

# **NORTHAMPTON HIGH SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

**Please also refer to the Provision for different needs Policy**

**This policy applies to the whole school: senior, junior and EYFS**

**Please note that the SENCO is known as the Learning Enhancement Coordinator (LEC) although both terms are used in school.**

### **Aims of the Policy**

The aims of this SEND policy are:

- To define the Northampton High School's objectives regarding SEND and how these will be met;
- To define the role of the Learning Enhancement Coordinator (in senior school) along with the Learning Support Teacher (in junior school) the overall management of SEND provision in the school;
- To define the nature and level of school intervention.

### **Northampton High School SEND statement of ethos and objectives**

All pupils are given the support needed to ensure they can work to the very best of their abilities. Indeed, our teaching and learning manifesto is designed to enable teachers to focus on each individual pupil, to help build confidence in terms of both ability and potential. SEND support is offered by the Learning Enhancement Coordinator (LEC) when required, and whilst there are some pupils who may need one-on-one support at times, our aim is to develop strategies which can be put into place by classroom teachers, so that pupils develop resilience and independence and avoid overreliance on help from a particular person. The Learning Enhancement team work alongside class and subject teachers to monitor such pupils at regular intervals and to help them develop strategies to avoid limitations on their potential to achieve.

### **Objectives:**

- Pupils with SEND are identified as early as possible and procedures are followed to ensure their needs are met;
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs;
- Appropriate resources are available and are used in the school;
- Pupils with SEND are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- The views of the pupil are sought and taken into account (included in SEND profiles);
- Children with SEND feel valued members of the school community;
- Parents and guardians play a role in supporting their child(ren)'s education;
- Appropriate use is made of support agencies outside the school when required.

Further objectives might relate to the school strategic plan, and so vary from time to time. Similarly, the development of particular strategies or resources used within SEND provision might also vary from time to time.

## **Special Educational Needs Defined**

### **GDST Philosophy and SEND Representation:**

The philosophy and approach to Learning Support and SEND provision in GDST schools reflects the Trust's overall mission to enable all pupils to participate in the full range of school life and activities, and to succeed to their individual potential. Within the context of the GDST as a group of broadly selective schools, pupils will be considered to have a special educational need or additional learning need if they are hindered in accessing the full curriculum and fulfilling their potential without recognition of their needs and individual provision.

The GDST Inclusion Policy (available from the GDST) sets out the school ethos which should underpin support for all pupils including those with SEND/Additional Learning Needs (ALN).

*'All teachers are teachers of pupils with individual needs'* is the starting point of the policy and a central tenet of the SEND Code of Practice. Provision for pupils with special educational needs is not an added extra like speech or drama lessons; it is a whole school responsibility and every member of staff is involved;

To ensure that the SEND policy is to be implemented, the Learning Enhancement Coordinator is to be represented at meetings of the SLT, Academic and Pastoral meetings. SEND issues should also be included on the agenda of faculty and subject area meetings in senior school and equivalent junior school meetings.

Children may have SEND either throughout or at any time during their school career, and may have SEND in one or in many areas of the curriculum.

Pupils who may need support with their learning include those with the following types of specific difficulty:

- specific learning difficulties, e.g. dyslexia, dyspraxia
- emotional, behavioural and social difficulties, e.g. attention deficit hyperactivity disorder (ADHD)
- communication and interaction difficulties, e.g. autistic spectrum condition (ASC), speech and language difficulties
- sensory and physical difficulties, e.g. visual or hearing impairment, physical and medical difficulties
- learning difficulties across the curriculum

Children who have a learning need other than specific, are regarded as having an 'additional' learning need (ALN).

Northampton High School has always had relatively small numbers of pupils with Statements of Special Educational Need, or now, Education, Health and Care Plans (EHCP), and we do not purport to offer specialist provision of the type offered by some independent special schools. However, where an EHCP is in place we commit to investigating fully our ability as a school to support and educate the pupil within the scope of resources available, with the aim being to make reasonable adjustments to enable access to education as required, wherever possible.

