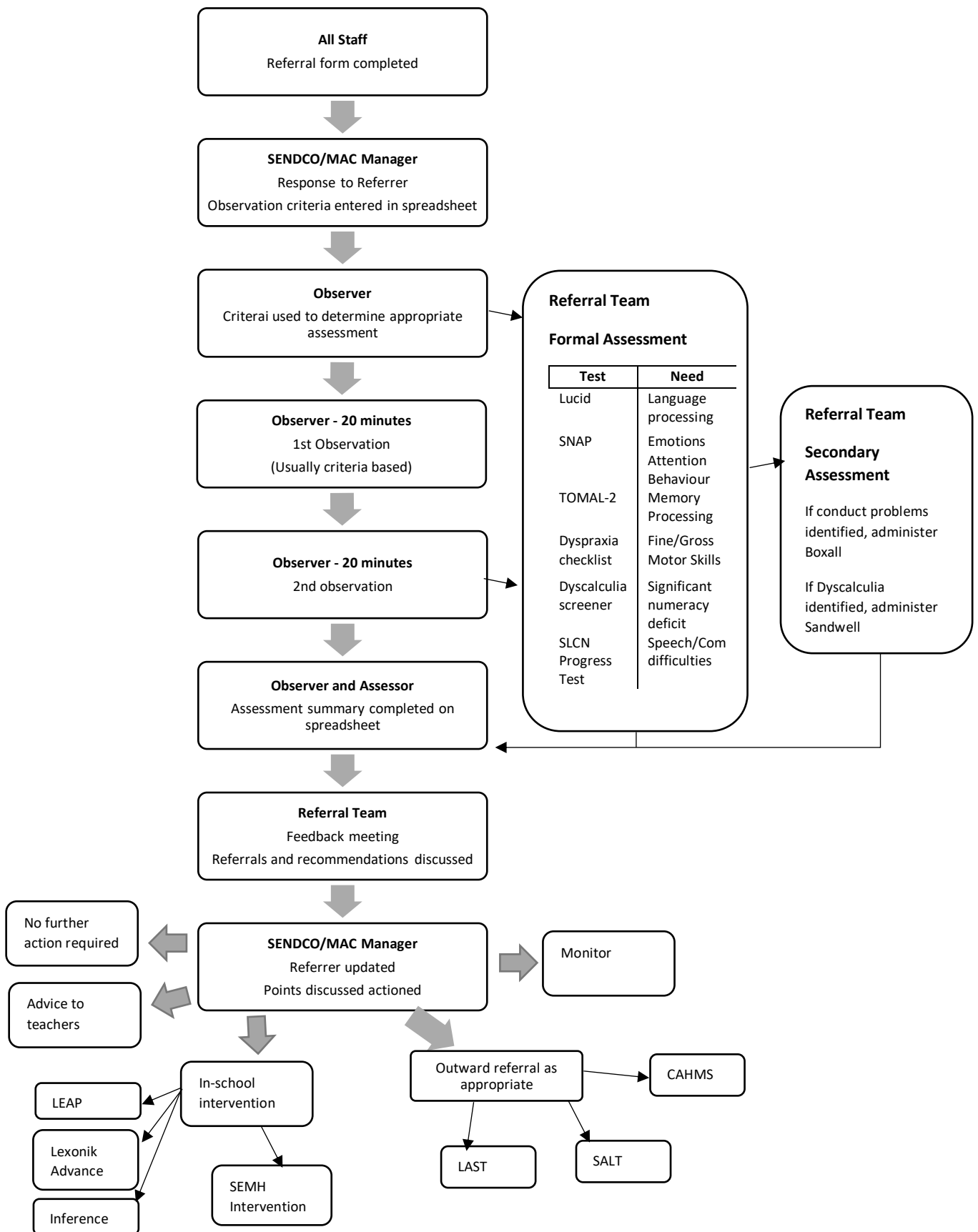
1. Horizontally across each layer there is the cycle/or cycles of assess, plan, do and review.
2. Vertically there is increasing levels of provision; assuming interventions put into place are not having an impact and the gap between the individual and their peers is widening.

