



LEAP MULTI-ACADEMY TRUST: DINNINGTON HIGH SCHOOL **SEND ACHIEVEMENT POLICY**

Policy Author	Trust Director of SEND
Date Last Reviewed	November 2018
Trust Key Reader	GB
Approved by Trust Board	13.12.18
Review Date	September 2019

This policy complies with the statutory requirements laid out in the SEND code of practice: 0-25 years (June 2014) and has been written with reference to the following guidance and documents:-

- Equality Act 2010: advice for schools (DfE, February 2013)
- SEND code of practice: 0-25 years (June 2014)
- Schools' SEN Information Report regulations (2014)
- Statutory guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

This policy was created in collaboration between the SENDCo and the SEND Ambassador in liaison with the SLT and all staff, and parents of students with SEND.

1. Introduction

- 1.1 Dinnington High School is a mainstream school. We gained Academy status in February 2015 and are part of LEAP Multi-Academy Trust. The proportion of students known to be eligible for free school meals is above the national average. The proportion of students from minority-ethnic groups is below the national average.

Ethos for working with students with SEND

We believe that every teacher is a teacher of every child, including those with special educational needs, and that the role of the ENGAGE department is to work inside and outside the classroom to support students to ensure they reach their potential and are fully included in all activities.

Director of SEND: Mrs H. Cook

National Award for SEN: Completed

Supported in SEND work at Dinnington High School by:-

Deputy Director of SEND (SENDCo): Mrs W Jenkins

National Award for SEN: Completed

Head of ENGAGE: Mrs J Twiss

CONTACT DETAILS: 01909 560066

Ms D Elsdon (Vice Principal) is the SEN advocate within the Senior Leadership Team.

The Academy Ambassador with responsibility for Special Educational Needs is Mr D Farrah.

The named Trustee with responsibility for SEND is Mr G Burke.

2. Aim

- 2.1 The aim of the SEND provision provided at Dinnington is to ensure that we raise the aspirations of and expectations for all students with SEND.
- 2.2 Our approach to working with students with SEND is to support the quality first teaching provided in the classroom with focused intervention for young people with SEND to ensure they achieve the best possible outcomes throughout their time at our Academy.

3. Objective

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provided in the SEND code of practice, 2014
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs

- To provide a Special Educational Needs & Disabilities Co-ordinator (SENDCo) whose work will be guided by the SEND Achievement Policy
- To provide support and advice for all staff working with special educational needs students.

4. Identifying Special Educational Needs (SEN)

- 4.1 SEN identification places students who have needs in the following broad areas identified by the code of practice. This allows us to plan what action we need to take to support their achievement:-
- Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health difficulties
 - Sensory and/or Physical needs.
- 4.2 When considering the whole child it is important that we consider other aspects that impact on progress and attainment. Before identifying any student as having SEN we look at many aspects, which include:-
- Disability
 - Attendance and Punctuality
 - Health and Welfare
 - English as an Additional Language (EAL)
 - Fulfilling the criteria for designation as a 'Pupil Premium' student
 - Being a Looked After Child (LAC)
 - Being a child of a serviceman/woman.

5. A Graduated Response to SEN Support

- 5.1 If a child is identified as working significantly below their expected level of progress, we will take appropriate measures to address this.
- 5.2 The first response is high quality teaching targeted at areas of weakness. Where progress continues to be slower than expected, the class or subject teacher, working with the SENDCo, will assess whether the child has a special educational need. We may then provide extra teaching or rigorous interventions designed to secure better progress as appropriate. At the point where a student is receiving an intervention or additional SEN support, he/she will be placed on the Academy's SEND monitoring register. A student's response to such support can help to better identify their particular needs.
- 5.3 At all stages of our work with students, the teacher is responsible and accountable for the progress and development of the students in their class. This includes where students access support from teaching assistants or specialist staff.
- 5.4 Additional intervention cannot compensate for a lack of good quality teaching and we believe that the key characteristics of quality first teaching can be summarised as:-
- Highly focused lesson design with clear outcomes
 - High levels of students' involvement and engagement with their learning
 - High levels of interaction for all students
 - Appropriate use of teacher questioning, modelling and explaining

- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
 - An expectation that students will accept responsibility for their own learning and work independently
 - Regular use of encouragement and authentic praise to engage and motivate students.
- 5.5 We monitor the quality of the provision received by all students (including those with SEN) through Quality Assurance procedures after each assessment of progress. Assessment formally occurs at least three times a year. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes.
- 5.6 If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress. This follows the ‘assess, plan, do, review’ framework outlined in the new code of practice.
- 5.7 When considering whether a student should be placed on the SEND register, teachers and the SENDCo consider all of the information gathered from within the Academy about a student’s progress. We view this in light of national data and expectations of student progress. During this process, the ENGAGE department will use accurate formative assessment and early assessment materials as a guide in the decision making process. When a student is displaying a higher level of need, the Academy draws on specialised assessments from external agencies and professionals, eg, CAMHS (Child and Adolescent Mental Health Services), Educational Psychologist, Hearing Impaired Service, ACT (Autism Communication Team), Visually Impaired Service and Speech and Language Therapy services.
- 5.8 A student is placed on the SEND register following work by staff in the Academy that involves the work with the student being planned within the following cycle:-
- Assess** - The student’s learning problems are investigated; observations and standardised tests may take place
- Plan** - Support or intervention is planned
- Do** - The support or intervention is carried out with the student
- Review** - The support or intervention is evaluated and it is decided whether to continue on the ‘assess, plan, do, review’ cycle or whether at this point quality first teaching would be sufficient to meet the student’s needs.
- 5.9 Students and parents are fully involved in the process of identification of a student with SEN. Students with additional needs and their parents are offered the additional opportunity to meet with staff within the ENGAGE department:-
- Parents/carers of students with a Statement or Education, Health and Care Plan or who are experiencing major difficulties within the Academy are invited into the Academy on at least 3 occasions within the academic year when targets are set and progress towards them is discussed. This meeting is with key staff involved in the support of the young person, either the SENDCo, the lead worker who works closely with a student, or a key member of the Student Development team..
 - All parents/carers of students identified with an additional need are invited into the Academy to meet with ENGAGE staff (by arrangement and on parents’ request) on at least 2 occasions: parental consultation evening and at the end of the academic year. The ENGAGE department send letters inviting parents to make appointments at these key times.

- ENGAGE staff are involved in other meetings in the Academy for those students with additional needs, eg, FCAF meetings, multi-agency meetings, LAC reviews, ACHIEVE reviews. Parents can request our presence at any meeting that they are invited to and, if appropriate, we will attend or send a report in lieu of attendance.

6. Managing Students' Needs on the SEND Register

- 6.1 The needs of students on the SEND register are met by the ENGAGE team. This team draws together expertise from staff with different backgrounds to ensure that the support provided for students is holistic, well planned and best meets their needs in the classroom. Working closely with ACHIEVE we hope that support will be effective and ultimately raise the academic progress of all students who require it, including those with an identified special educational need.
- 6.2 **Most students with SEND** are monitored by the ENGAGE department through our normal Academy systems. The department looks at the Assessment Point reports (APs) of all students and works closely with departments to identify those students who require extra support. Those students who have been identified by class staff, on entry from primary school or by an outside agency as having additional needs that fall under the SEND criteria are recorded on our data management system as having an 'identified need'.
- 6.3 **Some students with SEND** are identified as requiring additional support outside of the classroom to support them in making expected progress. This may be additional academic support, emotional support, or support with their social presentation. These students will be allocated a lead worker, a named person to support them in all areas. They will also have a Dinnington Learning Plan. This is a person-centred plan that highlights to staff how the student can be best supported and has targets that a student should meet to enable better progress in the Academy. The lead worker supports them in meeting these targets which should be planned and reviewed at least 3 times a year. All work is overseen by a member of the ENGAGE leadership team. These students are recorded on our data management system as receiving 'in school provision'.
- 6.4 **A small number of students with SEND** are receiving intensive support in the Academy or have an Education, Health and Care Plan. They may also be working with an outside agency, e.g. CAMHS. These students have a lead worker and a Dinnington Learning Plan and will be receiving a large amount of support from the ENGAGE department. The lead worker supports them in meeting the targets set which should be planned and reviewed at least 3 times a year; targets set should link to the targets set in the EHC (if applicable). All work is overseen by a member of the ENGAGE leadership team. These students are recorded on our data management system as 'K - receiving SEN support' or as 'E - Education, Health and Care Plan'.
- 6.5 In all cases the lead worker is responsible for completion of Dinnington Learning Plans and for meetings with parents. They are supported in this work by ACHIEVE and departmental staff and the SENDCo. Departmental staff are responsible for evidencing progress towards the outcomes through the Academy's AP cycle.
- 6.6 The placement of students in this system is overseen by the SENDCo and is reviewed termly. Students can be added outside a termly review cycle if this is appropriate.
- 6.7 The level of provision for students with SEN is outlined in the Academy's local offer www.rotherhamsendlocaloffer.org.