## **Identification**

### **The Four Areas of Need**

The SEND Code of Practice outlines four broad areas of need which can help with identification:

### **Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD).

### **Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

### **The role of the Learning Enhancement Coordinator with regards to policy formulation:**

The Learning Enhancement Coordinator is responsible for:

- Exercising a key role in assisting the Deputy Head Academic with the strategic development of SEND policy / provision;
- Ensuring changes in legislation and current research are reflected in the school's SEND policy / provision;
- Providing regular information to the Deputy Head Academic on the evaluation of the school's SEND policy / provision.

### **The Role of Learning Enhancement Coordinator with regards to the day to day operation of the policy:**

Overseeing the day to day operation involves:

- Identifying needs;
- Coordinating support;
- Disseminating information.

### **Identifying Needs**

The Learning Enhancement Coordinator is responsible for:

- The screening of all students for dyslexia at Year 7 entry or occasional entries, in consultation with the admissions team and Deputy Head Academic;
- The assessment of individual students in response to concerns raised by teachers (either via the formal referral routes in school or more generally);
- Liaising with parents/guardians and pupils and their teachers if concerns arise, and monitoring potential issues (without the expectation of formal action unless concerns are backed up via teacher referrals)
- Encouraging all staff to report their concerns using agreed forms of communication;
- Arrangements for a more in-depth assessment if advisable. The Learning Enhancement Coordinator is responsible for discussing this issue with the parents and guardians and if necessary providing the parents and guardians with a list of Educational Psychologists/Speech Therapist etc. able to provide such a service. After the report is produced the Learning Enhancement Coordinator should be available to discuss its outcomes and recommendations with the parents and guardians.

Note: any advice to seek a report from an external source must include a disclaimer with this recommended wording: 'These external professionals are recommended in good faith based on qualifications and/or membership of recognised bodies. However, they all work independently and Northampton High School accepts no responsibility for their opinions, nor do we receive any financial benefit from recommending their services'.

### **Coordinating Educational Support**

The Learning Enhancement Coordinator is responsible for:

- Advice on strategies for classroom differentiation for individual pupils;
- The management of peripatetic or contracted staff so that their work is supporting what is going on in the classroom. In-house support tends to generate a closer, more continuous form of support;
- Working with the INSET Coordinator (Assistant Head) to support staff in their differentiation of the curriculum;
- Assistance in the monitoring of pupil progress.

### **Disseminating Information**

The Learning Enhancement Coordinator is responsible for:

- The sharing of results of screening and assessment processes with relevant staff and parents and guardians, as appropriate;
- The sharing (with all Trust schools) of the details of screening procedures considered to be the most enlightening/efficient to inform Trust-wide practice;
- The collection and compiling of all records for pupils on the SEND/ALN registers or those who have been identified for monitoring.

### **The Role of the Learning Enhancement Coordinator with the Management of Staff:**

The Learning Enhancement Coordinator is required to oversee the day to day management of the department which includes the following:

- The timetabling of 1:1 lessons (rarely), group sessions and class based support provided by teaching staff and/or learning enhancement staff;
- The coordination of specialist support e.g. visiting speech therapists, O.T. etc.;
- The provision of meetings to review children's progress with the relevant staff concerned which may also include outside agencies;
- The performance management and professional development of members of the SEND team;
- The monitoring of all reports written by members of the team;
- The coordination of all staff training for SEND;
- The responsibility for chairing regular team meetings.

