



NORTH DURHAM
ACADEMY

SEND Policy

&

Information Report

September 2021

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1. Rationale and Aims of Special Educational Needs and Disability (SEND)

At North Durham Academy we are committed to the equal inclusion of all students in all areas of academy life. We believe that all children are entitled to a quality of provision which will enable them to achieve their potential and improve their well-being through:

- being healthy;
- staying safe;
- enjoying and achieving all they do;
- making a positive contribution and becoming confident individuals living fulfilling lives;
- and making a successful transition into adulthood, whether into employment, further education or training

We believe in positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all SEND students.

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for students with SEND;

Some students at North Durham Academy have special educational needs which fall into four main categories;

- **Moderate Learning Difficulties (MLD)**; This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties;
- **Social, Emotional and Mental Health (SEMH)**; This includes any students who have an emotional, social or mental health need that is impacting on their ability to learn. Social, Emotional and Mental Health Difficulties includes students whose ability to learn and manage is affected by these difficulties which may be due to trauma they have experienced in their lives, how they are feeling at a certain period in their lives that they need support with, Attention deficit disorder (ADD) or Attention deficit hyperactivity disorder (ADHD);
- **Speech, Language and Communication Needs (SLCN)** This area of need includes children with Autism Spectrum Disorder (ASD) and those with Speech, Language and Communication Needs;
- **Physical Difficulties (PD)**. This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Enhanced Mainstream Provision (EMP) for students with a SLCN

North Durham Academy currently has an extended SEND provision for SLCN students through the Enhanced Mainstream Provision (EMP). This represents a significant commitment between the school and the Local Authority, to work in partnership to effectively include students with complex speech, learning and communication needs.

This provision is for some of our most vulnerable students, who will often have a combination of Special Educational Needs, in the areas of Communication and Interaction, and Cognition and

Learning. This will include many students with complex communication difficulties and Autistic Spectrum Disorder (ASD).

The provision consists of a personalised and flexible programme of support, which can be updated regularly, and will vary from child to child according to their specific needs. This includes individual support, social groups, alternative places for social times, they also all have an identified key worker as well as differentiated resources and timetables in some cases. Our aim is to ensure that students are fully integrated into the mainstream curriculum with tailored support, secure in the knowledge that the Harbour is always available should they require additional support. These students are also given 1:1 career advice and additional visits to colleges where needed to aid their transition onto further education.

2. Legislation and guidance

This Policy and Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities:
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information Report.

This Policy also complies with our funding agreement and articles of association.

The Local Authority's Local Offer can be found at www.countydurhamfamilies.info. This site contains details of all the support offered to families by Durham County Council. Additional support for parents of students with a SEND is also provided by Durham SEND Information Advice and Support Service at <http://www.durhamsendiaass.info>. Further information about how County Durham supports adults (including young adults) is also available at www.durhamlocate.org.uk.

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

4. Roles and responsibilities

Staffing Structure and Overview:

- Deep Support Assistant Principal and SENCO: Mrs Clare O'Keeffe
- Head of SEND: Mrs Imogen Dickson
- Harbour Manager: Mrs Jill Hope
- Personalised Learning Manager: Miss A Holiday
 - ASD/ SEMH (Harbour based) Curriculum Support Workers: x3
 - PLC Curriculum Support Workers: x2

- In class Curriculum Support Workers: x5.5

To develop expertise and knowledge of the primary needs of the students with Special Educational Needs at North Durham Academy and to develop the depth of knowledge and understanding of the curriculum for students with SEND each Curriculum Support Worker (CSW) has a designated 'specialism'. This increases the opportunities for teaching staff to seek specific advice and guidance on an area of need and enhance the professional development of CSW's through access to additional CPD, resources and liaison with external specialists.

4.1 The SENCO is Clare O'Keeffe and will:

- Work with the Principal and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned;
- Work with the Principal and Governing Body to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the Academy keeps the records of all students with SEND up to date. The Academy uses a range of methods to identify these needs including the use of diagnostic/planning tools, work scrutiny, direct observation etc. Sometimes it may be that there is no specific need, just a gap in learning. Depending on the outcome of diagnostics on a student, a range of steps may be taken to provide support. Some students with more complex SEN needs may also be supported by the Harbour or PLC;
- The SENCO is also our designated Looked After Children (LAC) lead and oversees these students in the Academy and is responsible for their Personal Education Plans (PEPs).

4.2 The SEND Governor - The SEND Governor Phillipa May will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the Academy and update the Governing Body on this;
- Work with the Principal, and SENCO to determine the strategic development of the SEND Policy and provision in the Academy.

4.3 The Principal - Mrs Sweeten will:

- Work with the SENCO, the Head of SEND and the SEND Governor to determine the strategic development of the SEND Policy and provision in the Academy;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers - Each class teacher is responsible for:

- Providing quality first teaching;
- Tracking the progress and development of every student in their class;
- Working closely with any Curriculum Support Worker or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;

- Working with the SENCO and Head of SEND to review each student's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND Policy.

5. SEND Information Report

5.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. During transition contact will be made with primary headteachers, SENDCo's and class teachers to share any concerns they may have. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs which Year Managers and Curriculum Support Workers may raise concerns during their weekly meetings. There are three pathways of identification and assessment:

Pathway 1: Via Transition

The Transition Team consists of:

- Assistant Principal: Mrs Clare O'Keeffe
- Head of SEND: Mrs Imogen Dickson
- Academy Lead for Transition: Mr Jonathan Lee
- Year Manager for Year 7
- Harbour Manager: Mrs Jill Hope

Applying for a Place at North Durham Academy (EHC Plan)

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new placement. Parents should complete the Durham County Council's parental preference form, as part of the admission process to a new school. You will continue to have a right to request a particular Academy or school and this will be considered alongside the information that we have about your child's special educational needs. This information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Applications for North Durham Academy must be made via Durham County Council's parental preference form:

<https://www.durham.gov.uk/article/2193/Apply-for-a-secondary-place>
<https://education.durham.gov.uk/SynergyWeb/Parents/default.aspx>

Applying for a Place at North Durham Academy (SEN Support)

Applications to the Academy should be made via the Academy website. We would ask parents to discuss the identified needs with the Academy prior to applying and/or starting so that appropriate intervention and support can be planned and implemented. Advice from Durham County Council or other agencies may be requested to ensure the Academy can meet any needs appropriately.

Throughout the year the Transition Team liaise regularly within primary feeder schools regarding any students already on the SEND register and/or any students that may find the move from primary to secondary particularly challenging.

Additional layers of support are offered depending on the student and their needs, for example parental meetings, individual visits to the Academy, liaison with external agencies and professionals etc. A member of the Transition Team can attend review meetings held in primary schools.

Transition for students with Education Health and Care Plans is managed through the consultation process with the Head of SEN. Visits to and from their primary schools, as well as time spent in the Academy, is built in throughout Year 6, so relationships and needs are clearly identified and intervention and support plans developed. We also have transition days in the Academy where the students orientate themselves around and get to know their teachers.

The admission process for North Durham Academy means that any mid-year transfer applications that indicate a Special Educational Needs are highlighted to a member of the SEND Transition Team, and they attend any further transition meetings to identify any additional transition and the level of provision that will be required.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In regards to any advice about our SEND provision, any member of staff, parent, or outside agency can speak to the SEN Team regarding a student at North Durham Academy. Staff can be contacted on the Academy number: 01207 292180 or through the school email address: info@ndacademy.co.uk.

