

# Hurworth School Special Education Needs and Disability Policy

**Accepted by:** Board of Directors January 2011

**Leadership Team Lead Reviewer:** SENCo

**Review Cycle:** 1 Year

**Last reviewed:** July 2021

**Date for next review:** July 2022

## Section 1

### **Our rationale**

At Hurworth School we aim to raise student's standards of attainment in all areas of school life by developing and extending curriculum opportunities for all. Whilst encouraging students to develop lively and enquiring minds, we also aim to support them while they grow in independence and confidence, both academically and socially.

Hurworth is proud of its inclusive ethos which embraces and celebrates the ability of all its students, combining high quality teaching with challenging opportunities in an environment where tolerance and understanding of others is equally important.

The school welcomes all students, from those with additional needs who may need specialist support, to those who require a more significant challenge to achieve all that they are capable of. All of our students are encouraged to reach their full potential through Quality First Teaching and targeted support.

We have procedures to ensure that all students have access to the curriculum and can thrive within Hurworth School. Hurworth is an inclusive school and, in addition to formal procedures for meeting the needs of all of its students, we have many informal procedures that are also outlined within this document.

In accordance with the SEND Code of Practice the school is part of the Local Authority's **Local Offer** that is available to the public and can be viewed at:

<https://livingwell.darlington.gov.uk/Categories/528>

The school's Information Report can be viewed at:

<https://hurworth.swiftacademies.org.uk/curriculum/special-educational-needs/>

The school's Accessibility Report can be viewed at:

<https://hurworth.swiftacademies.org.uk/curriculum/special-educational-needs/>

## Section 2

### **Objectives**

These objectives have been written in conjunction with the aims and objectives of the school and also within the guidelines laid down in the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015).

1. To provide full access to a broad and balanced curriculum for all students within the school at a level that is appropriate to their ability and needs, and which supports them to achieve their best as confident individuals.
2. To ensure the school uses its best endeavours to support children with SEND, enabling them to engage in the activities of the school alongside students who do not have SEND.
3. To identify and assess the special needs of students during transition from feeder primary schools and within Hurworth School itself across the whole ability range and to make appropriate provision in order to meet these needs.
4. To assist departments in the identification of students with special needs and provide guidance for them in terms of advice, resources and appropriate teaching strategies which will help staff develop to the full, the potential of all students in their care.
5. To work closely with departments in the regular assessments and monitoring of student progress to identify students who are making less than expected progress given their age and individual circumstances.
6. To prepare students with special educational needs to make a successful transition into adulthood by working with the Preparing for Adulthood agenda, and through the development of strong links with employers, further and higher education and training providers.
7. To develop the understanding and skills of the staff to meet the needs of students with special educational needs through partnership in and out of the classroom and through INSET.
8. To fully involve parents or carers of students with special educational needs in key aspects of their child's education and to implement the graduated approach as laid down in the 2014 SEND Code of Practice.
9. To develop strong links with the Board of Directors of the school and Trust, and so involve them in the development and monitoring of Special Educational Needs provision in the school.
10. To build on the pastoral and academic links within the school to enable progress for students with special educational needs in other areas such as the development of social and life skills.

### **Section 3**

#### **Definitions of Special Educational Needs, Disability and Inclusion**

Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years (Jan 2015) defines children and young people as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

#### **A child has a learning difficulty or disability if he or she:**

- has a significantly greater difficulty in learning than the majority of others of the same age,  
or

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

### **Disabled children and young people**

Many children and young people who have special educational needs may have a disability which, under the Equality Act 2010, is described as ‘...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 includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have special educational needs, but there is a significant overlap between disabled children and young people and those with special educational needs. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND Code of Practice.

### **Provision to meet the needs of children and young people with SEND**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

### **Equality and Inclusion**

Hurworth School is an inclusive school and supports children with a wide range of special educational needs. We are privileged to have a Resourced Provision to support students with autism or related social and communication needs. The school’s Accessibility Plan supports our Equality, Diversity and Community Cohesion Policy in making sure students can access all aspects of the school and are fully included in the life of the whole school. The school has a duty under the Equality Act 2010 towards individual disabled children and young people, and wider duties to prevent discrimination, promote equality of opportunity and foster good relations.