### **The role of other teaching and support staff**

All teaching and support staff at Northampton High School provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for pupils with additional needs;
- Being aware of which pupils in the school have additional needs;
- As practitioners usually responsible for working with individual pupils on a daily basis, planning and delivering an individualised programme / differentiating their teaching and resources to take account of additional needs;
- Assessing and monitoring the progress of pupils with additional needs and recording relevant information

### **Partnership with Pupils**

Children with SEND have a unique knowledge of their own needs and circumstances. Northampton High School welcomes parents and guardians to discuss with SEND staff and other subject staff their views and where possible include them in all the decision-making processes that affect their child's education. Our school's ethos, organisation and culture support pupil participation, and encourages them to take responsibility for their own learning.

### **Partnership with Parents and Guardians**

The relationship between the school and parents and guardians has a crucial bearing on the progress of pupils, particularly those with additional needs. Parents and guardians are welcomed as partners and their contributions valued. Teachers, Learning Enhancement Coordinator, pastoral and other staff all have an important role in developing positive and constructive relationships with parents and guardians. There is a clear and flexible strategy for working with and encouraging parents and guardians to play an active role in the education of their children.

Parents and guardians are kept informed of assessment, special examination arrangements and teaching situations that involve their daughters. It is always possible to arrange meetings on an individual basis with the Whole School Learning Enhancement Coordinator who is also present at all Parents and guardians' evenings.

## **Nature and Level of School Intervention**

### **Admissions**

At admission each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate the pupil's needs where possible. A child would only be refused entry if he or she was unable to attain the required academic standard or if the school was unable to cope with the child's learning or physical disability after having taken exhaustive steps to do so.

In the Junior School, pupils are admitted to the School on the satisfactory completion of assessments in reading, English and Mathematics. Concessions are offered to pupils who have evidence of a difficulty or need. However, pupils being registered for entry into Nursery or Reception do not require an assessment and pupils for Year 1 do not require a formal reading assessment.

The pupil(s) are invited to spend a morning in the Junior School that will include assessments as well as time spent in the classroom. In addition, they are encouraged to stay for lunch and playtime. This visit can take place at any time during the academic year.

There is also a 'Welcome Day' scheduled towards the end of the academic year to which the pupils who have been accepted are invited to attend.

In the Senior School, pupils sit an entrance assessment. Students coming into the school with SEND are given concessions based on written evidence from a Specialist Teacher or Educational Psychologist.

Once a place has been offered, the Learning Enhancement Coordinator obtains previous educational records, medical and family history, in liaison with the admissions team.

### **Screening**

The school uses systematic cohort wide testing and monitoring procedures, including a dyslexia screener and reading age calculation, which can serve as an effective means of identifying learning difficulties at the earliest possible point.

### **EYFS and SEND**

From time to time, concerns may be raised by parents and guardians or staff about a pupil's development or behaviour. Initially we will collect observations of the pupil made at home and school and this is referred to the LEC to observe the child at play. From this information, in collaboration with parents and guardians a decision will be made about which outside agencies to link with. The child's Health Visitor may also be involved in this dialogue. Parents and guardians will be kept informed at every stage. If specific programmes or 1:1 support are recommended by specialists such as speech therapists or dieticians, the child's key person is usually able to deliver this.

**At KS1 and 2** identifications by experienced class teachers is often most effective, supported by:

- Information from entrance tests

- Standardised Mathematics, reading and spelling tests at significant stages
- Standardised spelling tests (WRAT 4);
- Standardised reading tests – for example WRAT 4, TOWRE and GORT -5

The Learning Enhancement Coordinator ensures such results, and the pupil's developing attainment profile, are reviewed on a regular basis in liaison with teaching staff.

**At KS3/4**, schools generally administer a range of tests early in Year 7 which can be used, in combination, to identify possible difficulties. Suitable tests include:

- Standardised spelling tests (WRAT 4);
- Standardised reading tests – for example WRAT 4, TOWRE and GORT -5
- CTOPP – 2 for processing speed
- MidYIS results

As in the junior and senior schools, students' academic profiles are tracked and reviewed regularly for possible emerging difficulties. For example, the Learning Enhancement Coordinator might meet with the class teacher and members of the Pastoral team following the end of year exams to discuss students of concern.