Another way of viewing this would be to see it as an upward spiral of provision moving from universal, through targeted to specialist support.

Four-wave Intervention Model:

		SEND/Learning Support	Behavioural/ Emotional	Pastoral / Attendance	Vulnerable Children	child Protection and Safeguarding
		Initial Assessments on Entry – All Students Diagnosis by Heads of Year and Head of Post 16 in liaison with other Relevant Middle Leaders				
Wave 1	In the Classroom	Support delivered in lessons/tutor periods by subject teachers and form tutors adapting their approaches as guided by school policy with additional advice and support from different intervention services as appropriate				
		Relevant Assessments completed for Early Diagnosis Overseen by Heads of Year and Head of Post 16 in liaison with Relevant Middle Leaders				
Wave 2	Internal Early Intervention	<ul style="list-style-type: none"> Learning Support Medical needs provision 	<ul style="list-style-type: none"> Behaviour support Mentoring 	<ul style="list-style-type: none"> Attendance monitoring 		
		Panel Intervention Meetings Led by Deputy Head Pastoral and Student Support				
Wave 3	Panel Level Intervention	<ul style="list-style-type: none"> Educational Psychologist 	<ul style="list-style-type: none"> Alternative Provision Respite in Maya Angelou Centre Counselling 	<ul style="list-style-type: none"> Education Welfare Service Safeguarding and Family Engagement 	<ul style="list-style-type: none"> Early Help & Social Services School Nurse 	
Wave 4	Additional External Support	<ul style="list-style-type: none"> Haringey SEND Team LAST SALT 	<ul style="list-style-type: none"> Haringey Learning Partnership Behaviour Support (External Consultant) 	<ul style="list-style-type: none"> Family Support (LA) 		

SEND Wave Two Referral Flow Chart



1.3 Consulting and involving student and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record. We will formally notify parents when it is decided that a student will receive SEND support.

1.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

ASSESS - Student condition or need is identified by SENDCO through transition information, outcome of assessment or statement of concern from parent/carer, teacher or student. 'SEND Referrals' made at any stage during the year are discussed at Wave Two Referral Meetings either in the Learning Support Department Team or the Maya Angelou Centre Team.

PLAN - A personalised, educational plan is devised in partnership with parents, the student and key professionals involved with the child.

DO - The plan is implemented for the student and their interventions form part of the SEND Provision Map.

REVIEW - At the end of each intervention cycle, the Learning Support Department evaluate the impact of interventions on students' attainment and wellbeing. Evaluation will take into consideration 'quantitative' evidence such as academic levels, number of merits/demerits, attendance etc. and 'qualitative' factors such as confidence questionnaires, reports from staff etc. The findings of the review are communicated to parents and students and may prompt changes and adaptations to the educational plan for that child.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

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

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

1.5 Supporting students moving between phases and preparing for adulthood

Joining Highgate Wood School:

We have an Assistant Headteacher (AHT) responsible for transition, who spends an extended period of time visiting feeder primary schools and monitoring the students who will be attending HWS from September.

The year 6 students' primary schools will inform us of students who are identified as having additional needs. These schools will highlight ways of supporting the pupils, any interventions they have previously received and any additional information about the students.

Parents of pupils attending HWS will inform the school of any SEND need or any worry that they might have about their child during their transition interview.

On arrival to HWS, students are screened using NGRT reading tests to allow us to identify any literacy needs. We also use an internal maths baseline assessment conducted by the Maths department to identify any students in need of numeracy intervention.

- All students have a transition day and all parents have a 'Parents evening' where they meet staff and the Head of Year.
- Students with an Education Health Care Plan and complex needs will have an additional transition morning as well as opportunities to have visits to the school prior to joining.
- Necessary information that will impact on teaching is passed on to class teachers before they begin teaching students.
- In Year 9 when students chose their options support and preparation is provided by the Year team, Learning Support Department and the careers adviser.

