



SEND Procedure

Version 1.0

<p>Important: 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>Name and Title of Author:</p>	<p>Jo Donkersloot</p>
<p>Name of Responsible Committee/Individual:</p>	<p>South Hunsley School Local Governing Body</p>
<p>Implementation Date:</p>	<p>Autumn 2017</p>
<p>Review Date:</p>	<p>Autumn 2018</p>
<p>Target Audience:</p>	<p>All Staff, Students and Parents/Carers</p>
<p>Reference Documents:</p>	<p>Trust SEND Policy</p>
<p>Display:</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 SENCo who will work collaboratively with the teacher to explore alternative forms of support.

Internal Support provision

- In-class support
- Small withdrawal English classes
- Literacy intervention classes taught by subject specialists
- Numeracy intervention classes taught by subject specialists
- Reading Support
- Spellzone Programme (also accessible at home)
- SENS classes for dyslexic students

- IT resources (laptops & tablets)
- Daily Homework Club
- Lunchtime Games Club
- Social Skills groups
- Personal care
- Physiotherapy
- EAL programmes (EAL – English as an additional language)
- Exam concessions at KS4 & 5
- Quality First Teaching (QFT) - Mainstream teachers provide an initial graduated response

External Support

The LSD works routinely with the following agencies:

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

Physical Access at South Hunsley

- All main site buildings to have the capacity for ramped access to downstairs rooms and a disabled toilet
- All 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. SEN 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 termly 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. Statements / EHCPs

- An annual review of a statement / EHCP is carried out close to the anniversary of the statement issue date. Support arrangements are discussed with parents and the student to ensure resources are being used to maximum effect.

Links

Home / School Links

- Parents' evenings
- Induction evening
- Parent workshops
- Home / school Literacy & Numeracy schemes
- 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 SENCo or the student's Head of House

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 or www.hulllocaloffer.org.uk which summarises the support available in that authority across education, health and social care.
- The SENCos across the Trust meet half-termly
- The SENCos of the South Hunsley Partnership together with the partnership educational psychologist meet routinely every half term.
- All SENCos attend the East Riding / Hull SENCo Forum

- All schools within the Trust will publish on their website an SEN 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 SEN 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:

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| SENCo | Ms Jodie Sweeney 01482 631208 ext 161 |
| • Trust Director (SEND) | Mrs Jo Donkersloot 01482 631208 ext. 184 |
| • Assistant Head (Inclusion) | Mr Chris Major 01482 631208 ext. 151 |
| • SEN Governor | Mrs Sue Hastie via the school (01482 631208) |