The school’s Equality, Diversity and Community Cohesion Policy, and Accessibility Plan are available to view at [www.hurworth.swiftacademies.org.uk](http://www.hurworth.swiftacademies.org.uk)

## **Section 4**

### **Context of the School**

The SEND team consists of the SENCo, Resourced Provision Manager and SCOS Coordinator, Level 3 Teaching Assistants and Teaching Assistant Level 3 apprentices. The SEND team works closely with the Student Support Team.

The SEND Department has 2 classroom areas in school for the use of specific students - one of these is in the Resourced Provision (for students with ASD), the other is in the main school building. These have been extended and upgraded over recent years and provide a work place

as well as a social 'safe haven' within which students can access support, advice, or simply spend quality supervised social time with others.

Students who attend Hurworth are predominantly from the South East of Darlington, the villages of Hurworth and Middleton St George and outlying villages.

The school is a centre for students on the Autism Spectrum as it has a specialist ASD Resourced Provision on site. The percentage of students in the school who are on the autism spectrum is higher than the national average. Students in the Resourced Provision access mainstream education, alongside specific withdrawal lessons built around their individual social and communication needs.

Specific details on profile are available after each School Census.

## **Section 5**

### **The Role of Senior Management**

The Head Teacher and Senior Leadership Team are committed to furthering our inclusive ethos and creating opportunities for all. The SENCo oversees the implementation of inclusive practice across the school, and works closely with the ASD Provision Manager to ensure the school policies for equality and inclusion are adhered to.

There is an active policy for the monitoring and assessment of all students across the school. This involves target setting in all subject areas. The Senior Leadership Team support the SENCo in monitoring the academic progress of the students with special educational needs.

### **The Role of the Special Educational Needs Coordinator (SENCO)**

The name of the Special Educational Needs co-ordinator is **Catherine Lawrence**. She is the SENCo as defined in the revised SEND Code of Practice and has overall responsibility for provision for those students on the SEND Register. **Helen Whitten** is the manager of the Resourced Provision and SCOS Outreach services offered by Hurworth School on behalf of the Local Authority.

The SENCo and Resourced Provision manager have DSL training and also work with the Student Support Team which meets weekly to monitor and plan targeted support for the needs of all students.

## **Section 6**

### **Identification of students with SEND**

Students with SEND are generally identified from information gathered during their transition into school. The Head of Year 7 asks all feeder primary schools to complete a 'SEND Primary Liaison Form' for each student transferring into Hurworth School with SEND. Follow-up meetings are held by the SENCo to gather further information from primary school SENCos.

Some children may be newly identified as having special educational needs by staff and parental concerns. Staff can refer their concerns to the SENCo by completing a SEND referral form – this form requests the nature of the concern as well as the evidence and strategies used to date. New referrals are discussed regularly through the school's established pastoral and SEND monitoring meetings which include the SENCo and each year group's Raising Achievement Co-ordinator.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and aspirations of the student and their parents. The necessary intervention is determined, and decisions made as to whether it can be provided through Quality First Teaching, or whether something different or additional is required through special educational provision.

Special educational provision is developed and coordinated by the SENCo in accordance with the SEND Code of Practice: 0-25 years (Jan 2015). This includes a graduated approach to effective SEND support through a four-part cycle of Assess, Plan, Do and Review. The school's provision under each stage of the cycle is outlined in section 7 below.

However support is provided, progress is monitored to help the student reach their expected outcomes and remove any barriers to learning.

The most able children are identified by staff on a formal basis during their first term in school using information from primary liaison, test results and recommendations from subject staff, etc. An Assistant Head Teacher, Sam Reilly, coordinates the implementation of the Gifted and Talented and More Able policy which is located at [www.hurworth.swiftacademies.org.uk](http://www.hurworth.swiftacademies.org.uk)

## **Section 7**

### **The 4-part graduated approach**

Students with an identified SEND are supported through action which follows a 4-part cycle known as the graduated approach. The objective of the graduated approach is to gain a growing understanding of the student's needs, and to establish what supports the student to make good progress and secure good outcomes. Hurworth School's provision under each part of the cycle is detailed below under the headings Assess, Plan, Do, Review.