Leaving and continuing at Highgate Wood School post 16:

When students with SEND join HWS in Year 7 we want them to have a seven-year journey with us staying on for Sixth form. Those who choose to leave or to pursue more suitable courses are supported:

- During year 11 students and parents are supported with sixth form/ college open days and the potential options available at the appropriate level.
- In addition, there is a Careers Advisor who works with pupils ensuring that they are aware of their options after finishing at HWS.

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student which information will be shared as part of this.

1.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. Students with additional needs are taught in the mainstream classroom by teaching staff who are specialists within their subject areas.

Staff have access to relevant information on students. This advice contains information on how best to support those with additional needs. This advice is collated from professional reports and prior knowledge from teaching and support staff.

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Additional to this:

- initially we identify the area of difficulty.
- once this is clear, we agree a programme of support with all stakeholders; parents, staff, the student and external professionals, where appropriate.
- this individual programme of support is recorded and reviewed termly, to ensure the student is making progress.
- this is reviewed by the teacher with responsibility for that particular year group or specific intervention.
- all interventions are recorded in a secure central location, so the SENDCo has an overview of the arrangements for all SEND students.

Every class teacher is responsible for planning, monitoring and supporting every child in their classroom. This will mean that the teacher will use high quality teaching strategies, will make adjustments to their teaching, and where necessary, may differentiate for the individual student to ensure every child in the room can access the work and make progress.

Classes may have a Learning Support Assistant who will also help in differentiation and support throughout the lesson.

Whole School CPD directly linked to the needs of students outlined in the Student Profile is provided to staff.

1.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all student are able to access it, for example, by grouping, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, rest breaks etc.

1.8 Additional support for learning

We have eight learning support assistants who are trained to deliver interventions and support in the classroom.

Academic support and intervention include:

- Support from Learning Support Assistants in lessons
- SEND specific Home Learning clubs and whole school Home Learning clubs
- Targeted numeracy intervention groups
- Access to a laptop during lessons
- Exam Access Arrangements – testing and application of arrangements
- Primary, KS4 and Post 16 transition advice & guidance
- Groundworks Academic Coaching

Literacy

- LEAP – entry level phonics programme
- Lexonik Advance – reading intervention
- Inference programmes
- 1:1 Post 16 Reading Buddies
- 1:1 Daily Reading with LSA
- Accelerated Reading Programme

Social, Emotional, Mental Health & Well-being Intervention

- Break time clubs
- Lunchtime clubs
- Maya Angelou Centre Respite
- Social Communication groups
- Counselling
- Football Beyond Borders Mentoring and Counselling
- Engagement mentoring
- SEMH intervention groups
- Primary transition support
- Post 16 transition support

We also work with the following agencies to provide support for student with SEND:

- CAMHS
- Speech and Language Communication Service
- Haringey Language and Autism Support Team
- Haringey Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- ASEND

1.9 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of extra-curricular activities
- Students with SEND are also encouraged to be part of lunch time and after school games club to promote teamwork/building friendships etc.
- We work with our engagement mentors and school counsellors in the Maya Angelou Centre to support the most vulnerable students
- We have a zero tolerance approach to bullying.

1.10 Expertise and training of staff

Our SENDCO has worked with young people with SEND for over fifteen years.

We have a team of eight learning support assistants (LSAs), who are all trained to deliver SEND provision.

In the last academic year, staff have been trained in:

- Inference programme training
- Social Communication
- Effective LSA support
- ADHD support
- ASD support
- Lexonik Advance training
- Autism in Education Trust training: Daisy Chain programme

Across the academic year, in our INSET days or in our fortnightly CPD afternoons we have designated sessions where we train whole staff on supporting students with SEND. The type of training changes depending on the needs of the cohort.

1.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for student with SEN by:

- verbal feedback from teachers, support staff, students and parents
- Using provision maps to measure progress
- Monitoring by the SENDCO
- Reviewing the impact of interventions in line with school assessment cycles or specific intervention guidance
- Review targets of students with SEND with parents at Pastoral Review days
- Holding annual reviews for student with EHC plans
- evaluation and analysis of school progress data from subject and intervention groups
- using 4Matrix which provides interactive analysis of school and student performance data nationally
- public examination results GCSEs & A levels with comparisons made nationally

1.12 Accessibility to the School Environment

Our mission statement is that 'Everyone Matters; Everyone Achieves'. Based on this principle we shall make every reasonable adjustment to ensure that students are able to access all areas of school life irrespective of any special needs or disabilities that they might have.

