



# SEND Procedure

## Version 1.0

<p><b>Important:</b> This document can only be considered valid when viewed on the VLE. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p><b>Name and Title of Author:</b></p>	<p>Jodie Sweeney SENDCo</p>
<p><b>Name of Responsible Committee/Individual:</b></p>	<p>South Hunsley School Local Governing Body</p>
<p><b>Implementation Date:</b></p>	<p>Autumn 2020</p>
<p><b>Review Date:</b></p>	<p>Autumn 2022</p>
<p><b>Target Audience:</b></p>	<p>All Staff, Students and Parents/Carers</p>
<p><b>Reference Documents:</b></p>	<p>Trust SEND Policy</p>
<p><b>Display:</b></p>	<p>On school website</p>

**This procedure should be read in conjunction with the Education Alliance SEND Policy.**

### **Identification of Need**

The first step is to identify which students need additional support.

- Typically through routine transition data collections, visits to the feeder primary school, transitional review meetings (where appropriate), student induction days, information from involved support services and parents
- For students transferring from out of catchment schools, mid-term or joining the school after Y7 information is requested from parents, student, external agencies (if applicable) and the previous school
- Base line data and any necessary additional testing
- Referral by a member of staff

### **The Graduated response**

Where a concern is raised about a student in class the first step is for the subject teacher to assess the student's needs in that area and create an appropriate plan of action to be implemented in the classroom over a finite period of time after which progress will be reviewed. The teacher's response should follow the following structure:

- Assess
- Plan
- Do
- Review

Quality First Teaching (QFT) is the expectation that most issues can be resolved by the subject teacher applying an appropriate support strategy within the classroom setting.

If the problem remains unresolved after a range of appropriate support strategies have been tried (a minimum of 3) then the subject teacher will seek the advice of the SENDCo and/or Subject Leader who will work collaboratively with the teacher to explore alternative forms of support.

### **Internal Support provision**

- In-class support
- Student Support Plans written and available for all relevant staff with information on areas of need and strategies for support within the classroom
- Literacy intervention classes taught by subject specialists
- Reading Support
- IDL Programme for students with dyslexia (also available at home)
- IT resources (laptops & tablets)

- Support at all social times including break and lunchtimes
- Social Skills and friendship groups
- Personal care
- Physiotherapy
- Emotional Literacy Support sessions
- Exam concessions at KS4 & 5
- Quality First Teaching (QFT) - Mainstream teachers provide an initial graduated response
- Education Welfare Officer support

### **External Support**

The LSD works routinely with the following agencies:

- EIS (Education Inclusion Service – includes educational psychology)
- SALT (Speech & language Therapy)
- SaPTS (Sensory & Physical Teaching Service)
- CAMHS (Child & Adolescent Mental Health Service)
- YFSS (Youth & Family Support Service)
- Social Services
- Physiotherapy / Occupational Therapy
- NHS
- Education Welfare Service

### **Physical Access at South Hunsley**

- All main site buildings to have the capacity for ramped access to downstairs rooms and a disabled toilet
- Most subject areas have ground floor classroom access
- First floor access for manual wheelchairs is possible via a lift in the Kingston and Riding buildings
- Classroom adaptations as appropriate e.g. adjustable height tables, work benches, sinks and ovens

- Personal care / physiotherapy room

## **Monitoring, Evaluation & Assessment**

### **1. SEND Support**

- All students placed on an academic intervention programme are tested before and after the programme in order to assess progress and next steps.
- Whole school data collections provide an opportunity for SLT and governors to ensure SEND students are reaching their predicted target grades.
- These data collections monitor the progress students are making and are used to assess which intervention programmes need to be implemented to support underachieving students and those students identified as SEND.

### **2. EHCPs**

- An annual review of an EHCP is carried out close to the anniversary of the EHCP issue date. Support arrangements are discussed with parents and the student to ensure needs are being effectively met in school.

## **Links**

### **Home / School Links**

- Parents' evenings
- Induction evening
- Parent workshops
- Annual reviews
- School surgeries
- Individual arrangements as appropriate and depending on need
- Letters, phone calls and use of the planner are on-going, parents are encouraged to contact the school if they have any concerns; usually the first point of contact is either the Head of House, the SEND Manager or the SENDCo.

### **South Hunsley Trust Links**

- All schools within the Trust contribute to the appropriate "Local Offer" details of which can be found at either: [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk) or [www.hulllocaloffer.org.uk](http://www.hulllocaloffer.org.uk) which summarises the support available in that authority across education, health and social care.
- The SENDCos across the Trust meet half-termly
- The SENDCos of the South Hunsley Partnership together with the partnership educational psychologist meet routinely every half term.

- All SENDCos attend the East Riding / Hull SENCo Forum where appropriate and possible
- All schools within the Trust will publish on their website an SEND Information Report in compliance with the SEND Code of Practice 2014 (6.79) and this report will be updated annually at the start of a new academic year.

### **Training**

On-going staff training in SEND issues runs throughout the year through staff training days, and twilight sessions. We also run parent workshops where the focus is on home / school collaboration.

### **Contact Points:**

- SENDCo Miss Jodie Sweeney 01482 631208 ext 116
- SEND Manager Ms Katherine Jones 01482 631208 ext 264
- Assistant Head (Inclusion) Mr Thomas Sergeant 01482 631208 ext. 168
- SEND Governor Mrs Sue Hastie via the school (01482 631208)