#### **Assess**

To identify a student as needing SEND support the SENCo coordinates an analysis of the student's needs. This draws on the assessments and feedback of subject teachers in the form of a 'Round Robin' questionnaire to gather information on student progress, attainment and behaviour. In addition, individual meetings are arranged to gain the views of parents and the student, as well as any relevant advice from external agencies.

If it is deemed appropriate for further assessment to be carried out, the SENCo liaise with the appropriate agency to facilitate this. This may include the formal assessment of a specific learning difficulty, or investigations into a student's potential access arrangements. The SENCo is qualified to conduct some of these assessments in order to inform the school's interventions.

The school also employs regular support from staff trained in the provision of Behaviour and Welfare Support (Linda Reed) and counselling. Children with emotional or behavioural problems may be referred to receive these types of support.

#### **Plan**

Where it is decided to provide a student with SEND support, the parents or carers are formally notified. The SENCo writes a pen portrait of the student to provide staff with accurate information on the student's identified needs and the strategies to be implemented across the school, including any access arrangements. At this stage a SEND Support Plan is written to form a record of the desired outcomes, along with current provisions. The SEND Support Plan and Pen Portrait are accessible to staff via Classcharts and, to parents, via a code to link to Edukey. All staff must include any students with SEND in their lesson planning, showing what resources, strategies or differentiated approaches are to be used.

Teaching Assistants who support students with SEND are expected to liaise with teachers and make themselves fully aware of lessons and objectives set for these students. They are there to support the students in the most appropriate manner, whether this is individual support of a student, small group work or whole class team teaching.

### **Do**

The subject teacher remains responsible for working with the students with SEND on a daily basis, and this responsibility is retained where the interventions involve group or one-to-one teaching in their subject area.

Students with SEND may be withdrawn to work in the Resourced Provision base room with a Teaching Assistant in order to further develop skills which are specifically related to their needs; this is usually around developing social communication and interaction skills. Students may also be withdrawn from lessons to work with outside agencies, such as Speech and Language Therapists, on a planned, short-term basis. Withdrawal from lessons is kept to a minimum to avoid disruption to learning.

### **Review**

The SENCo and the Resourced Provision Manager are responsible for overseeing the individual programmes of planned withdrawal support. This is done in liaison with the Teaching Assistant assigned to deliver the programme. These programmes are reviewed termly.

The SEND Support Plan review (for individual students with SEND) records the impact of support to date in order to inform future planning. It includes feedback from teachers of interventions or adjustments being, or to be, implemented in the classroom in order to remove barriers to learning. In light of the impact of interventions in place, the SENCo plans whether to implement additional interventions, and adjust or cease some interventions. Regular communication and meetings with parents ensures they remain involved in the planning and reviewing process of the SEND Support Plan – see section 8 below.

## **Section 8**

### **Involving parents and students in the reviewing process**

The school sees partnerships with parents and carers as vital to the success of all students and particularly those students with special educational needs.

Contact is made with many prospective students with SEND, informally, at the Year 6 Open Evening for parents and students (Autumn Term of Year 6). Formal contact with parents and carers is then made after students have entered the school and are identified as having special educational needs [see section 6 above on 'Identification of students with SEND']. This contact can be made earlier if needed; the SENCo may be asked to attend the Year 6 annual review, or arrange additional transition sessions prior to the start of Year 7.

### **The SEND Support Plan – parent involvement**

All students with SEND will have a SEND Support Plan in place. All students and parents/carers of students with SEND will be asked to contribute their views to the plan, either before or during the review meeting. The SEND Support Plan includes information on student views, parent views, school views, social care needs and health needs.

Parents/ carers are involved in the review of the SEND Support Plan with their child on a regular basis. Students and their parents/ carers are offered a meeting in school to review progress and support with the SENCo. In addition, the SENCo attends the school's normal cycle of formal parents' evenings; this provides another opportunity for discussion with parents/ carers to explore their views and to plan effectively towards the desired outcomes.