We recognise that inclusion is everyone's responsibility within the school not just those members of staff who have specific responsibility in that area.

We will always ensure:

- not to discriminate against students with disabilities in their admissions, exclusions and provision of education and associated services
- not to treat students with disabilities less favourably
- to take reasonable steps to avoid putting students with disabilities at a substantial disadvantage
- provision of resources to enable access to the curriculum for all students
- that staff are trained and informed about the effective education of students with disabilities
- to publish an Accessibility Plan.

1.13 Enabling student with SEN to engage in activities available to those in the school who do not have SEND

We expect all students with SEND to be fully involved with all aspects of the curriculum including trips, events, and extracurricular activities. For example, students are encouraged to take part in sports day/school plays.

- All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs. No student is ever excluded from taking part in these activities because of their SEN or disability.
- Parents/carers are informed, via letters, emails and/or texts, of school trips that are available for their child.
- Health and safety audits are carried out prior to the trip to ensure the wellbeing of the students.

Additional support is provided for students with SEND on school trips, when appropriate, to ensure their needs are being met.

1.14 Parental Involvement in School Life

Our partnership with parents of students with SEND is an important part of our ability to support students effectively.

- There is an expectation that Learning Support Key Link staff regularly communicate with parents of students with SEND, and respond promptly to any concerns that arise.
- Parents contribute to the Annual Review meetings for students with an EHCP to determine progress, review and set new targets.
- Parents are consulted for the formulation of Student Profiles which advises staff how to meet the needs of SEND students on a day to day approach.
- Parents are also able to contact students' class teachers or form tutors as necessary, or they can communicate their concerns through their child's Key Link.

- Parents attend a schedule of school academic reviews; the Pastoral Review Day and Parents Evening.
- The online platform 'Satchel One' also enables parents to monitor the progress of their children
- In year 9, parents of students with SEND are supported through the option process.
- In year 11, parents of students with SEND are supported through the Post 16 option process.
- We have a full time Safeguarding and Family Engagement Officer.

We also have a parent-teacher association, PSA, for staff and parent/carers to work and socialise together. All parents/carers and staff are automatically members of PSA.

1.15 Consultations with students and their families

In addition to the aforementioned strategies for working closely with parents we have a strong focus on catching the views of students and parents in decision making at individual and strategic levels at HWS.

This comes about from forming good working relationships and maintaining regular opportunities where we consult with parents and students through surveys on specific whole school issues, or through open and honest discussions with students and parents about their progress and support.

As described earlier we take a graduated approach to identifying and supporting all students and students with SEND.

1.16 Contacting the School for advice or support if Parents suspect their child has difficulties with learning and is not diagnosed with a learning difficulty

- The parents' first point of contact is always their child's form tutor, subject teachers, Head of Departments or Head of Year (see website for contact details).
- If it is a specific subject issue, then this may be dealt with at a subject level with guidance and support from the subject specialist and/or Head of Department
- If parents have further queries, or the learning difficulty is across a range of subjects, then please contact our SEND admin officer, Ms Faber, 0208 3427970 ext: 272 – sendadmin@hws.haringey.sch.uk
- Parents should expect a response to their inquiry within **two working days**
- The initial response will be sent either by the SENDCO, Maya Angelou Centre Manager or SEN Administrator and it be an acknowledgement of the parent enquiry.
- The parents will then be contacted within **five working days** to discuss the enquiry in greater depth, and next steps will be confirmed.
- Please refer to the SEND Wave Two Referral Flow Chart on Page 10 to see how we will follow up with the enquiry.
- Once the SEND referral has been investigated, parents will be contacted and a discussion about the outcomes from the referral will occur
- Parents will be involved in the final decisions with regards to the support and next steps.
- Please note that the outcome of the SEND referral investigation may be a recommendation for the parent, with our support, to seek further support from an external agency, including accessing support from the local authority.
- Please find more details on what is available in Haringey here.