Pathway 2: Through DEEP Learning

There is a robust cycle of quality assurance and assessment which is ongoing through the year. This means students' progress is closely monitored by Teaching Staff, Subject Leaders and the Senior Leadership Team after each assessment window (3 times throughout the year). There are also regular Achievement Meetings for Year 11. As part of this cycle any student that is not making adequate and relative progress and has become a concern regarding a particular Special Educational Need can be referred into the SEND Cycle via a Short Note ([See Appendix 1](#)).

A Short Note requires evidence of suitable and relevant adaptations made within Quality First Teaching and must evidence parental involvement. The Short Note is then sent to Head of SEND and this will become part of the Graduated Approach cycle ([see Appendix 2 'Graduated Approach'](#)) Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Pathway 3: Through DEEP Support

- **Weekly Feedback** from CSWs provides a pathway of discussion around any non-identified student that they may have particular concerns over. Through further information gathering e.g. Assessment Window Data, Class Charts Information, Reading Ages, Information Gathering (see [Appendix 4](#)). Parental Contact will be necessary for the student to be placed on the SEND Register and enter the Graduated Approach Cycle.
- **Deep Support Meetings**
Weekly meetings with the DEEP Support Team where students that have been raised as a concern can be referred to the SEND Team once they have reached the appropriate level of pastoral intervention. Sometimes concerns over a student escalate rapidly and therefore a student may need WAVE 2 or WAVE 3 Support without previous SEND involvement.

- **Personalised Learning Centre (PLC)**

A referral to the PLC can mean a student has a barrier to learning that requires something additional to and above Quality First Teaching (QFT). The duration of support from the PLC is determined by the success of the targets. Staff may consult with the SEND Team via DEEP support meetings to recommend input from the SEND Team. It is at this point further information gathering will take place and the student may or may not enter into the Graduated Approach. The WAVE at which the student is allocated is determined by the outcome of the information gathering. Further screening, assessments and referrals may take place.

5.2 Consulting and involving students and parents/carers

From time to time parents may have questions about their child's needs and progress. We hope that together we can alleviate concerns and work together to make sure each child gets the best education they can. A positive and supportive relationship with parents is one of our most powerful resources and has a significant impact upon student progress. To these ends we always aim to respond to queries within 24 working hours.

There are many opportunities for parents to make contact with the Academy to discuss their child and their concerns for example; transition events, Parents' Evenings, Open Evenings; as well as emailing the SENCo or Head of SEN or via phone calls. If a parent or carer has concerns about their child's progress you should speak to your child's teacher or Year Manager initially.

Parent/Carer Partnerships

We will formally notify parents when it is decided that a student will receive SEN support and involve them in the review and writing of any specific plans for their child. All parents are actively encouraged to be involved in their children's education, and are invited into the Academy when decisions are required to ensure their child is receiving the appropriate level of support to meet their individual needs.

Whatever the stage a student is in, parents will be encouraged to be full partners in all decisions made to help support their child, enabling them to progress towards the agreed outcomes. Positive parent partnerships offer an opportunity for parents/carers to discuss issues about their children and their education, and any problems that may be encountered throughout their educational lifetime. It strengthens links between home and Academy and builds confidence in making sure the needs of your child are at the centre of all the work we do.

Reviews are held three times a year for all students on SEN Support Plans or EHC Plans.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- Student's progress across all curriculum areas will be reviewed, as well as other aspects of their progress such as social development, behaviour, attendance and pastoral care. The data will be measured against National Averages, with support being planned for the year ahead to ensure that any gaps identified can be bridged;
- We consider parents' concerns;
- Encourage parents to talk to class teacher and Year Managers regularly this will make sure that we are doing similar things to support your child both at home and in the Academy and can share what is working in both places;
- Homework will be adjusted as needed to your child's individual needs;
- Reports and information from external agencies are shared;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

In addition of meeting with parents/carers we will also arrange Multi-Agency Meetings. This allows us to bring a range of agencies including specialist teachers to deliver information to help with your child's education. This also allows the opportunity for parents /carers to work together, with their child, and be shown how to use resources at home;

Notes of these early discussions will be added to the student's record and given to their parents.

The Local Authority's Local Offer can be found at www.countydurhamfamilies.info. This site contains details of all the support offered to families by Durham County Council.

Additional support for parents of students with a SEND is also provided by Durham SEND Information Advice and Support Service at <http://www.durhamsendiass.info>.

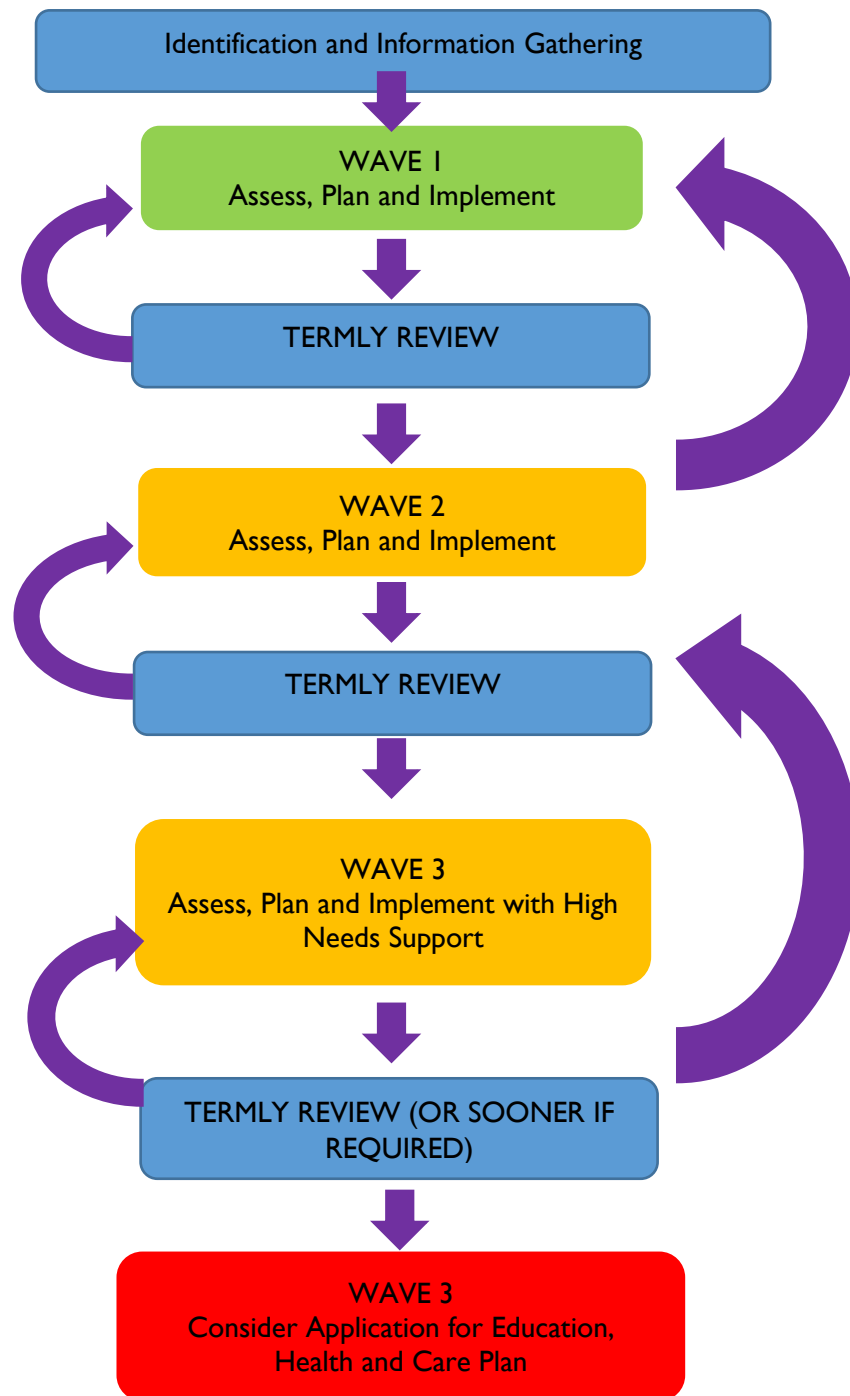
If you feel your child may have a SEND you can contact the school and request a meeting to discuss your concerns. Please either phone Mrs O'Keeffe (SENCO) on 01207 292180 or email C.OKeeffe@ndacademy.co.uk