In addition to the normal cycle of year-group parents' evenings and the individual review meetings, the following list outlines further opportunities which the SENCo can utilise throughout the school year in order to review the SEND Support Plan with parents and students:

- Mid-term meetings (as required, Years 7- 11)
- Multi-agency meetings (as required, Years 7- 11)
- Outside agency meetings (as required, Years 7- 11)
- Telephone discussion (as required, Years 7- 11)
- Email communication (as required, Years 7- 11)
- Transition planning meetings with career guidance advisor (Years 9 – 11)

These meetings provide an opportunity to build parent confidence in the actions being taken by the school and enable the school to understand the full impact of SEND support.

Student views are an important part of the process in the review of the SEND Support Plan. The school encourages students to contribute their views through the following means:

- Student 'views and aspirations' section on the Support Plan (Years 7 – 11)
- Attendance at meetings listed above (Years 7-11 where appropriate)
- Academic Mentoring meetings (Year 10 and Year 11)
- Attendance at review meetings

#### Statement / Education Health and Care Plan – parent involvement

Students with an Education Health and Care Plan (i.e. those with more significant SEND) have an additional, annual, person-centred review of their progress. Parents / carers are invited to the review and are sent the 'Parent/ Carer Views' form at the same time. Parents are also welcome to contribute their views to the EHCP at the meeting. Contact is made with all the appropriate agencies to ensure education, health and social care representatives attend the review and/or submit reports, where applicable. The SENCo collects reports and comments from teachers, medical professionals, EPs, social services and anyone else involved with the welfare of the student; these reports are distributed to all concerned two weeks before the review.

The review is chaired by the SENCo and is attended by the student, parents / carers, the local authority's SEND Caseworker, if applicable, and any relevant outside agencies. Following the review meeting, the amended EHCP and the Annual/Interim Review Form are sent to the local authority and shared with all parties involved in the review. Parents receive a draft amended copy with any proposed changes from the local authority before the Final EHCP is issued.

From Year 9 onwards, the school's careers advisor and, in Year 11, representatives from colleges of further education, are also invited to attend reviews to give advice to students about the choices available to them after leaving school.

Students are encouraged to attend all annual review meetings, and are supported to give their views on their own progress. In advance of the meeting, the student's views may be recorded on Edukey. Students can either write, type, dictate, draw or make a power point presentation.

#### **Transition arrangements for students with SEND**

The Head of Year 7 oversees transition into Year 7. She visits the primary schools and gathers the information available on all Year 6 students due to transfer into Hurworth School. An enhanced package of transition support may be offered to support some students who are identified as needing additional support, and this is organised in liaison with the student, parents, other agencies and relevant school staff from the Y6 Summer Term onwards. This type of support can include additional 1:1 visits and visual resources (e.g. transition booklet) to familiarise the child with their new setting.

## **Section 10**

### **Information sharing on students with SEND**

Once a child has entered Hurworth School, all relevant and appropriate information pertaining to their SEND is shared with staff. This information is gathered from discussions with the student, parents/ carers, schools and other agencies involved in the child's support. A summary of this information is presented as a Pen Portrait and these are made available to all staff via Classcharts. This information will typically include a description of the student's strengths, a description of identified needs, access arrangements, strategies for teachers to use when meeting those needs and any other required actions to ensure that the student thrives in school.

Medical conditions are normally specified in an Individual Care Plan. These are coordinated by the Office Manager. Where students have SEND as well as a medical condition their provision is planned and delivered in a coordinated way between the Office Manager and the SENCo. Personal care is co-ordinated by either a member of the SEND department support staff, or a member of staff trained to undertake specific tasks of this nature. The school's 'Medication in School' policy document is located at [www.hurworth.swiftacademies.org.uk](http://www.hurworth.swiftacademies.org.uk) .