## **Identification**

### **Identification at Admission**

When information has been passed on from parents and guardians or the previous school, the Learning Enhancement Coordinator may decide to carry out further assessment to decide how the school can meet the specific needs of the child.

### **Identification through Screening**

See above information on 'Screening'.

### **Identification through Teacher Concerns (referral process)**

Class and subject teachers may raise concerns about a child at any time during their school career. These concerns need to be communicated to the Learning Enhancement Coordinator so that further information can be gathered and assessment can take place if appropriate. This is done via a referral form (electronically on firefly).

Pupils may be referred to the SEND Department by teachers using the SEND referral form which is found on the staff intranet site, in the folder entitled 'SEND' in the Senior and Junior Schools. Evidence of the pupil's work is required so that the Learning Enhancement Coordinator can decide as to what assessments (diagnostic and or standardised assessments) will need to be administered so as to determine the reason for difficulties and what type of provision, if needed, is required. A Student Profile is then created outlining the pupil's strengths and weaknesses based on assessment results. Provision may be in the form of in-class support, one-to-one tuition or withdrawal groups (the latter only in the JS).

**Identification through parent or pupil concern:** The school recognises that parents and guardians and the pupils themselves have a unique perspective on their learning. Concerns raised by parents and guardians and/or pupils are listened to and addressed. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the Learning Enhancement Coordinator if difficulties persist.

**Emotional, social and mental health difficulties:** These are likely to be identified and addressed through the school's pastoral system – in SS through tutors, KS Team Leaders, school nurse and counsellor and in JS through class teachers and Deputy Head. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the Learning Enhancement Coordinator as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND and require additional support.

**EAL pupils:** Care needs to be taken to ensure that lack of competence in English is not equated with learning difficulties. At the same time, when children who have English as an additional language make slow progress, an in depth assessment may be needed to ascertain whether their language status is the only reason for this; or whether they also have learning difficulties.

**Information sources checklist for identification / assessment of students:**

- Records from previous schools or nurseries including profiles etc.;
- Outcome of baseline assessment e.g. MidYIS;
- Entry assessment of all pupils;
- Progress against National Literacy / Numeracy Frameworks;
- Performance against NC level descriptors at end of each Key Stage;
- Tracking data across time and subjects;
- Standardised screening tools;
- Other standardised tests e.g. NFER;
- Health checks;
- Teachers' monitoring – observation and class assessment;
- Reports / academic review procedures;
- Work samples;
- Writing analyses;
- Parents and guardians' information and concerns;
- Students' own concerns;
- Medical information;

Advice of other professionals.

**Nature and Level of Intervention**

**The SEND/ALN Registers**

The SEND/ALN registers list pupils who require additional Learning Support within the setting of Northampton High School. That is, pupils who are hindered in accessing the full curriculum and fulfilling their full potential without recognition of their needs and some form of provision.

Most pupils with a learning difficulty will make adequate progress within a supportive environment without additional intervention beyond that of teacher adaptations to learning following the advice of the Learning Enhancement Coordinator and the pupil profile. This is also true of most pupils with an official diagnosis of SEND. The principle is that support should take place in the first instance within the classroom and is the responsibility of the class teacher. This will be monitored by the Learning Enhancement Coordinator who ensures that guidance on adaptation and suggestions for suitable activities is available to staff who require it. At the Senior School level, Heads of Faculty are also responsible for ensuring adaptation takes place. Arguably some pupils at this stage could be regarded as being at a pre-register stage. For some pupils, doubts will remain about whether suitable progress is being made. In this case the child may be assessed for further support. This triggers inclusion on the ALN register.



### **In-Class Support**

Where the above is not achieving the best outcomes an alternative intervention strategy will be through individualised support in the classroom. This will usually be the case in KS1/2, depending on the availability of support staff. In-class support means the child can be supported in accessing the curriculum without missing subject teaching due to withdrawal.