1.17 Contacting the school if a student has an existing diagnosis (SEN K or an EHCP) and the Parent wants to discuss support and progress

Students with SEND (SEN K)

- Every student with SEND will have a student profile that identifies their strengths, areas of difficulty, specific learning needs, recommended strategies for support, and specific interventions
- The student profile will only be adjusted each year to reflect the specific identified interventions, where appropriate, for the academic year
- Unless there are any new developments or specific changes in a student with SEND needs, the student profile will only be reviewed and altered at the end of each Key Stage.
- Parents and the student will be involved in the review and alterations of the student profile

To discuss support and progress for students with SEND (SEN K):

- Parents can monitor progress through the school assessment and reporting schedule
- Parents can discuss progress and implementation of support at Pastoral Review Day and at Parents' Evenings during the academic year
- Parents' first point of contact is always their child's form tutor, subject teachers, Head of Departments or Head of Year (see website for contact details).
- If it is a specific subject issue, then this may be dealt with at a subject level with guidance and support from the subject specialist and/or Head of Department
- If parents have further queries, or the learning difficulty is across a range of subjects, contact should be made with our SEND admin officer, Ms Faber, 020 83427970 ext: 272 – sendadmin@hws.haringey.sch.uk
- Parents should expect a response to their inquiry within **two working days**
- The initial response will be sent either by the SENDCO, Maya Angelou Centre Manager or SEN Administrator and it be an acknowledgement of the parents' enquiry.
- Parents will then be contacted within **five working days** to discuss the enquiry in greater depth, and next steps will be confirmed.

Students with SEND (EHCP)

- Every student with SEND will have a student profile that identifies their strengths, areas of difficulty, specific needs, recommended strategies for support, and specific interventions
- Every year there will be an Annual Review Meeting where parents and the student will review the experiences across the academic year and will discuss next steps with regards to support
- The student profile will be adjusted each year to reflect the specific interventions for the academic year, and to include any specific outcomes agreed at the Annual Review Meeting
- Parents and the student will be involved in the review and alterations of the student profile

To discuss support and progress for students with SEND (EHCP)

- Parents can monitor progress through the school assessment and reporting schedule
- Parents can discuss progress and implementation of support at Pastoral Review Day and at Parents' Evenings during the academic year
- Parents' first point of contact is always their child's Learning Support Assistant Keylink
- Parents should expect a response to their inquiry within **two working days**
- The initial response will be sent by the Learning Support Assistant Keylink, and it will be an acknowledgement of the parents' enquiry.
- Parents will then be contacted within **five working days** to discuss the enquiry in greater depth, and next steps will be confirmed.

- If it is a specific subject issue, then this may be dealt with at a subject level with guidance and support from the subject specialist and/or Head of Department

1.18 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

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

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

1.19 Contact details for raising concerns

- Special Educational Needs Coordinator (SENDCo) Matt Dobrashian, mdo@hws.haringey.sch.uk
- The SEND admin officer, Ms Faber, 020 83427970 – sendadmin@hws.haringey.sch.uk
- Deputy Headteacher Line Manager to the Learning Support Department Dean Mansfield – dma@hws.haringey.sch.uk

1.20 The local authority local offer

Our local authority's local offer is published here:
<http://www.haringey.gov.uk/children-and-families/local-offer>

2 Monitoring arrangements

This policy and information report will be reviewed by Highgate Wood School Governing Body **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

3. Links with other policies and documents

This policy is supported by the following School Policies and Legal Documents: SEND Policy, SEND Information Report, Behaviour Policy, Equalities Information and Objectives Policy, Teaching and Learning Policy, Accessibility Plan

Legislation and guidance informing this policy:

- SEND Code of Practice (2015)
- Working together to Safeguard Children (2015)
- The Children and Families Act (2014)
- Equality Act (2010)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Special Educational Needs and Disability Regulations (2014)

Key Principles:

- Enabling every individual to develop their full emotional, social and academic potential is central to our vision and school motto: Everyone Matters; Everyone Achieves.
- All students are entitled to actively participate in meaningful and relevant learning experiences which will prepare them to lead successful lives
- The school has the highest expectations and aspirations for students with SEND, providing high quality teaching, personalised support and challenge which enables students to overcome barriers to learning and meets their social and emotional needs
- All students with SEND will be given full access to a broad, balanced and relevant education, including the National Curriculum and extracurricular activities.
- The school will always fulfil its statutory obligations for students with SEND, utilising the guidance provided in the SEND Code of Practice

<p>4 Aims</p>	<p>Our SEND Policy and Information Report aims:</p> <ul style="list-style-type: none"> • To promote an inclusive ethos at Highgate Wood School which ensures that all students feel valued and that the needs of all students are met • To enable all students, including those with SEND, to reach their full potential by providing a rich, stimulating, challenging and personalised curriculum and high quality teaching • To ensure the highest expectations are applied to the standards and progress of students with SEND, so that any underachievement is identified and effective strategies and interventions are put in place to address this • To ensure that barriers to learning are identified at the earliest possible opportunity and addressed through a range of appropriate interventions • To ensure that students with SEND are well prepared for the next stage of their education and beyond, to adulthood, having received a high quality education which has met their individual academic, social, physical and/or emotional needs • To work collaboratively with students, parents, teachers and other stakeholders to design the best educational provision for students with SEND • To ensure the school meets its public sector equality duty as set out in the Equality Act 2010 •
<p>5 Legislation and guidance</p>	<p>This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:</p> <ul style="list-style-type: none"> • Part 3 of the Children and Families Act 2014 , which sets out schools’ responsibilities for student with SEN and disabilities • The Special Educational Needs and Disability Regulations 2014 , which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the SEN information report <p>This policy also complies with our funding agreement and articles of association.</p>

6 Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The four broad areas of SEND need are:

1. Communication and Interaction

(Eg. SLCN: Speech, Language & Communication Needs; ASD: Autism Spectrum Disorders)

2. Cognition and Learning

(Eg. MLD: Moderate Learning Difficulties; SLD: Severe Learning Difficulties; PMLD: Profound & Multiple Learning Difficulties; SpLD: Specific Learning Difficulties; global developmental delay; dyslexia, dyscalculia and dyspraxia)

3. Social, Emotional and Mental Health difficulties

(Eg. ADHD: Attention Deficit Hyperactive Disorder; ADD: Attention Deficit Disorder, Attachment Disorder, Anxiety, Depression, Eating disorders; Self-harm)

4. Sensory and/or Physical needs

(Eg. VI: Visual Impairment; HI: Hearing Impairment; MSI: Multi Sensory Impairment; PD: Physical Disability; Cerebral Palsy (CP) or epilepsy)

Other Definitions:

- EHCP: Education Health and Care Plan
- SEN Support (SEN K): Students who have been identified as having Special Educational Needs but who do not have an EHCP
- Learning Difficulty: Difficulties in acquiring knowledge and skills to the normal level expected of those of the same age, especially because of mental disability or cognitive disorder
- Special Educational Provision: Educational provision which is additional to or otherwise different from the provision made generally for children in a mainstream educational setting

<p>7 Targets / Outcomes</p>	<p>At Highgate Wood School we are fully committed to promoting and achieving an inclusive environment in which barriers to learning are overcome. We aim to achieve this through:</p> <ul style="list-style-type: none"> • Highly effective transition processes for students with SEND from KS2 to KS3, KS3 to KS4, and KS4 into KS5 or alternative pathways into adulthood • Effective systems for the early identification of barriers to learning and clear assessment structures for diagnosis of specific needs • High quality training for staff to ensure high levels of expertise in SEND and a deep understanding of effective teaching strategies to ensure access to learning, including adjustments to teaching and, where necessary, differentiation strategies • A wide programme of interventions which are personalised to the needs of individual students • Clear systems and practices to ensure regular communication and involvement with parents and students throughout the 'Assess, Plan, Do, Review' process • Close, regular monitoring of data for students with SEND to check learning habits, and progress, with prompt intervention to address underachievement • Systematic review and evidence based evaluation of the impact of interventions • Preparation of practical, quality documentation (Student Profiles) to outline individual student's needs and strategies to promote their learning which are used by students, parents, teachers and support staff
<p>8 Roles and Responsibilities</p>	
<p>8.1 Governors will:</p>	<ul style="list-style-type: none"> • ensure that the school complies with Equality, Disability and SEND legislation, including the general and specific duties • ensure that the SEND Policy is implemented, monitored and reviewed • schedule regular agenda items across the academic year for the SEND governor to report back to the Governing Body on the quality of SEND provision • review the SEND Policy on an annual basis
<p>8.2 The SEND governor will:</p>	<ul style="list-style-type: none"> • Help to raise awareness of SEN issues at governing board meetings • Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this • Work with the Deputy Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