Student Voice/Consultation

The views of students with a SEND will be taken at all reviews, including annual reviews. The SENCO Team respond to students views daily, on an informal basis. Some students spend considerable time working with members of the CSW and extended team, who meet daily and ensure that students' needs are being met. This includes students attending the Harbour whose needs often require a prompt response. Student voice indicates that students are confident in expressing their views/concerns and feel that staff will take them seriously and help them as required.

5.3 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review:



The Graduated Approach is a four-part process of waves. Within each wave the Assess, Plan, do review cycle is applied; The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs:

Assess

Assessing the student's special educational needs and gaining a better understanding of the barriers to a student's learning through working in partnership with the student, parents and other

professionals. This may also include observing a student in lessons and looking at their work, appropriate assessments as well as discussions with teaching and support staff.

- The teacher's assessment and experience of the student;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents/carers;
- The student's own views;
- Advice from external support services, if relevant.

WAVE ONE

Once a student has been assessed, a student is only identified as SEND if they do not make adequate progress despite having had all the intervention, adjustments and good quality personalised teaching.

Once a student has been identified as having a special educational need they will be informed as will parents/carers and allocated a key worker. A passport will be written with input from all parties to help teachers focus on the best way to help the student make progress and remove any barriers to learning. These passports are shared with all staff. The class teacher remains responsible for working with the child in class on a daily basis, even when the interventions involve group or one-to-one teaching. The CSWs and SENCO will review the passport and support on a regular basis.

Students can come off the SEN register if sufficient progress is made and students' barriers have been removed.

WAVE TWO

Some students may continue to struggle and may need further support. This may include referrals to the Personalised Learning Centre, the Harbour, external agencies or support from a CSW outside of the classroom. Each student will have a highly individualised plan.

WAVE THREE

If a child is still struggling to make sufficient age-related progress then further external agencies will be involved such as the Educational Psychologist, see Page 42 for the full list. This may lead to an EHC Plan application or further funding applied for to specifically support these students.

The application to initiate an EHCP should be made in conjunction with the parents /Carers, SENCO and/or SEND Manager. Please [see Appendix 10](#) for a checklist of evidence required prior to an application.

Following the assessment stage, a plan is devised:

Plan

Planning involves working together to remove barriers to learning and identify the outcomes a student is working towards and the provision required to achieve these, this may include group work, support in a classroom or 1:1 support. A student's Year Manager will work with students, parents and the SEND team to set targets/ outcomes and put intervention in place so all views are taken into account when the plan is put in place.

The following may apply to WAVE 1 students:

- A passport on Edukey which is regularly updated and shared with all adults;

- A range of suggested strategies that may impact on learning for example access to a laptop, an overlay, a choices pass, additional exam time or specialist equipment in the classroom;
- A 'Drop In' or Meet and Greet by the allocated key worker;
- Adaptations made to Quality First Teaching as suggested on the student's passport;
- Counselling sessions;
- Further screening or assessments e.g. Dyslexia Screening, Dyscalculia Screening.

A Student at WAVE 2 will benefit from some or all of these further support mechanisms:

- A Support plan on Edukey which is regularly updated and shared with adults;
- A time limited intervention withdrawal group;
- A referral to outside agencies with recommendations from any assessments implemented into passports and support plans;
- Spotlight sessions' in Whole School Briefings to raise awareness of the students' needs and successful strategies;
- Additional parental contact;
- Further Choices passes;
- In class support in some lessons;
- Access to the Harbour if appropriate;
- Access to PLC (through referral process);
- Risk Assessment and/ or Positive Management Plan if necessary.

A Students at WAVE 3 that does not have an existing Education Health and Care Plan will benefit from some or all of these further support mechanisms:

- A High Needs Support Plan on Edukey which allows more detailed information gathering and sharing regarding the students identified needs. There may be more than one area of need;
- A bespoke timetable which offers a range of in class support, group withdrawal session(s) and/or 1:1 sessions;
- Access to the Harbour Provision if suitable;
- Additional parental contact according to individual circumstances;
- Regular liaison with external agencies regarding support networks. This may include Team Around the Family Meetings, liaison with Educational Psychologist and medical specialists;
- Access to suitable and relevant Alternative Provisions;
- Regular in class support when required;
- Bespoke interventions.

WAVE 3 EHCP

Students with an Educational Health and Care Plan and those in the EMP will benefit further from some or all of these further support mechanisms:

- Dedicated Curriculum Support Worker who oversees (in conjunction with Key Worker) students support plans and liaises with parents, external agencies and staff within the Academy;
- Annual reviews which are coordinated with the SEN Caseworker Team;
- Financial support through the use of bespoke Costed Provision Maps.

Do

Targeted provision, decided at the planning stage, is put in place to allow the student to successfully meet their outcomes.

Review

Progress is reviewed regularly with the student, parents, teaching and support staff as well as other professionals where appropriate. Provision and outcomes are amended as required.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

In some cases, a student may no longer require additional provision - or they may need more extensive support. Where a student's difficulties are severe and they do not make the expected progress, despite a range of interventions; an Education, Health and Care Plan may be considered.

SEND Termly Reviews for Students Identified on the SEN Register

At NDA, SEND termly reviews for students who have Support plans or an EHCP correspond with the termly Assessment Window data collection. The reviews are student centred and are held initially with the student, allocated key worker and Head of SEND. Parents/carers are contacted via telephone to invite them to be part of that process. If required any additional adults within the academy or external agencies may be invited to the review meeting. This is determined within the initial discussion with the Head of SEND. The outcome of the review is shared with the parents/ cares and any relevant adults.

Preparation for a review (to be completed by the key worker):

- Complete list of key students;
- Wave allocation for each student;
- Assessment window data for each student;
- Relevant Intervention data and books for each student i.e. if it was an SEMH intervention have C4/ C5 information available pre and post information like Strengths and Difficulties Questionnaire (SDQ) or 5-point scale. If it was a cognition and learning intervention information would be provided through LEXIA reports as well as reading ages;
- Evidence of Impact in the classroom i.e. photocopies of good examples of impact, intervention books clearly showing progress, e- mails from staff indicating progress;
- Contextual information e.g. student absences, logistical difficulties, social care influences;
- Meeting log for each student;
- Student voice if the Student does not feel he / she would like to attend.