### **Out of Class Support**

Very occasionally, learning support sessions away from the classroom may be needed to help support work (although this is unlikely to be for an extended period of time – as per the aims and objectives of SEND provision above). Such sessions may involve withdrawal from timetabled lessons in very specific circumstances for a short period of time. In Seniors, consideration is given to pupils who seek to drop a subject to allow for extra tuition in curricular subjects, study skills or for private study, although it should be taken as a working principle that the full curriculum should be offered to all pupils as far as is practicable. Alternatively, in Senior School these sessions may take place during lunchtimes.

### **Specialist provision**

In the above circumstances, where there are identified SEND that present considerable difficulties and a specific course of action is recommended by the appropriate specialist staff, it may be appropriate to bring into school an external support agent or teacher of SEND, registered with the school. This intervention would normally only be in place for a limited time in order to achieve specified improvements as agreed by the Learning Enhancement coordinator and the Head. The costs of this additional support would be borne by the family of the pupil.

### **EHC Plans**

If concerns about a child's progress persist, there may be a need for an EHC (Education, Health and Care) assessment.

An EHC plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

The LA can be requested to carry out an EHC assessment by a parent, a pupil (if over 16), a member of school staff or other relevant professional (e.g. a doctor). If the school makes the request, parents and guardians should be consulted before any action is taken. The LA then has 6 weeks in which to decide whether to carry out the assessment. To inform its decision the LA will expect to see evidence of the action taken by the school as part of SEND support.

The content of an EHC Plan follows a specified format (as laid out in the SEND Code of Practice section 9) and will include information on the views, interests and aspirations of the child and parents and guardians, details of their needs, outcomes sought and shorter term targets, provision required and personal budget allocation (where applicable). The plan may name a school to be attended by the child, and parents and guardians may 'make representations' for a place at an independent school. Independent schools may only be named with the school's agreement. EHCPs are rare at Northampton High and would only be recommended once all appropriate support and interventions have been exhausted. The achievement of an EHCP may mean that the school is no longer able to meet the needs of the pupil.

Provision for pupils with EHC Plans must be made with due regard to the SEND Code of Practice. The Plan must be kept securely and must not be disclosed without the consent of the child, except for specified purposes or in the interests of the child (this includes the provision of information to schools). The responsibility for ensuring that the provision on the plan is made rests with the LA CHECK. The Plan must be reviewed at least every 12 months (and, at transition points, in time to allow for planning in a new institution).

### **Learning Enhancement pupil profiles**

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, along with the Learning Enhancement Coordinator and parents and guardians, should collaborate on problem-solving, planning support and teaching strategies for individual pupils.

The quality of teaching for pupils with SEND/ALN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. +Therefore, each SEND/ALN pupil has a pupil profile informing staff of their needs in a learning environment, the profile includes details of normal way of working and specific strategies for support, as well as the pupil voice in the form of a paragraph outlining preferred working styles etc. These documents are kept electronically for teachers to access in the Learning Enhancement shared drive.

As these are working documents, amendments are required to determine the correct level of support/provision for the SEND/ALN pupil. The LEC meets informally with heads of year on a regular basis and profiles are reviewed and updated at least annually in consultation with the pupil, teachers and parents and guardians.

### **Tracking and Monitoring**

Tracking and monitoring is a whole school responsibility including class/subject teachers, form tutors, heads of section and pastoral care staff. The main aim is to ensure that every student is able to reach potential and that strategies are put in place to support this. It is important for the cognitive abilities of a student in different areas to be considered. The Learning Enhancement Coordinator has the requisite skills to look for relevant discrepancies beyond individual curriculum areas and therefore is vital in the tracking and monitoring system. The Learning Enhancement Coordinator should be able to relate any data to both the national statistical norms and the specific statistical norms of the school.

Many of the sources of information listed above for the identification and assessment of pupils may also be used for tracking and monitoring.