## **Section 11**

### **Designated base rooms**

The school maintains two base rooms to meet some the needs of students with SEND. The SENCo and the manager of the Resourced Provision manage the day-to-day use of these areas to ensure they are efficiently and effectively utilised. The manager of the Resourced Provision works in an office next to the Resourced Provision base room (see section 22 below for the role of the Resourced Provision); The SENCo works in an office in the main building. Teaching Assistants are timetabled to supervise each base room before school starts, as well as each break and lunchtime. Study sessions, group work, Unit Award Scheme lessons and 1:1 work may also be scheduled in the two base rooms (the Blue Room, Room 20) and in the Library. This enables students to benefit from regular contact with support staff and provides an area for study, social interaction, withdrawal work, as well as an additional resource for students without SEND who may require part-time access to such provision.

The Teaching Assistants also supervise an after-school homework club for two days a week. Students who could benefit from this provision are encouraged to attend, in liaison with their parents.

## **Section 12**

### **Approaches to teaching students with SEND**

Students with SEND access the National Curriculum at a level appropriate to their needs. All children in Key Stage 3 are taught within 5 streamed teaching groups, the groups of students with lower academic ability being smaller in number. The Literacy Intervention Programme meets the needs of the students in Set 5 in Key Stage 3 in terms of additional literacy input. All Humanities lessons are taught in the same room, and with a literacy focus; students are taught

one subject (RS, Geography and History) per term, providing a simpler timetable and greater continuity to aid understanding, retrieval and completion of literacy tasks. The Humanities non-negotiables, ILTs, and assessment is matched across all teaching sets. The aim of the additional literacy focus is that improved literacy skills will enable greater access to the rest of the curriculum throughout the student's time at Hurworth.

In Key Stage 4 the teaching groups are generally smaller and streamed where it is possible to do so. In English and Maths, students are taught in 6 or 7 sets to make differentiation as effective as possible and class sizes smaller for those students needing greater support.

For selected students with SEND in Key Stage 4, who would benefit from studying alternative accreditation, there may be the opportunity to study the AQA Unit Award Scheme in Life Skills. This presents subjects in small units which provide clear short-term achievable targets, and provides external accreditation of achievement.

In-class support from Teaching Assistants is timetabled by the SENCo and the Resourced Provision Manager, according to priorities identified by students' needs. These priorities can change mid-term, and therefore the support is flexibly managed to adapt to these changes.

Timetabled withdrawal support is provided for students in the Resourced Provision to support development of social communication skills. The Teaching Assistants deliver bespoke programmes in these withdrawal lessons which are targeted at students' specific needs.

## **Section 13**

### **Supporting inclusion – supporting the curriculum and environment for students with SEND**

#### **Communication Cards**

Hurworth is an inclusive school, and strategies to promote inclusion of students with SEND include the use of student communication cards. These are wallet-sized cards which students carry on a daily basis. The cards provide an alternative means for the student to communicate their needs, and are particularly useful when students are working with less familiar teachers, such as supply and cover teachers, or where students have specific communication difficulties needing this type of support.

The SEND department organises the use of these cards with students' agreement, and staff are reminded of their use in weekly bulletins. All staff can access the record of the students who possess these cards on SIMS.

Examples where such cards are used:

- To leave lessons 3 minutes early to avoid crowded corridors (particularly useful for students with Autism)
- To request to leave a lesson due to raised levels of anxiety/ frustration (Time-out pass)
- To provide peer-to-peer support in the transition between lessons
- To have an early lunch (leave Lesson 3 5-10 minutes early) to avoid the canteen queue

#### **Resourced Provision for Autism / Social Communication Needs**

Hurworth School hosts a Resourced Provision to support students with Autistic Spectrum Disorder or Social and Communication needs. Details about the Resourced Provision have been included in section 22 below.

## Accessibility

The school's Equality, Diversity and Community Cohesion Policy (located at [www.hurworth.swiftacademies.org.uk](http://www.hurworth.swiftacademies.org.uk)) is supported by an Accessibility Plan to ensure Hurworth School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school.