Prior to the review analysis of Assessment Window data will have taken place so impact can be discussed.

During review

Each student will be discussed and review completed on Edukey. A decision will be made if they are to remain at their current wave as it is effective or it may need more time to become effective or to increase to next wave as intervention / support is unsuccessful and next stage is necessary. Parents will then be contacted via telephone to be invited in to a meeting or to share any concerns or successes. This is recorded in Edukey. All updated support plans must be agreed and signed by parents.

At the annual review, students and their parents will be able to share their thoughts and will be fully consulted, as partners, on the level of support and type of provision the student has been/will be provided. There will be no surprises following an annual review and a copy of all relevant information, including fully costed provision maps, will be made available to parents and students as required. Parents and students will also be informed of any developments within the Academy Offer/LA's Local Offer at the annual review and their feedback will be recorded and sent to the SENCO where a central record will be maintained.

After the Review

Relevant letters ([see Appendix 5](#)) are sent to parents with copies of updates Passports or Support Plans. Parental signature gained.

Any referrals to relevant agencies are made by the most suitable person.

Edukey is fully updated with review and provision outcome, passport updated if necessary and support plan produced if required.

Relevant teaching staff are contacted to be given update on student if required interventions and support are integrated into Curriculum Support Workers timetable which is updated and distributed to all staff.

Reporting, Recording and Evaluating the effectiveness of SEN Provision

The Special Educational Needs Register is regularly checked updated and shared by the Head of SEND and by The Assistant Principal (SENCO). It will indicate the students' status (K or E) and their need type. The register will also list the WAVE of support the students is at. The need type falls within the following categories stated in the SEND Code of Practices ([see Appendix 6](#)).

How information is reported and recorded by the SEND team can be found in the procedural information and appendices on page 24.

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term;
- Reviewing the impact of interventions at the end of each programme;
- Using student questionnaires and speaking to the students;
- Monitoring of all waves of provision by the SENCO through Deep Dives E.g. Shadowing a SEN student for the day across the curriculum;
- Using provision maps (Edukey) to measure progress;
- Holding annual reviews for students with statements of SEND or EHC Plans;
- Observations of the Curriculum Support Workers during Learning Walks.

The SENCO will review all feedback when updating the Local Offer (usually completed every Summer Term). The SENCO will ensure that information within the Academy Offer, as displayed on the school's website, is kept up to date and is appropriate to ensuring that the school meets the needs of all students.

5.4 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student's which information will be shared as part of this.

A member of the Transition Team can attend review meetings held in primary schools (see transition information above) or Post 16 providers.

Secondary to Post 16

When students are moving on from us we can arrange additional visits with the students so they can get to know their new surroundings and we will host meetings with the new providers so they have all the information about the students that they will need to be successful. In terms of our students picking where to move onto they will have visits to different providers and they will also have a 1:1 independent careers interview to help them choose the best provider for them.

- Students receive a variety of careers activities throughout Key Stage 3 and 4 which help to prepare them for post 16 choices;
- 1:1 careers interviews for all SEN students with an impartial independent advisor;
- Access to a One Point Advisor within school, who can provide guidance on career choices if further support is needed;
- Discussions at meetings about students' interests and careers choices;
- Support staff work with students on developing life skills;
- Support from SEND Casework at Annual reviews of students with an Education, Health and Care Plan;
- Additional visits offered to colleges so students are familiar with surroundings and key staff.

Key Stage 3 to Key Stage 4

The SEND team attend Options Evenings and Parents' Evenings and can discuss possible option choices:

- A student's timetable may be adapted where required to best meet their needs;
- Students may access 1:1 Tutors to access extra personalised support with English and Maths;
- SEN students in Year 9 are given 1:1 independent careers interviews specific to help them with the options process and separate meetings held with parents where needed.

5.5 Our approach to teaching students with SEN- Quality First Teaching:

Access to a broad and balanced curriculum

All students follow the National Curriculum at a level and pace suitable for their ability. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual student needs. At times modifications to the curriculum may be implemented. To successfully match student ability to the curriculum, North Durham Academy continues to be committed to support students via:

- A wide range of teaching and learning styles;
- Differentiated materials (both for reinforcement and extension);
- Access to ICT;
- Additional in class support;
- Additional out of class support;
- Flexible groupings (including small group work);
- An innovative and supportive curriculum;
- The appropriate use of rewards and sanctions;
- Mentoring and counselling;
- A broad range of extra-curricular activities, including homework club and use of the Learning Resource Centre;
- Assessment procedures that emphasise students' strengths and achievements, with clear advice given to learners about what they need to do in order to progress;
- Key Stage 4 courses which are relevant to all students' needs;
- Applications to examination boards to obtain access arrangements as appropriate.

Quality First Teaching (WAVE 1)

All teachers are responsible and accountable for the progress and development of all the students in their class. All teachers are teachers of SEND. Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met; High quality teaching is our first step in responding to students who have SEND. We have appointed a SEND Lead teacher to support effective quality first teaching through training. Quality First Teaching will be achieved by:

- Ensuring that the teacher has the highest possible expectations for your child and all students in their class;
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand;
- Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored;
- Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties;
- The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied;
- The SEN team will be consulted as needed for support and advice and may wish to observe the student in class; The SEN Team will provide regular training for teaching staff on strategies and interventions;
- In class Curriculum Support Workers timetables are constantly reviewed so that support is best placed to meet students' needs;
- Laptops are available in each subject area to support students who have difficulties with handwriting;
- Exam access arrangements are put in place for SEND students who require them, this occurs for every assessments, mocks and GCSE exam;
- Students may need access to specific resources such as overlays, which are provided where appropriate or laptops or computer readers and scribes where needed;
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc;
- Pathways advice to support appropriate option choices;
- Adapting our resources and staffing.

We may also provide the following interventions:

- Seating plan (peer tutoring);
- Use of images (meta-cognitive);
- Challenging limiting beliefs (meta- cognitive);
- High order questioning (meta-cognitive);
- Modelling (Individualised learning);
- Guided learning (Feedback);
- Exemplify (meta- cognitive);
- Pastel backgrounds on PowerPoint presentations;
- Worksheets printed on different coloured paper and different coloured-paged exercise books;
- Enlarged text on worksheets;
- Mastery tips – (Individual differences);
- Use all Visual, Auditory and Kinaesthetic teaching approaches;
- Allow more time to complete tasks;
- Resources and displays that support independence;
- Small steps/ short tasks broken down/ scaffold task giving additional resources;
- Simplify task/ pace/ amount of teacher talk;
- Routinely offer different ways of recording e.g. powerpoints, posters, mindmaps or oral presentations;
- Use technological aids to enhance opportunities;
- Use visual reminders, timers, resources and rewards to develop independence;
- Frequent repetition and reinforcement;
- Think about support that does not need adult support e.g. peer led or group work;
- Build success into tasks to give confidence and reduce any risk of failure;
- Encourage the use of memory strategies e.g. chunking, mnemonics;
- Explicit teaching of reading comprehension strategies;

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving visual cues and examples etc.