6.8 It is also outlined below, in tiers of support. The provision is identified (as appropriate) from the following tiers. Provision should not be tried from the next tier up until all appropriate support from the tier below is attempted and proved to be ineffective in enabling students to access quality first teaching:-

Whole School

- Access to a broad, balanced curriculum
- High quality facilities
- Access to staff expertise across Dinnington High School and the MAT
- SEN support/advice
- Access to support from the ACHIEVE system (as appropriate)
- Differentiated curriculum planning, work and delivery
- Increased visual aids, visual timetables
- Student subject tracking - AP
- Parental reviews
- Looked After Child reviews
- School counsellor access
- After-school clubs
- Children's Services input
- Access to the school nurse and wider health professional support
- Educational Welfare Support

SEN Support Tier 1

- Small group working with teacher/teaching assistant
- Withdrawal groups
- Multi-sensory teaching
- Group use of ICT programmes
- Wave 2 intervention: Read, Write Inc Fresh Start, 1st Class @Number 2, Success @Arithmetic
- In-class support
- Engagement and intervention input
- Homework club, handwriting club, social skills club, spelling club
- Small group working
- Targeted differentiation
- Home/school programmes in partnership with parents/carers
- SEN monitoring with follow up from an ENGAGE assistant
- Access to a counsellor (by referral to the Student Development team)