The Learning Enhancement Coordinator should be looking for the following:

- Discrepancies between cognitive ability and performance;
- Discrepancies between different cognitive areas;
- Discrepancies between oral and written work;
- Discrepancies between class and exam work;
- Discrepancies between subject areas.

### **Assessment, Recording and Reporting**

The Learning Enhancement Coordinator and the Junior School Learning Support teacher assess a range of needs of pupils including: high ability, literacy difficulties, academic underachievement, poor study skills techniques and specific learning difficulties. This is done by a range of diagnostic tests. Norm-referenced assessment materials are used to determine if students require special examination arrangements in preparation for the entrance examination, end of year assessment, GCSE and A Level examinations. The Learning Enhancement Coordinator in liaison with the Head, Deputy Heads, Subject Leaders and Heads of Faculty in the Senior School, class teachers in the Junior School and external agencies including the LEA's support and education psychology services, determines the type of support needed for students who have emotional difficulties.

Records are kept electronically on SIMS for both Junior and Senior School. SEND/ALN Reports, depending on the length and nature of support, are written by the SEND teacher in the Junior School and Learning Enhancement Coordinator in the Senior School detailing progress and further monitoring of pupils. Reporting to staff is an ongoing procedure which can be delivered via email, staff briefings and staff representative Learning Enhancement Coordinator meetings.

Note: Further records may be kept by the school, including lists of students who have some other form of other learning support – for EAL or particular aptitudes, for example. These lists are separate from the SEND/ALN Registers.

### **Examinations - Access Arrangements**

Students who require access arrangements will receive this during the School's Entrance Examination, and from Year 10 onwards when Public Examinations take place. This is in accordance with the Joint Council for Qualifications (JCQ) Regulations and Guidance. Throughout Key Stage 3 (Years 7 to 9) the Learning Enhancement Coordinator monitors and assesses student performance in school assessments to gauge the severity of any learning need that might lead to access arrangements such as extra time being awarded by the JCQ. On occasions extra time may be granted for internal assessments, such as end of year assessments. This is rare and usually in line with the expressed professional opinion of an educational psychologist, along with a diagnosis of dyslexia, or similar.

During the summer term, in Year 9 the Learning Enhancement Coordinator formally assesses students who may warrant access arrangements; a report is written based on the students' individual needs and agreed with the JCQ, then parents and guardians are notified of the type of access arrangement awarded. Parents and guardians are advised of Educational Psychologist's reports and liaise with the Learning Enhancement Coordinator before the end of Key Stage 3. Any access arrangement awarded is reviewed every year by the Learning Enhancement Coordinator in liaison with parents and guardians and the Examinations Officer.

In Junior School students who are identified through assessments as requiring extra time to complete timed exercises/tasks, will be provided with access arrangements only if this is considered appropriate and again, usually in line with the opinion of an educational psychologist or similar.

### **Anti-bullying and SEND**

Anti-bullying work takes a two-track pathway. Preventative work is ongoing and sustained, providing a consistent ethos and framework, while responsive work comes into effect when bullying occurs.

Northampton High School approaches to anti-bullying and SEND are as follows:

- We have a whole-school approach and a strong inclusive ethos where bullying and prejudice is not tolerated. This is the foundation upon which bullying of children with SEND and disabilities can be effectively addressed.