5.6 Additional support for learning

Schools receive funding to specifically support students with Special Educational Needs and/or Disabilities. Within the Academy this is used in a variety of ways, including reducing class sizes, providing CSW support, providing a specialist SEND areas (the Harbour and PLC), and resources such as a designated computer facility. We also fund places for students at Alternative Provision.

Provision for students with an Education, Health and Care Plan is costed to ensure that an individual student's outcomes can be fully met and the appropriate personalised support put in place to best meet the student's needs.

Offering the PLC and Harbour provision to support some individuals with simple and complex needs. The Harbour has its own computer room which can be accessed by students at break and lunch time:

- The Harbour offers a space for those students who may need to access a quieter area again at break time and lunch time as well as those who may need to take some time out of lessons during difficult periods of their life;
- The Academy has a wet room for students who may need to access this facility;
- Lifts are available for use to access higher floors;
- Costed Provision Maps detail a student's outcomes and the provision in place for EHCP and EMP students;
- The Enhanced Mainstream Provision offers extra support and therapy to both students with an Education, Health and Care Plan and those at SEND Support who have Speech, Language and Communication Difficulties.

Curriculum Support Workers deliver interventions such as:

- Future Steps Occupational Therapy;
- Speed Up;
- Word Wasp;
- Target 3 and Target 5 Maths and English;
- Hegarty Maths;
- White Rose Maths;
- Numicon;
- Socially Speaking;
- Hands on dyspraxia;
- LEXIA;
- Accelerated Reader;
- Starving the Gremlin;
- Zones of regulation;
- Banishing the Self Esteem Thief;
- Thinking about you Thinking about Me;
- Think Social;
- Gilly the Giraffe;
- The Feelings Art Book;
- Helping Children with Loss;
- Beads of Life;
- Can I tell me about Self-Harm;
- Talking about Children.

Curriculum Support Workers may support students on a 1:1 basis when students cannot cope in the classroom environment.

Curriculum Support Workers may support students in small groups when they can accelerate the students' skills further in a specific area of development.

5.7 Working with other agencies

An external agency may be needed to help the Academy and/or parent understand and support a child's particular needs better. If external support is needed, this will be discussed with parents, so they are fully informed and in agreement. Parents will be asked to give permission for the Academy to refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist.

The most relevant person then completes a referral form. This is then scanned and attached to Edukey and SIMS. In the instance that a referral form is completed and sent digitally, it will be done in line with NDA's GDPR Policy.

We expect all external agencies to produce reports to support the creation or amendment of a student passport. There are a number of external agencies we may contact to help support students for example, CAMHS who upon working with the student over a period of time will produce a report which is then sent to the academy. Upon receipt of a report the students' passport or plan will be modified based on the recommendations from the external agency in order to support the student in the best ways possible.

We also work with the following agencies to provide support for students with SEN:

- Future Steps Occupational Therapy;
- ST Cuthbert's Bereavement;
- Toucan Education;
- School Nurse;
- Resilience Nurse;
- EWELL;
- SENDIASS;
- One Point;
- Roller Coaster Parenting Group;
- North East Autism Society;
- Child Adolescent Mental Health Service.

The County Durham SEND Information and Advice Support Service (formerly Parent Partnership) provides support to the parents of students with SEND. They can be contacted on 0191 5873541 or 03000 267007 and further information can be found on their website www.durhamsendiass.info.

The following are also available from Durham's SEND offer and can be accessed by the academy:

Cognition and learning:

- Movement difficulties;
- Assistive technology and IT;
- Specific learning difficulties;
- General learning difficulties;
- Maths difficulties;
- Foundation stage concerns;
- Sensory processing differences;
- Physical difficulties;
- Fine motor and handwriting difficulties.

Communication and interaction:

- Speech and Language Support Programme (SALSP);
- Autism and social communication.

Equalities and interventions:

- Education health care needs team;
- Education equalities;
- Support for children with English as an additional language;
- Educational support for Gypsy, Roma and Traveller children (GRT).

Sensory and physical:

- Hearing impairment;
- Visual impairment;
- Multi-sensory impairment (dual impairment);
- Sensory loss with complex needs;
- Occupational therapy.

Social, emotional and mental health:

- Emotional wellbeing and effective learning;
- Mental health support and inclusion;
- Counselling;
- Behaviour intervention;
- Crisis response.

Education Psychology:

- Educational Psychology Service;
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:-
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better;
 - A group run by Academy staff e.g. a social skills group;
 - A group or individual work with an outside professional.

5.8 Expertise and training of staff

The teaching and learning requirements of all children with SEND is primarily the responsibility of the class teacher with support from their curriculum area (inclusive Quality First Teaching). This reflects the principle that SEND is a whole school issue and a recognised aspect of all curriculum planning. All staff at North Durham Academy are expected to teach students with SEND. There is also a specialist SEN Team which includes:

Mrs Clare O’Keeffe is the SENCO (Special Educational Needs Co-Ordinator) and oversees Special Educational Needs and Disability (SEND) provision within the Academy. Our SENCO, Mrs Clare O’Keeffe has 2 years of experience in this role and has worked as Assistant Principal for 14 years and oversees SEND in the Academy.

Mrs Imogen Dickson is the Head of SEN and she develops and monitors a wide range of intervention to support students, either academically or with their specific SEND needs. Mrs Imogen Dickson has a teaching qualification, has a vast range of experience in working with students with SEN in a variety of settings. Mrs Dickson has no timetabled lessons so she can be fully dedicated to the SEN provision across the Academy.

Mrs Jill Hope is the Harbour Manager and she runs the Harbour provision in the Academy which is an area of intensive support for those with complex Special Educational Needs and/or a Disability. Mrs Hope who has over 10 years of experience working in a SEN specialist provision for Durham County Council. She oversees our Harbour provision full time.

Ms V Mattless is the SEND lead teacher responsible for driving the whole school improvement of Wave 1 Quality First Teaching of SEND students. She does this by carrying out rigorous quality assurance, delivering whole staff and individualised CPD, sharing good practice of Wave 1 strategies seen in lessons as well as providing feedback and training to Curriculum Support workers. Ms Mattless is also a science teacher and has been teaching for 18 years and is currently studying a post-graduate award of Proficiency in Assessment for Access Arrangements (PAPAA).

The SEND team also includes eight Curriculum Support workers. The SEND Curriculum Support Workers (CSW) may support individual students for the majority of their timetable or within certain subject areas. Staff develop strong relationships with the SEND students they work with. They may help students with accessing work in lessons, withdraw them for small group work or provide 1:1 support. The SEN support staff also support students who are having emotional difficulties to deal with any issues that arise, where adjustments are needed to help the student manage.

Members of the SEND team both teaching and support staff have received training in the following areas:

- Autism Spectrum Disorders;
- Speech, Language and Communication difficulties-staff have regular access to Speech and Language therapists for further advice as part of the Language Resource Base/Enhanced Mainstream Provision;
- Future Steps Occupational therapy;
- Mindfulness;
- Motor skills;
- Restorative Justice;
- Visual Impairment adjustments and programmes;
- Literacy – LEXIA and accelerated reader;
- Clicker/ Read Docs which is used for exam access arrangements;
- Edukey – recording of SEN provision;
- LUCID/Dyslexia/dyscalculia screening;
- First Aid;
- Attachment disorder training;
- Counselling;
- Motor Skills;
- Restorative Justice;
- Lego Therapy.