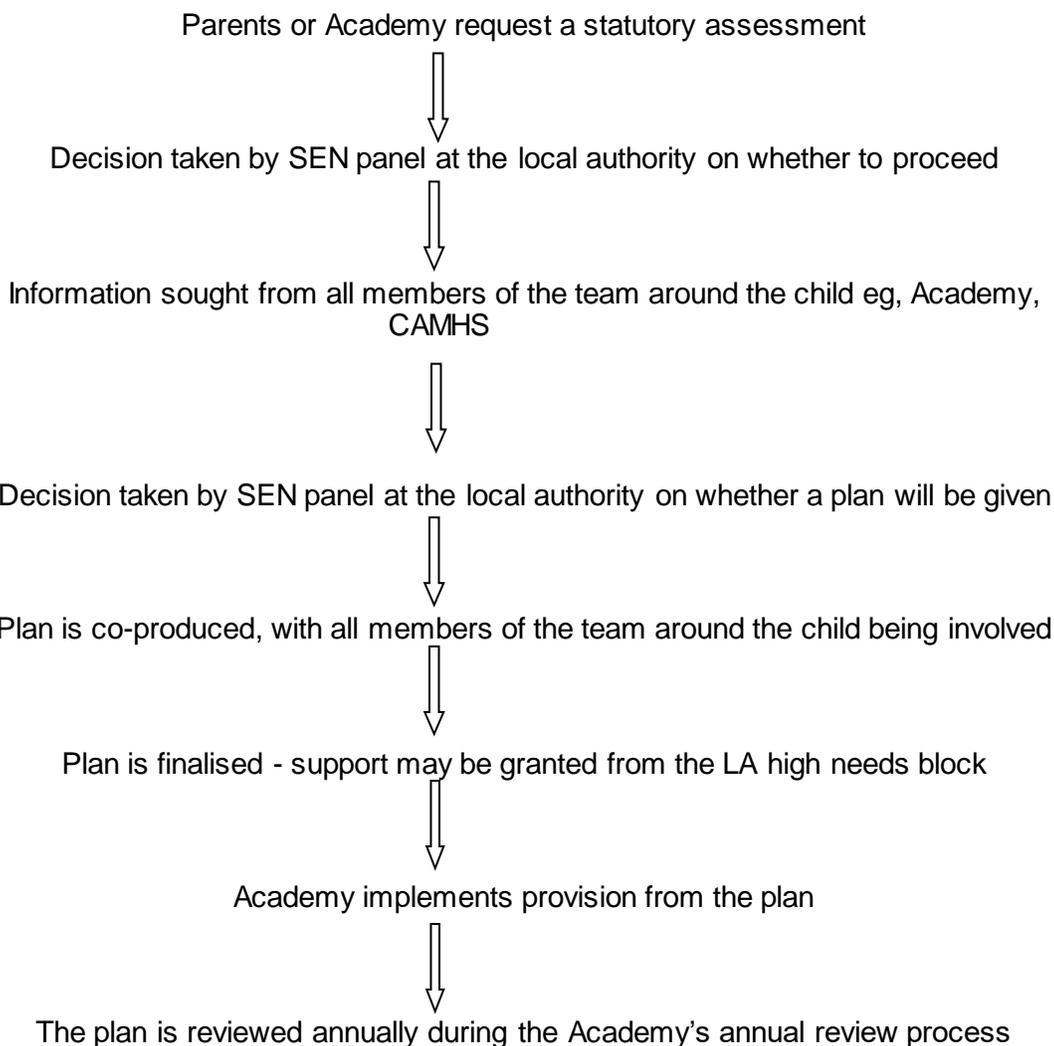
SEN Support Tier 2

- 1:1 working, Nurturing grouping or SEMH provision (Segrave)
- Signposting and delivery of Targeted Wave 3/4 intervention
- Individual access to IT programmes and provision
- Individual access arrangements and support for examinations
- Learning Support advice
- Behaviour Support advice including attachment issues
- VI advice (visual)
- HI advice (hearing)
- Physical disabilities advice – OT, Physiotherapy
- Speech and Language advice
- Referral to CAMHS support
- Health Services support
- ACT support
- Educational Psychologist support
- PSP, risk assessments
- Thrive and Theraplay (emotional wellbeing), Drama therapy
- Dinnington Learning Plan if required
- Multi-agency advice/input
- Lead worker to oversee Academy support and work with student on targets for improvement

Education, Health and Care Plan

- Statutory Annual Review meetings
- EPS advice/assessment
- Achievement Plan
- Enhanced multi-agency advice/input

- 6.9 If it is felt that a student's needs cannot be met through our own provision, we will discuss this with the parents and student before requesting appropriate support and advice from outside agencies. Support is also sought from the Academy's commissioned educational psychologist who identifies strategies to help us meet a student's needs.
- 6.10 Additional support of this type is engaged by the Academy in these instances following internal 'team around the child' discussions, and all applications are made with the agreement of the SENDCo.
- 6.11 An Early Help assessment may be used to draw together all information from outside agencies before making a referral to the local authority and making a request for a statutory assessment for an Education, Health and Care Plan. Additional funding through the LA high needs block is also granted in this way, or through the annual review process for a student already granted an Education, Health and Care Plan.



7. Criteria for Exiting the SEND Register

7.1 The SEND register is reviewed termly and students exit if:-

- Their needs are being met by quality first teaching in the classroom
- They are working at their expected level of progress
- When provision provided is reviewed, it is not felt that they require any additional SEN support for their learning.

7.2 We support all students with SEND regardless of their placement on the SEND register by:-

- Offering a wide range of appropriate pathways at KS4
- Group in-class support in classes where this is necessary
- ACHIEVE support by a Year Leader or form tutor
- After-school clubs to support homework completion, numeracy and literacy
- Read, Write Inc Fresh Start and literacy in Year 7 and 8 in the place of MFL for those with literacy skills below average
- Maths programmes from 'Every Child Counts' portfolio in KS3 for those with gaps in their numerical understanding.

8. Supporting Students and their Families

- 8.1 Support for students in the Academy is provided by the Student Development team. This is a team of teaching and non-teaching staff. These staff work with students with additional learning needs in many ways: through in-class support, 1:1 programmes, literacy and numeracy withdrawal and through mentoring and bespoke support programmes for behavioural, emotional and mental health concerns. All support is strategically planned by the ENGAGE team in discussion with curricular and ACHIEVE staff through the Student Development Faculty.
- 8.2 Access arrangements for exams is the responsibility of the SENDCo who oversees this work and is registered with the British Psychological Society for this purpose. They ensure all students who require exam access are granted this by making an application to JCQ. Responsibility for the provision of exam access arrangements lies with the class teacher for day to day teaching and assessments and the exams officer, with support from the SENDCo, for exams.
- 8.3 Support at transition is provided by the ENGAGE department working alongside the relevant ACHIEVE team members. We believe that all transitions should be supported and many have elements that are bespoke to the young person and their needs at that particular time. Further information regarding support at various transition points can be found in our SEND information report.
- 8.4 The following information can be used by parents to gain further information regarding SEN provision at Dinnington:-
- 1) Local offer information regarding the provision for SEND students at Dinnington can be found:- www.rotherhamsendlocaloffer.org.
 - 2) A copy of the Academy's SEND information report and admissions policy can be viewed on the Academy's website.
 - 3) Other agencies that are used by Dinnington High School to support students and their families are outlined below along with their contact details:-