The school has made a number of improvements to the physical environment including:

- installation of ramps for wheelchair access
- installation of wheelchair lifts to improve access to dining hall and stage areas
- increased number of disabled toilets across the school

## Curriculum

The school operates a flexible approach to supporting the varying needs of students. For some students it may be more appropriate to consider alternative options within the design of their timetable in order to provide the most appropriate and supportive curriculum to meet their needs. Examples of this flexible approach to support include:

- a student with high noise sensitivity may not be able to access some lessons in the gymnasium during PE lessons, and strategies are decided in liaison with the PE department, parents and the student to provide alternative activities for part of the syllabus
- a student with autism and significant language difficulties may need to have regular access to a quiet base room in registration time in order to unwind and prepare for access to classes.
- The provision of 'Study Support' within a student's adapted timetable for those requiring additional time to maximise their progress towards academic targets.

## Section 14

### **Examination Support**

Students in Key Stages 3 and 4 can be assessed for access arrangements where it is deemed appropriate to do so. The SENCo conducts these assessments and coordinates any interventions in liaison with the school's examinations officer (Lucy Clark). Any arrangements are then incorporated into the planning of internal and external examinations; the arrangements should also be practiced in the classroom where possible; they should be the student's 'normal way of working'. Parents/carers are notified of any access arrangements their child is given; students are seen before exams to ensure they know how to use their arrangement. In Year 9, students who require access arrangements undergo assessment with the SENCo to obtain up to date data for the JCQ access arrangement application process. Teacher and invigilator feedback is an equally important part of this process to establish and evidence the student's 'normal way of working'.

## Section 15

### **Extra-curricular Activities**

Students have the opportunity to participate in extra-curricular activities which provide enriched experiences during their time at Hurworth School. Teaching Assistants supervise the after-school Homework Club twice a week.

Other extra-curricular activities are advertised to all students through form tutors. Teachers who run these sessions will discuss students' barriers to attending and participating with the SENCo.

## Section 16

### **Training and expertise of staff to support students with SEND**

The SENCo co-ordinates staff training related to the support of students with SEND. The SENCo takes responsibility for raising staff awareness on the implementation of the new SEND Code of Practice, as well as on the strategies which are pertinent to meeting individual student needs.

Teaching Assistants are encouraged to attend external courses which link to their professional development needs. Over recent years, staff within the SEND department have undertaken training in the following specialist areas:

- Autism in children- post graduate certificate
- Anaphylaxis training
- PHSCE curriculum, including sex and puberty support for children with ASD
- Sexuality, Friendship and Relationships in Autism
- Challenging behaviour
- Counselling and mentoring
- Language & Communication impairment in children - post graduate certificate.
- Promoting Mental Health in School
- Level 3 Award in supervising food safety in catering
- Teaching reading through structured phonics
- ADHD awareness
- Reciprocal reading training
- Higher Level Teaching Assistant [HLTA]
- Autism Lead training
- AMBDA
- Supporting Looked-After students
- NASENCo award

## **Section 17**

### **Evaluating the effectiveness of the provision for students with SEND**

Whole school Learning visits and Work Reviews are carried out by Heads of Department and contain a robust SEN element. These allow departments to ensure that students with SEND are accessing the curriculum, and that barriers to learning are reduced by staff awareness of students' difficulties, Quality First teaching, Teaching Assistant support and the use of effective and evidence-based resources and programmes. The findings of these verification processes are discussed with the SENCo and Resourced Provision Manager, when necessary, and at departmental 'deep dive' meetings.

In addition to the above, the SENCo and Resourced Provision Manager carry out additional Learning Visits to focus upon specific students within the class, in order to ensure that any barriers to learning are being reduced or removed by teacher awareness of need, environmental adaptations and specific teaching approaches and resources.

Teaching Assistants and the SENCo set appraisal targets at the beginning of the academic year, which are reviewed mid and end-cycle. This ensure that progress in certain areas is maintained and developed and that Teaching Assistants' training needs are addressed to ensure that the skills and knowledge are updated.

Another contributing factor in the evaluation of the effectiveness of SEND provision is the regular analysis of student progress data and attainment, through the whole-school schedule

and through SEN reviews. This can help identify areas for further development in the support of individual needs.

## **Section 18**

### **Supporting students who are looked after by the local authority and have SEND**

To support all students who are identified as 'Looked After' the school adheres to the Looked After policy document. This can be located on the school's website [www.hurworth.swiftacademies.org.uk](http://www.hurworth.swiftacademies.org.uk).