<p>8.3 The Headteacher will:</p>	<ul style="list-style-type: none"> • ensure, along with the governing body, that the SEND Policy is implemented, monitored and reviewed • ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities • ensure a culture of consideration, celebration of diversity and achievement for all • ensure that all other relevant policies reflect and support the inclusive nature of our school • ensure the school building is physically accessible to all members of the school community, wherever possible • complete the Headteacher’s Report to Governors to communicate the impact of this policy, outcomes for SEND students, and evaluate the effectiveness of interventions and strategies which drive inclusion of SEND students.
<p>8.4 SLT will:</p>	<ul style="list-style-type: none"> • analyse student performance data for students with SEND, evaluating the effectiveness of the provision and making strategic decisions to drive improvements, where necessary • ensure the curriculum structure meets the needs of students with SEND, giving students access to appropriate courses and qualifications • ensure a culture of consideration, celebration of diversity and achievement for all • ensure regular, high quality training on SEND is delivered so that staff are well-trained to adapt learning for the diverse range of students they teach • ensure the school is well-resourced to meet all medical, physical and learning needs • analyse student information to ensure that students who are at risk of exclusion from any aspect of school life are given prompt and effective intervention • ensure the views of parents/carers, students and teachers to inform school improvement planning around SEND • work effectively with the Local Authority to ensure that the provision for students with SEND is high quality, sustainable and collaborative
<p>8.5 The SENDCO will:</p>	<ul style="list-style-type: none"> • ensure the SEND policy and SEND Code of Practice are fully implemented • monitor, analyse and report on the progress of students with SEND, evaluating the effectiveness of intervention and ensuring value for money • lead the professional development of staff on effective classroom strategies for meeting the needs of students with SEND • prepare key documentation which effectively communicates the key strategies and interventions required for the successful implementation of Education, Health and Care Plans or Student Profiles for students with SEND • work effectively with parents/carers to design effective student profiles to overcome barriers to learning • develop a wide range of effective interventions to support the diverse needs of students with SEND within the school, driven by high expectations and the imperative to ensure equal access for all students to a high quality educational provision • produce, review and maintain key documents related to SEND such as the SEN Register, SEND Information Report and Provision Map