	Contact details
HI (Hearing Impaired) Service	Bill Bell 01709 336430
VI (Visually Impaired) Service	Donna Korn-Morris 01709 336415
ACT (Autism Communication Team)	Lianne Morewood and Josey Bryant 01709 336422
Jonathan Middleton is commissioned by Dinnington to provide Educational Psychology services; statutory provision is provided by Rotherham LA.	Should be contacted via the SENDCo on 01909 550066 For statutory services from the LA 01709 822580
School nursing service for any medical concerns	School Nursing Service 01709 423387
Mental health counselling	Should be contacted via the Head of ENGAGE on 01909 550066

Rotherham SALT service (Speech and Language Therapy) for SLCN (speech, language and communication needs) concerns.	Anna Brett 01709 423230
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9. Supporting Students at School with Medical Conditions

- 9.1 We recognise that students at the Academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, we will comply with our duties under the Equality Act 2010.
- 9.2 Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) Plan, which brings together health and social care needs, as well as their special educational provision and, where this is the case, we will comply with our duties under the SEND code of practice (2014).
- 9.3 Within the Academy, students are supported by a team of staff who will support them on a daily basis with any medical concerns. They are supported in their work by the SENDCo to ensure that the Academy follows all care plans and procedures recommended by other professionals. The SENDCo ensures that, where a student has medical and SEN needs, these are met in a cohesive manner; for these students a joint health and learning plan may be written.
- 9.4 A copy of our policy on managing the medical conditions of students can be viewed on the Trust's website.

10. Monitoring and Evaluation of SEND

- 10.1 We monitor the quality of the whole school provision received by all students (including those with SEN) as part of our Quality Assurance after each assessment of progress. Assessment formally occurs at least twice a year. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes. Our rigorous evaluation and monitoring of teaching and learning and student progress promote an active process of continual review and improvement of provision for all students.
- 10.2 If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress.

11. Training and Resources

- 11.1 The funding for provision of support for the students on the SEN cohort is provided by the Academy from its notional budget. Any support provided up to an overall cost of £6,000 is funded in this way. A small number of students have provision costing in excess of this amount and, through the local authority high needs block and provision outlined in a Statement/Education, Health and Care Plan, exceptional needs funding is granted to top up the Academy's notional funding.

- 11.2 All staff have received training in working with students with SEND. This is part of our ongoing training programme.
- 11.3 Specialist training in which staff have participated includes:-
- Manual handling training
 - Safeguarding and Safer Recruitment training
 - Thrive and Theraplay training
 - Read, Write Inc Fresh Start
 - 1st Class@Number 2, Talk for Number and Success@Arithmetic
- 11.4 In order to maintain and develop the quality of teaching and learning and ensure classroom provision responds to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- 11.5 All teachers and support staff undertake induction upon taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place for students with SEND. It also outlines provision and practice that support these learners and outlines the needs of individual learners.
- 11.6 The SENDCo regularly attends local authority network meetings and is a member of relevant professional bodies to ensure she is up to date with local and national updates in SEND.

12. Roles and Responsibilities

- 12.1 The following people have a responsibility for students with SEND at Dinnington:-
- **Director of SEND (Trust)** - Hilary Cook
Strategic lead on support for students with SEND.
 - **Deputy Director of SEND** – Wendy Jenkins
Strategic support for Director of SEND
 - **Head of ENGAGE** – Julie Twiss
Operational support for all students with SEND.
 - **SEND Ambassador** – David Farrah
Link between staff in the Academy and Academy Ambassadors' on all matters regarding students with SEND.
 - **Named SEND Trustee** – Greg Burke
Link between the Board of Trustees and Dinnington Academy Ambassadors' on all matters regarding students with SEN.
 - **ENGAGE Practitioners & Assistants** - Various
Various responsibilities in the Academy to support students with SEND. Line managed by Julie Twiss or Adrienne Woodward.

- **Designated teacher with specific safeguarding responsibility/LAC/meeting the needs of students with medical needs** – Mrs Hilary Cook
- **Pupil Premium Leader** – Mr Steve Grenham.