The school's designated officer for students who are Looked After is Beth Wright. There is closely linked practice between both the SEND and Student Support systems in place across the school to ensure the needs of students with SEND who are Looked After is closely coordinated. This includes the invitation of the Teacher for LAC and the SENCo to reviews and PEPs to ensure effective planning and information sharing.

## **Section 19**

### **Support for improving the emotional and social development of students with SEND**

The school's Student Support Team is led by Kelly Davison, Assistant Head Teacher. Each year group is allocated a Raising Achievement Coordinator to oversee the pastoral, social and academic progress of students in a year group. The SENCo attends weekly meetings with the Student Support Team to ensure there is a coordinated and effective approach to providing the appropriate pastoral, social and academic support to students with SEND.

The school employs staff trained in the provision of behaviour and welfare (Linda Reed) and counselling support. Children with emotional or behavioural problems may be referred to receive these types of support, which are delivered in 1:1 sessions in designated support rooms.

In addition, the school has strong links with outside agencies such as Child and Adolescent Mental Health Service (CAMHS) and Social Services. If it is deemed appropriate by the school, parents and student the school will arrange for meetings with these agencies to take place in school.

The Resourced Provision provides specific programmes of support to improve the social and emotional development of students on the autism spectrum. These are delivered on a withdrawal basis as outlined in Section 7 above. Student progress towards specific targets is measured using the AET tracker.

## **Section 20**

### **Involvement of outside agencies in supporting students with SEND and their families**

Hurworth School has the following staff on site, giving students access to staff with specialist skills:

- Full time behaviour and welfare support specialist
- Resourced Provision for students on the autism spectrum (14 places, designated by the Local Authority)
- School Counsellor
- Careers advisor
- Social Communication Outreach Service (for students with ASD)

In addition, the school has strong links with outside agencies. These agencies may be invited to attend review meetings with parents and staff, as well as to provide direct advice and support on individual needs as they arise, often working directly with students where it is deemed appropriate to do so. Parents are kept informed throughout the process and reports from agencies are used to inform future planning.

For the more vulnerable groups of students the school holds regular meetings to ensure a coordinated approach to their support is in place. The school's safeguarding policy can be found at [www.hurworth.swiftacademies.org.uk](http://www.hurworth.swiftacademies.org.uk).

Outside agencies and services currently accessed by the school include:

- Education Psychology
- Social Care
- Health Services, such as CAMHS [ Child and Adolescent Mental Health Service]
- Growing Healthy Darlington
- MIND
- Listening Post
- Psychological Well-being Practitioner
- Speech and Language Therapy
- Occupational Therapy
- Hearing and visual impairment support (Low Incident Needs Service)
- Darlington Association of Disability

## **Section 21**

### **Arrangements for handling complaints**

If a problem cannot be resolved through normal school procedures, a parent may then make a complaint- see website for details of this process. The Local Governing Body member responsible for special educational needs is Bree Stamp.

## **Section 22**

### **The Resourced Provision for students on the autism spectrum**

#### **Staffing in the Resourced Provision**

Mrs Helen Whitten manages the Resourced Provision and co-ordinates the programme of support for students with ASD and additional social communication needs. All Teaching Assistants support in this area. The Provision Manager works in collaboration with the Student Support Team to ensure there is a coordinated whole-school approach to supporting all of Hurworth students.

#### **Placement in the Resourced Provision**

The Resourced Provision is a 14-place unit for students with a diagnosis of ASD and an EHCP (Education, Health and Care Plan). Decisions on placement are made by a multi-professional team, whereby evidence of previous and projected needs is taken into account, usually, but not entirely, through the annual review of an Education Health and Care Plan (EHCP). Students at the milder end of the spectrum have their needs met through their local mainstream school, with access to well trained staff and resources, including the Social Communication Outreach Service.

#### **Aims of the Resourced Provision**

The aim of the Provision is to provide an opportunity for students with ASD to access a broad and balanced curriculum in conjunction through mainstream lessons. By offering experienced support, and responding to their diverse needs, each student is encouraged to take advantage of the school community and activities. Opportunities for greater confidence, the development of independence and life skills, and raised self-esteem are central to the provision of extra support.