	<ul style="list-style-type: none"> • report to SLT and the Governors on the progress and welfare of students with SEND • work with key staff and stakeholders to ensure widespread support for students with SEND and an inclusive school culture • deploy support staff effectively to ensure that individual students' needs are met • be a key point of contact for external agencies and the Local Authority • if a child is identified as having SEND, ensure that parents are formally informed that special educational provision is being made • establish effective systems and structures for the identification and assessment of SEND, the implementation of support and the monitoring of impact on student outcomes • ensure that the assessment and implementation of Access Arrangements for examinations enables students with SEND to access and achieve their academic potential • attend monthly Panel meetings to ensure that students with SEND needs are fully understood by all stakeholders involved with the child and that planned, personalised interventions are implemented and reviewed regularly • work with the Assistant Headteacher to ensure that there is a wide programme of enrichment activities which are designed to meet the social, academic and physical needs of students with SEND
<p>8.6 Heads of Year will:</p>	<ul style="list-style-type: none"> • know and understand the backgrounds and needs of students in their year group, identifying where support and intervention can be used to promote inclusion • work collaboratively with the Learning Support Department and Maya Angelou Centre to ensure a synchronised approach to meeting students with SEND pastoral needs • make full use of outside agencies, such as CAMHS, counselling and mentoring, etc. to ensure that all students' are supported to achieve • attend monthly Panel meetings to ensure that students with SEND needs are fully understood by all stakeholders involved with the child and that planned, personalised interventions are implemented and reviewed regularly • monitor the attendance and punctuality of students with SEND, working with parents, tutors and keylinks to address any concerns
<p>8.7 Heads of Department/ Subject Leaders will:</p>	<ul style="list-style-type: none"> • design a curriculum which is accessible and challenging for all groups of students in the school, including those with SEND • develop the expertise of classroom teachers in their department area to ensure they are able to support and challenge students with SEND and hold staff to account if they fail to make appropriate provision for students with barriers to learning • monitor the progress of students with SEND across the department area and take prompt action to address achievement gaps • ensure that effective systems are in place to identify and meet the needs of students with SEND and ensure that support strategies are coordinated, monitored, evaluated and reviewed • communicate with the Deputy Headteacher, their SLT line manager and SENDCO about the resources needed to ensure all students have equal access to high quality educational opportunities

	<ul style="list-style-type: none"> • work collaboratively with the Learning Support Department to ensure a synchronised approach to meeting students with SEND academic needs
8.8 Classroom Teachers will:	<ul style="list-style-type: none"> • prepare lessons and classroom experiences which identify individual student's needs, abilities and backgrounds after each assessment point in the year • ensure that they have fully understood the information provided on students with SEND and have considered how to use high quality teaching strategies to meet their needs • use class information and student profiles to plan and teach data-led lessons which are tailored to the individual needs of students with SEND • implement effective high quality teaching strategies, including making adjustments to their teaching, which ensures access to the curriculum for all students • know and implement strategies outlined in the Education, Health and Care Plan, and/or Student Profile of students with SEND • be responsible for the progress and development of every student within their class, including those with SEND • attend training, provided by the school, to develop expertise and understanding of Special Educational Needs and how best to meet students' needs in the classroom • work closely with any learning support assistants or specialist staff to plan and assess the impact of any support and interventions and how they can be linked to classroom teaching • work closely with the SENDCO to review each student's progress and development and decide on any changes to provision • ensure that any students with SEND who have access arrangements have opportunities within the lesson to use these in their normal way of working
8.9 LSA Keylinks will:	<ul style="list-style-type: none"> • monitor the progress of their designated students across the curriculum, communicating their needs and liaising with subject staff and parents/carers • in liaison with the SENDCO, parents and student set yearly targets for their designated students including any specific interventions • prepare information for Annual Review Meetings on student progress and wellbeing • lead on the production of their designated students' student profiles ensuring the student profile are monitored regularly and are up to date • provide effective support for designated students with SEND in lessons and where necessary, in social time, whilst actively fostering independence and confidence • work collaboratively with classroom teachers and tutors to plan interventions and support for students with SEND • communicate the needs of their designated students with SEND and liaise with staff and parents, where necessary • deliver bespoke intervention sessions and/or enrichment activities as part of planned programmes, designed by the SENDCO • complete appropriate records of student progress and success passports, as directed by the SENDCO • attend relevant meetings with parents, teachers and/or external agencies, as requested by the SENDCO

8.10 Tutors will:	<ul style="list-style-type: none"> • know and understand the backgrounds and needs of students in their tutor group, identifying where support and intervention can be used to promote inclusion • work collaboratively with the Learning Support Department and Maya Angelou Centre to ensure a synchronised approach to meeting students with SEND pastoral needs within their tutor group • monitor the attendance and punctuality of students with SEND, working with parents, the Head of Year and keylinks to address any concerns
8.11 Parents/ Carers will:	<ul style="list-style-type: none"> • attend annual review meetings to discuss the progress of their child as part of the 'assess, plan, do, review' cycle • work in partnership with the Learning Support Department to ensure the best educational plan for their child