13. Storing and Managing Information

- 13.1 All information regarding to students with SEND is stored alongside other students in the main Academy file kept securely in the ACHIEVE area of the Academy.
- 13.2 Information relating to an exam access arrangement is stored in the exam access office and is available to be viewed by JCQ inspectors at any time.
- 13.3 In accordance with data protection requirements, all information pertaining to students with SEND is kept securely. Copies can be provided for the student/parents to whom it is relevant and to the relevant teachers within Dinnington High School. It is not made available to any other party without the permission of the student to whom it refers. It is not used for any other purpose. Handwritten notes and electronic copies relating to students with a special educational need are kept for a period of 7 years from their 18th birthday. This period can be extended at the request of the student/parents if, for example, he or she is continuing to study.

14. Accessibility

- 14.1 The Disability Discrimination Act places a duty on all schools to increase the accessibility of schools for students with a disability and to implement a planned cycle of improvement in this area.
- 14.2 Our written disability access plan can be found on the Trust/Academy's websites.
- 14.3 Access is promoted for young people with disabilities by fully inclusive lessons and inclusion in appropriate after school activities, leisure and cultural activities and school visits. Inclusion in lessons is increased for students with disabilities by:-
- Use of ENGAGE staff to support students' learning
 - Use of assistive technology for students with literacy issues, e.g. Read Write Gold, laptops for recording information
 - Specialist equipment, eg, laptop with magnifier for students with visual impairment.
- 14.4 Access to the Academy site is under constant improvement, although it is still a site with challenges for students with physical disabilities or medical conditions that affect mobility. Students with issues of this type are supported by:-
- Bespoke lesson placement, e.g. ground floor rooms only
 - Use of ENGAGE staff to support students' mobility and ensure they are safe in the Academy
 - Adaptations to the Academy site, eg, handrails on all stairways, coloured lines on edges of steps.
- 14.5 Written information can be made available to all parents, carers and students in an accessible format. If this needs adaptation, it will be provided in a reasonable time frame.

14.6 Dinnington is an open access site and all parents and carers can speak to reception staff at any time during the school day. Appointments to see key staff should be made in this way or by telephone contact with the Academy. An appointment with a requested member of staff will be made in a reasonable time frame.

15. Dealing with Complaints

15.1 All general concerns should be through the child's class teacher or form tutor who will work with their Head of Department/Year Leader to ensure any concerns are addressed in a timely fashion.

15.2 If the concern is regarding the provision for a child's SEND then concerns should be raised with the Director of SEND.

15.3 If parents/carers feel that their concerns are not dealt with to their satisfaction, they should contact the Vice Principal i/c Student Development, Ms D Elsdon.

15.4 If parents/carers remain concerned about any aspect of the provision for their child's education, they should seek to speak to a member of the Senior Leadership Team and, if the situation still remains unresolved, consult the Academy's website for information on how to make a formal complaint.

16. Bullying

16.1 We define bullying as the wilful, conscious desire to insult, hurt, threaten or frighten someone. It can take place anywhere, over a period of time, perpetrated by an individual or by a group. To do this the bully/bullies generally have some power over the victim.

16.2 The focus of bullying can be more or less anything that distinguishes an individual and represents a deviation from the presumed norm. This can be because of a special need. Bullying can take many forms. It can be short or long-term and can take place anywhere, openly or covertly.

16.3 It can take the form of physical, verbal or psychological attacks of a more subtle nature. We are aware that bullying must be tackled on two levels: by focusing on preventative work but also by responding appropriately when incidents do occur.

16.4 We work hard to improve behaviour and encourage children and young people to manage their own behaviour positively. We teach students that, as well as having rights, the choices they make will also bring responsibilities.

16.5 A copy of our anti-bullying policy can be viewed in full on the Trust's website.

16.6 Particular work is done to prevent the bullying of students with SEND by the ENGAGE department. This is outlined below:-

- The peers of students with ASC take part in sessions to help them understand the issues for people with ASC
- Withdrawal lessons are timetabled to prevent students being observed to be in separate lessons than their peers

- Social skills groups are run for our more vulnerable learners where strategies are modelled to deal with incidents of bullying by others.

17. Reviewing this policy

17.1 The SEND policy is reviewed annually as part of the Trust's regular policy review process. If major changes occur to the way we are working with SEND, the policy may be reviewed outside this review cycle.