



Percy Hedley Education Services

SEN AND DISABILITY POLICY AND PROCEDURE

Policy Control/Monitoring

Approved by: (Position in Organisation)	Director of Education
Date:	January 2024
Accountability: (Position in Organisation)	Headteacher NCS
Revision Cycle:	

1. Introduction

This policy aims to:

- Explain the roles and responsibilities of everyone involved in providing for pupils and students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils and students with SEN

2. Purpose

See Introduction.

3. Scope

Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:

Role	Responsibility
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Head of Service/Head of Department / Class teacher	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none">• The progress and development of every pupil/student in their class• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching• Collaborating with colleagues to review and decide on any changes to provision• Ensuring they follow this SEN policy
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5. Principles

Procedures and Arrangements

1. The kinds of special educational needs for which provision is made at the school/college
occurring special educational need with a statement of special

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standardised assessments, education assessment materials devised by the service, and published assessment schemes. Our assessment materials are intricately linked to the curriculum.

Where progress is insufficient, even if special educational needs have not been identified, we put extra support in place to enable the pupil/young person to catch up. Examples of extra support include one-to-one support, additional therapy provision, and programmes of work to identify areas of need and priorities to focus on.

Some pupils/young people may continue to progress slowly despite high-quality teaching and therapy targeted at their areas of weakness. For these pupils/young people, and in consultation with parents and carers, we will use various assessment tools to determine the cause of the difficulty. We are experienced in using a range of assessment tools linked to specific needs; these include iASEND, phonics screening, spelling and grammar testing, Test for Reception of Grammar (TROG-2), British Ability Scales, Social Communication, Emotional Regulation and Transactional Support (SCERTS) and therapy outcome measures (TOMS).

This more detailed assessment aims to understand what additional resources and different approaches are required to enable the pupil/young person to make better progress. These will be shared with parents, prioritised, reviewed regularly, and refined and revised if necessary.

We will ensure that all therapists, teachers, and support staff who collaborate with the pupil know the support and teaching approaches to be used. This is part of our integrated therapy, teaching, and learning approach.

3 Information about the policies for making provision for pupils with special educational needs, whether or not they have EHC Plans, including

How the school/college evaluates the effectiveness of its provision for such pupils/young people

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discuss any issues regarding their child. Contact details will be provided in the class newsletters.

5 Information about the expertise and training of staff about children and young people with special educational needs and how specialist expertise will be secured

All therapists, teachers and teaching assistants receive the following awareness training:

- Eating and drinking
- Moving and handling
- Safeguarding children/adults
- Positive Behaviour Support
- Safeguarding and Child Protection

Further training on Deaf Awareness, Move, Sensory Integration, Intensive Interaction, specific diagnoses and disorders, medical procedure training, medication administration, and other specialist approaches is conducted with specific teams and staff.

First Aid is an ongoing programme, and high levels of support staff will have qualifications in this area at any time.

Designated Safeguarding Leads are always available in each setting. All senior staff undergo safeguarding training with the Local Authority or through our external training provider, Clennel Education Solutions.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors/therapists recommend using equipment or facilities the service does not have; we will purchase it using the LA funding or seek it through specialist grants and fundraising.

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those for arrangements made by clause 32 (Parent Partnership Services)

LA provide free, impartial, confidential advice, support, and options around educational issues for parents who have children with special educational needs or disabilities. They empower education. They can be contacted on respective county council websites.

13 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

We work closely with the educational settings used by the pupils before they transfer to us to seek the information that will make the transfer as seamless as possible. We also contribute information to a destination by providing information to the next setting.

14 Information on where the Local Authority's local offer is published

and parents without internet access should make an appointment with the staff if they wish to consider a transfer of school or move to FE. All local authorities have independent advice services called SENDIAS, with staff who can help access diagnoses, SEND support and specialist services.

6. Monitoring and Compliance

Overall responsibility for the operation of the procedure lies with the Head. The procedure's effectiveness will be formally reviewed and monitored as a minimum on an annual basis to ensure that it continues to meet the requirements of The

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