- anti-bullying policy is developed as part of the School's wider positive behaviour policy. This policy should include references to learners with SEND and disabilities.
- Children who may not be able to report incidents themselves are particularly dependent on a whole school proactive approach
- A strong anti-bullying programme is likely to provide other benefits, such as happier, more confident learners, a fall in truancy or school refusal and a rise in attainment. The pastoral team is a key resource in establishing if there are any issues regarding a SEND pupil who may be bullied. They hold weekly tutorials to discuss potential bullying issues and in liaison with the School Learning Enhancement Coordinator, act on evidence presented, to prevent any further distress to the student.
- Weekly briefings with staff on issues relating to pastoral needs of students with SEND and bullying issues are mentioned and monitored by the pastoral teams.
- Children with autism spectrum disorders (ASD) are particularly vulnerable as their difficulties with social interaction with peers may leave them isolated or unaware of the impact of their behaviour on others. Children with learning difficulties tend to have fewer friends than other children and a lack of friends puts children at a greater risk of being bullied. Students with ASD are identified on the SEND register and pastoral teams work alongside with tutees to ensure to combat social integration through lunchtime clubs that offer new friendship groups and quiet spaces, trained peer supporters and well-trained staff.
- Group sessions, drama, posters and assemblies are regularly used to explore how everyone would like to be treated and to define bullying, so that every member of the school community knows what it is and, equally, what would not be considered bullying (including, for example, a serious incident of another sort).
- Work to define bullying is done during PSHE using Circle Time and by the school council. Pupils can help make PowerPoint presentations or DVDs, perform in assemblies or design posters. Learners are provided with safe and frequent opportunities to talk about what they think about bullying.
- Students have contributed to the creation of the Code of Conduct for pupils which is included in their school planners encouraging all to 'own' observe and implement the policy. SEND students will feel listened to and valued; they will be aware of bullying and what to do about it. As a result, they are likely to feel safer and more confident in Northampton High school's commitment to confront bullying.
- Support for staff –The Deputy Head Pastoral has the responsibility for overseeing the development, implementation and monitoring of an anti-bullying policy to underline the school's commitment to address this issue. KS3/4 Heads of Year are there to guide teachers, learning support assistants, managers, Learning Enhancement Coordinator, in the prevention of bullying so that they feel confident that they understand the needs of all learners and can work with and support their families. Non-teaching staff require support to observe and intervene where needed if bullying takes place. Their role is crucial, as much bullying happens outside of the classroom particularly during break/lunchtimes and after school. Support staff are aware of who the lead pastoral staff are in order to report an incident.

### **INSET and support / professional development of staff**

The Learning Enhancement Coordinator attends courses to update professional knowledge and develop networking. Information from such courses is then cascaded down to teaching staff via INSET, reports and informal advice. The arrangements for guidance of staff include training and the development and implementation of teaching strategies enabling them to support key areas of need. Staff have access to training presentations and resource materials on the shared drives.

### **Partnership with outside agencies**

Wherever possible the Whole School Learning Enhancement Coordinator and Junior School Learning Support teacher work closely with all outside agencies. A directory of some of the external agencies/resources can be found with the Learning Enhancement Coordinator. Where appropriate the Learning Enhancement Coordinator liaises with these agencies regarding pupils who have been referred to her. The Whole School Learning Enhancement Coordinator may refer or work with agencies, School Nurse and Counsellor to provide appropriately for pupils.

### **Complaints**

From time to time, problems may occur with a pupil's work. Most of these are of a routine nature and are dealt with by the class teacher in the Junior School, subject teacher, Head of Faculty, Form Tutor or Head of Pastoral and Director of Sixth Form in the Senior School. If the problem persists or is of a more serious nature, then parents and guardians should seek an appointment with either the Junior School Deputy Head or Head, or in the Senior School, the Deputy Head. If the procedures outlined above have been followed and parents and guardians wish to pursue the matter further, an approach may be made to the Head.

### **Success criteria and demonstration of the effectiveness of the policy**

The effectiveness of the policy is demonstrated by the monitoring and evaluation of various aspects of the following:

- Liaison with class/subject teachers
- Reference to school reports focusing on performance and ability levels
- Review of Provision Maps
- Parent/teacher evenings
- Assessments undertaken

### **Publication and Review**

The policy is a working document and kept under constant review. Reviews will be undertaken in consultation with the Deputy Head Academic and the Learning Enhancement Coordinator.

Policy reviewed by	Henry Rickman, Deputy Head Academic
	Aug 2023
Next review due	Aug 2024