We use specialist staff for:

- Future Steps Occupational therapy programmes;
- Assessing specific students for exam access arrangements;
- Assessing specific students' needs for example CAMHS, Educational Psychologists.

5.9 Securing equipment and facilities

The students are well resourced in the Academy and can be provided with a number of pieces of different equipment for example:

- Overlays;
- Sloped writing boards;
- Fidget toys;

- Grip pens (left and right handed);
- Weighted blankets or weights;
- Different coloured paper exercise books;
- Exercise balls and bike;
- Mini trampoline.

5.10 How have we made this school accessible to children with SEN? (including after school clubs etc.)

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day/school plays/workshops etc.

No student is ever excluded from taking part in any activity because of their SEN or disability.

Arrangements are made for all children but additional arrangements are put in place for those children who have SEND, these are adapted to the needs of the child. For example, if a student has mobility issues they may be supported with a lift pass to make movement around the academy easier for them. There is also brail on the outside of each room to help students find their way.

- We ensure that equipment used is accessible to all children regardless of their needs;
- We provide support with homework and reading at lunchtime, before and after school;
- Key words and literacy resources are used across the school to support learning on each learning journey slide;
- Appropriate transport will be provided to allow access to the full range of enrichment opportunities available to all our students.

There are more details about our accessibility plan on the Academy website.

5.11 Support for improving emotional and social development

- We provide support for students to improve their emotional and social development in the following ways:
 - Students with SEND are encouraged to be part of the school council;
 - Students with SEND are also encouraged to be part of enrichment clubs to promote teamwork/building friendships etc;
 - Students with SEND all have a specific Key Worker who they can talk to if there is a problem;
 - All year groups have a dedicated Year Manager and Curriculum Support Worker who do not teach and are available to them as well as being on duty in the morning and break times with them;
 - Students can opt to have their break and lunch times in different areas dependent upon their anxiety or tolerance to noise for example;
 - We also have our own counsellor which students can access within the academy;
 - We have a zero-tolerance approach to bullying.

5.12 Complaints about SEN provision

Please see the Complaints Policy on the Academy website.

If a parent has any concerns or complaints regarding a child with a special educational need, we would encourage them to first speak with the person they have the issue with E.g. the class teacher. If the issues are not resolved, we would then ask that the complaint is escalated to the Head of SEND. If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or request a discussion with a member of the SLT, who will be able to advise on formal procedures for complaint.

All complaints by parents are treated seriously and investigated fully. The Academy complaints procedure is in line with the policy of New College Durham Academies Trust. This can be found on the Academy website.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

In regards to SEN, any member of staff, parent, or outside agency can speak to the SEN Team regarding a student at North Durham Academy. Staff can be contacted on the Academy number: 01207 292180 or through the school email address: info@ndacademy.co.uk

Mrs O’Keeffe, SENCO and Assistant Principal can be contacted directly at C.Okeeffe@ncdat.org.uk to discuss our SEN provision in the Academy.

Mrs Dickson, Head of SEN, can be contacted directly at i.dickson@ndacademy.co.uk to enquire about support available across the curriculum for your child.

Mrs Hope, Harbour Manager, can be contacted directly at j.hope@ndacademy.co.uk for specific enquiries about the Harbour and our EMP provision.

5.13 The local authority local offer

Our contribution to the local offer is on our website.

Information about the provision made for students with SEND within County Durham is detailed in The Local Offer which can be found on the County Durham Families Information Service (FIS) website at www.countydurhamfamilies.info.

6. Monitoring arrangements

This policy and Information Report will be reviewed by Clare O’Keeffe annually and adjusted regularly to reflect current practice and new legislation and guidance.

This document will be approved by the Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

Policy	Next Review Date	Location
Accessibility plan	September 2024	NDA website
Safeguarding	September 2022	NDA website
Behaviour & Rewards	November 2022	NDA website
Public Equality	2025	NDA website
Quality of Learning (Teaching and Learning) Policy	August 2023	NDA website
Privacy Notices	-	NDA website
*Data Protection Policy which includes Acceptable Use and Online Safety Guidance		NDA Staff Portal
*Medication Policy	January 2023	NDA Staff Portal

*Please contact Kim Lax at k.lax@ncdat.org.uk if you require a copy of these polices.

Annual Review of this SEND Information Report

The SENCO reviewed this SEND Information Report in September 2021.

The language of the SEND Information Report was updated to ensure it was consistent with the Code of Practice.

The Accessibility Plan has been updated, along with updates to the Behaviour & Rewards Policy to reflect school practice.

Procedural Information to be used by Academy staff and Appendices:

REPORTING

Student Files

Individual Paper Student files are located in the following rooms:

- Head of SEND Office: WAVE 1 and WAVE 2 Years 7-11
- Harbour Manager Office: WAVE 3 Year 7 – 11
- Files are to be managed by Key Workers and are to follow the format stated in [Appendix 7](#).

If any documents are added to the file a chronology needs to be completed and any files that are removed from the filing cabinet need to be signed in and signed out on the relevant document (see [Appendix 7](#)).

RECORDING

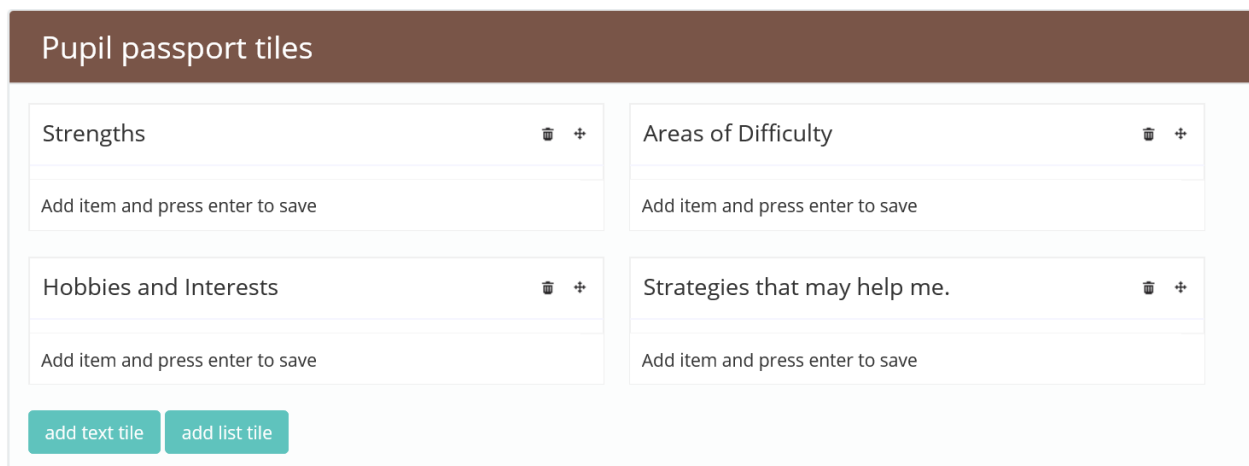
As an Academy we have gained access to Edukey Provision mapping which we use as a tool to information share, record and monitor the progress of our SEND students. This is done in the following ways:

WAVE 1

A Passport ([See Appendix 11](#) for an example) is produced which is shared though ClassCharts with all staff and parents.

Instructions on how to create a Passport:

1. Log in to Edukey
2. Use the Drop-Down Menu 'Plans' to create a passport.
3. In the box type in the name of the student you require.
4. Then click on the icon next to the students name and press 'Create Passport Now'
5. Below are the 4 boxes that need completing
6. Press Save and Publish once completed.