### **Principles behind the Provision**

- To recognise and meet the needs and strengths of individuals characterised within the triad of impairments for ASD
- To raise the self-esteem, confidence and independence of students
- To promote access to a broad and balanced curriculum
- To promote inclusive education through a child-centred approach
- To work in partnership with parents/carers towards positive outcomes in their child's development
- To promote effective links with other specialist provision where appropriate
- To monitor and evaluate the academic and social progress of students with ASD
- To support staff to meet the needs of students with ASD in a mainstream setting
- To provide a multi-agency approach to meeting special needs, including speech and language therapists, education psychologists, mental health practitioners, etc.
- To promote peer support
- To support the transition of students from one phase of education to another

### **Strategy for achieving the aims**

- Provide access to a broad and balanced curriculum through the mainstream school
- Develop department and whole school strategies to support the individual needs of students, and promote independent working, attention to task and concentration skills
- Use 1:1 and group sessions to support the development of communication skills, social understanding and flexible thought processes
- Identify and reduce the potential stress factors experienced by individual students
- Liaise regularly with parents to develop the use of strategies which are effective and transferable between home and school use
- Assess and review student progress towards individual targets
- Raise peer awareness of ASD
- Liaise with feeder primary schools and post-16 providers to provide enhanced transition support into new settings
- Work in partnership with other agencies in support of the identified or emerging needs of students with ASD

### **The Curriculum in the Resourced Provision**

Students who access the Provision receive a broad and balanced curriculum which is delivered mainly through mainstream classes. The Provision base room is used to provide individual and small group withdrawal support and students are timetabled to access this facility whilst accessing a minimum of 50% mainstream lessons.

The curriculum in the Provision base room is designed to develop a range of skills that require direct teaching beyond that available in mainstream classes. The students work with the

Provision staff on a 1:1 or small group basis in order to develop their ability to understand and communicate with the world around them, to reduce their anxiety levels and maximise their potential to participate in mainstream school. According to need, the skills which are directly taught include:

- Life skills such as road safety, shopping, navigating the local community, travelling on public transport, using public telephones
- Learning how to make choices and decisions
- Social skills such as working in a group, recognising and respecting the needs of others, appropriate behaviour
- Language and communication skills such as recognising the feeling of others, understanding the thoughts and opinions of others, interpreting language correctly, and the use of body language and gesture

Mainstream classes are grouped to ensure that students are placed in a class with those of similar academic ability. To support the students in the mainstream classes, support staff work with the teachers to plan appropriate work and strategies to meet each student's individual needs. These include the use of differentiation and strategies/resources which are considered to be of benefit to the child's participation in a mainstream school. For example, identifying sensory needs such as noise intolerance and working to reduce a child's anxiety which may be triggered by being in crowded areas. The nature of support is varied and designed around the individual needs of the child.

### **Transition Arrangements for students in the Resourced Provision**

Liaison with the feeder primary schools and parents is established at an early stage by the Resourced Provision Manager. A series of visits to the relevant primary schools provide an opportunity for learning support staff to work with students within their current setting. From this initial contact several visits to Hurworth School will follow to enable the students to become familiar with the school through planned activities which allow them to work directly with support staff in the Resourced Provision base room. During the transition support programme, the students are able to work with the variety of resources listed below:

- Transition booklet
- Photographs they have taken of the school

All of the above resources are given to the student to keep at home so that they can remind themselves about the school during the long summer holiday.

### **Section 23**

The school's website [www.hurworth.swiftacademies.org.uk](http://www.hurworth.swiftacademies.org.uk) provides access for parents and carers to the following SEND related documents:

The Local Authority's Local Offer can be viewed at:  
<https://livingwell.darlington.gov.uk/Categories/528>

The school's Information Report can be viewed at:  
<https://hurworth.swiftacademies.org.uk/curriculum/special-educational-needs/>

The school's Accessibility Report can be viewed at:  
<https://hurworth.swiftacademies.org.uk/curriculum/special-educational-needs/>