The screenshot shows a user interface titled "Pupil passport tiles". It contains four text input boxes arranged in a 2x2 grid. Each box has a title, a trash icon, and a plus sign. Below each box is a placeholder text: "Add item and press enter to save". At the bottom of the interface are two buttons: "add text tile" and "add list tile".

Pupil passport tiles	
<p>Strengths</p> <p>Add item and press enter to save</p>	<p>Areas of Difficulty</p> <p>Add item and press enter to save</p>
<p>Hobbies and Interests</p> <p>Add item and press enter to save</p>	<p>Strategies that may help me.</p> <p>Add item and press enter to save</p>

add text tile add list tile

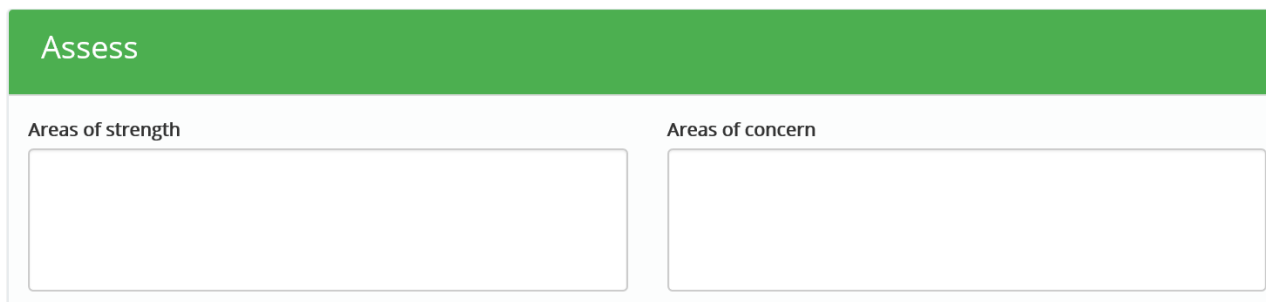
Passports could be updated at any point if new or additional information regarding the student is obtained. This may be a successful strategy from teaching staff, information the student has shared and or recommendations from external agencies.

WAVE 2

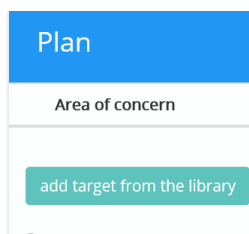
A Support Plan is created for every student at WAVE 2. It is the Key Worker responsibility to create and review the plan.

Instructions on how to create a Support Plan:


1. Log in to Edukey
2. Use the Drop-Down Menu 'Plans' to 'Create a Plan'.
3. In the box type in the name of the student you require then click on the icon next to the students name and choose 'Support Plan'



4. Complete the Areas of Strengths and Area of Concern (describe the student's primary need in detail).
5. For target setting press 'Add target from the Library'
 6. Choose 'Area of Concern'



7. Choose 'Sub Area of Concern'
 8. Choose suitable target and make any amendments to the pre filled columns.
 9. Allocate Key Staff
10. Choose Related Provision



11. Press Publish and Save
12. Print, sign and acquire student signature and acquire parent signature.
13. Gain signature from Head of SEND and Inclusion

WAVE 3

A High Needs Support Plan is created for every student at WAVE 3. It is the Key Worker responsibility to create and review the plan.

Instructions on how to create a High Needs Support Plan:

1. Log in to Edukey
2. Use the Drop-Down Menu 'Plans' to 'Create a Plan'

3. In the box type in the name of the student you require then click on the icon next to the students name and choose 'Create High Needs Support Plan'
4. Complete the relevant boxes of the 4 Areas of Need (this needs to be descriptive and must refer to reports from external agencies where relevant)

The screenshot shows a form with four distinct colored sections, each with two text input boxes:

- Cognition and Learning Needs (Blue header):** Special Educational Needs, Strengths
- Social, Emotional and Mental Health Needs (Red header):** Special Educational Needs, Strengths
- Communication and Interaction (Purple header):** Special Educational Need, Strengths
- Physical and Sensory Needs (Green header):** Special Educational Need, Strengths

5. Choose 'Area of Concern'
6. Choose 'Sub Area of Concern'
7. Choose suitable target and make any amendments to the pre filled columns. It is likely that targets may need to be edited to match the recommendations from external agencies.
8. Allocate Key Staff
9. Choose Related Provision
10. Press Publish and Save
11. Print, sign and acquire student signature and acquire parent signature.
12. Gain signature from Head of SEND and Inclusion

Creating a 'Provision'

If a student is WAVE 2 (this may apply to some WAVE 1 students e.g. Overlays) a provision needs to be applied in Edukey. Please see link

1. In the provision's menu choose 'Apply a new provision'
2. Complete the following boxes

School Provision

The screenshot shows the 'Provision details' form with the following elements highlighted:

- Schedule & sessions (Blue header):** Contains fields for Start date, End date, Session length, and Session frequency.
- Options:**
 - Set dates for each pupil
 - Show session length & frequency details
 - Set session length & frequency details for each pupil
- Description:** A large text input box.
- Intended outcome:** A large text input box.
- Checkboxes at the bottom:**
 - Track start and end grades
 - Requires review
 - This is a confidential document.

3. Complete the following boxes (NB start dates can be changed for individual students.)

4. Assign students and staff making sure you load relevant start grades from SIMS.
5. Press Publish and save.

Assigned pupils

Pupil	Start grade	Notes

Assigned staff

Teacher	Total hours	Hourly wage	Cost	Notes
<div style="display: flex; align-items: center;"> <div style="font-size: 1.2em; margin-right: 5px;">i</div> <div> Mrs Sarah Norman <small>SENGo</small> </div> </div>	0.0 <small>set custom</small>	33.77	0.00	<input style="width: 100%;" type="text"/>
Total:	0.0		0.00	<input checked="" type="checkbox"/> Include in provision costs

Meeting Log

This allows staff to create a chronological log of support, input, parental contact and communication with adults.

1. Admin Drop Down Menu – choose Meeting Log
2. Input relevant information.
3. Press SAVE

When inputting information regarding support for a student please be clear, concise and descriptive. Describe briefly how the student was supported and how that made an impact. This is to be recorded for students that have received in class support, interventions or any 1:1 session as well as Meet and Greet sessions. These logs are viewed regularly by Head of SEND and Inclusion to ensure best use of resources.

Screening and Assessing

- As part of the graduated approach, DEEP Learning and transition the following screening and assessment tools are available:
 - LUCID EXACT: Allows accurate screening to establish which students may be entitled to exam access arrangements. It is a simple four-part literacy test takes just 30-40 minutes (parts can be taken separately), and immediately produces a report for each student showing where there is evidence of problems likely to impact on exam performance.
 - GL Assessment Dyslexia Screening: Identifies the likelihood of Dyslexic tendencies and makes recommendations regarding referrals.
 - GL Assessment Dyscalculia Screening:
 - Identifies dyscalculic tendencies and recommends intervention strategies
 - Students' strengths and weaknesses are detailed across each test
 - Offers practical advice as well as specific teaching strategies
 - ICAN Speech and Language Screening Tool: Identifies potential Speech language and communication difficulties. An online tool.

A Curriculum Support Worker can administer these screening and assessment tools as determined by student reviews, discussion at DEEP Support Meetings and by parental request. The results of the screening and assessment tools should be recorded in SIMS year group Marksheet, SEN register where appropriate and a print off the results placed in the Students Paper File. Parents should be contacted to discuss the results and / or if a referral is necessary.

Harbour Provision

Please read in conjunction with the 'DEEP Support booklet'.

The Harbour Provision is a High Needs (WAVE 3) Provision for students with SLCN and/ or SEMH Needs. These needs may stem from trauma, attachment, ADHD, ASD or linked to contextual issues. Usually a student should access the Harbour having being through the SEND Graduated Approach where all other intervention and provision has not made enough of an impact or has an EHCP with the above identified needs. Some students would gain immediate access through transition alternative 'Pathways' (Please see Identification section).

The Harbour offers:

- Bespoke screening, assessment and therapies by Future Steps Occupational Therapy Service implemented by trained Curriculum Support Workers. (See [Appendix 8](#));
- Bespoke and differentiated National Curriculum delivered in small groups with bespoke classroom environments. See [Appendix 8](#);
- Access to enhanced Curriculum Support Workers with vast knowledge and experience of working with students with Special Educational Needs;
- Bespoke monitoring and assessments (Maths, English and Science) of progress through the B Squared Programme;
- Access to ICT and online learning platforms that support learning e.g. LEXIA, White Rose Maths, Hegarty Maths;
- Access to a Regulation Room ([Please see Appendix 8](#));
- Liaisons with external agencies and support networks so outside agencies can implement therapies e.g., Speech and Language Therapist, Educational Psychologist, Occupational Therapists;
- A warm and welcoming quiet area where students can access key workers at times of dysregulation or heightened states;
- Liaison with suitable alternative provisions;
- Close links with Parents and Carers to support any parents going through the Education, Health and Care Plan process (if relevant);
- A C4 and C5 timetable to ensure students receive the most suitable restorative work.

The Harbour is managed by Mrs Jill Hope.

Room Allocation

The following rooms are designated for specific uses:

2.53: SEMH / Triage Room

This room offers a space for adults to work with students in small groups and individually on therapies addressing social, emotional and mental health needs. It also offers a 'triage' room where students who have become dysregulated can have the opportunity to re-regulate until a return to classroom learning (or Harbour or PLC) is deemed appropriate.

2.54: Language Resource Base

A classroom dedicated to students who access our EMP and WAVE 2 and WAVE 3 students with Speech Language and Communication Needs.

2.55: Intervention Room

A classroom dedicated to Timetabled Interventions.

2.56: Therapy Treatment Room

A safe space dedicated to Occupational Therapy Treatments ([See Appendix 9](#))

2.57: Harbour Classroom

2.58: Individual Work Space

2.59: Regulation Room

A safe space for students who are dysregulated (Supervised at all times when a student is in).

2.60: Harbour ICT Classroom

2.61: Harbour Classroom

Classroom Support

Some students benefit greatly from in - class support. A Student at WAVE 2 or 3 would receive some form of in class support. It may be for part of all of a lesson depending upon the needs of the student. It is recorded as a provision in Edukey.

Before a CSW enters the classroom to support the following needs to be considered:

- What do you know about the student?
- Do you know what the last assessment window grade was?
- If it is a WAVE 2 / 3 student what are the outcomes of the plan?
- What suggested strategy from a passport can be used in this lesson?
- What is the student's primary needs?
- Which strategies work best?
- Do I need any resources with me e.g. overlays, whiteboard pens, laptop, I pad etc?
- Have I seen the medium-term plan and the PowerPoint/plan for this lesson?
- Do I know what they are studying? Can I take anything with me that may help e.g. visual cues?
- Was I in the previous lesson and if so what possible misconceptions have there been in that lesson that I need to check they have remembered?
- How can I help the student recap on prior learning? E.g. effective planned questioning
- Has the teacher informed me of any changes to normal procedures, seating plans?
- Have I had the opportunity to look at PowerPoint, planning and help make adaptations to support students learning?
- Have I spoken to the teacher about how we can work together most effectively?

During the Lesson a CSW needs to consider the following:

- Can I help with a prompt start of the lesson?
- Am I portraying a professional image (no hot drinks/food or mobile phones in classrooms)?
- Has the teacher directed me when I come into the room?
- Have I passed on any relevant information for the class teacher?
- Do I know all the SEND students in the room?
- Have I been directed to support an EHCP student?
- Has the class teacher planned to work with SEND students and I work with another group?
- How can I best support in this lesson e.g. provide word bank as teacher teaches, withdraw for independent part of lesson, offer sentences starters in the book highlight key words in text, reorganise worksheets so more accessible, effective questioning, scaffolded worksheet
- Have I offered verbal praise and reassurance?
- How can I make greatest impact?
- Do I need to allow student to work independently then offer advice (verbal or written) then ask them to address this advice?
- Do I need to model answers?
- Do I need to scaffold work?
- Do I need use 'teacher mistakes' to address misconceptions?
- Am I allowing for mirroring of positive behaviours?
- Am I providing discrete verbal praise that reinforced good behaviours?
- Can I use de-escalation techniques to diffuse a situation?

After the lesson a CSW needs to reflect upon the following:

- What impact did I make this lesson? How was this demonstrated?
- Was communication good between the teacher and myself? What could we do differently?
- Did I see the teacher refer to passport or plan for support? Do I need to record anything on the weekly CSW feedback report?

- Do I need to prepare anything for next lesson with this student?
- Have I completed the meeting log?

Effective Intervention

A student at WAVE 2 or 3 may receive specific support (please see DEEP Support Booklet for full list of interventions). A suitable pre and post assessment is required for all intervention sessions and these scores to be recorded. The support needs to be recorded on Edukey (Please see previous instructions in reporting and recording).

Before an intervention begins the following needs to be considered:

- Do I know what the expected outcome of the intervention is?
- Have I prepared all resources required?
- Have I logged the intervention on Edukey?
- Does the student have a support plan in place and will this provision help the student achieve the outcomes in the support plan?
- Have I organised a room/ time/ space that is suitable?
- Have I identified any potential barriers and attempted to address them e.g. behaviours?
- Have I collated pre-intervention assessment information e.g. reading age, lucid scores, SDQ
- Have I prepared books for recording if relevant?
- Are teaching staff aware this is taking place?
- Is it recorded in the students' planner?

During an intervention the following needs to be considered:

- Have I done a register?
- Do I need to collect the students?
- Have I welcomed the students and recapped on prior learning?
- Have I given any feedback from monitoring of online programmes and checking of written work?
- How have attempted to make sure students are fully engaged?
- Do I need to focus on some individual support based upon previous observations and checking of written work?
- Is the planned session effective, if not how do I need to adapt it to ensure it is?

After the intervention the CSW needs to reflect upon:

- What impact did I make this session? How was this demonstrated?
- Did I refer to passport or plan for support?
- Do I need to record anything on the weekly CSW feedback report?
- Do I need to prepare anything for next session with this student?
- Have I completed the meeting log?

External Agencies

Through the Graduated Approach it may become necessary to refer a student to an external agency for support and guidance. The following agencies are used regularly:

- Future Steps Occupational Therapy: all referrals must be sanctioned by Mrs Jill Hope;
- St Cuthbert's Bereavement: all referrals must be sanctioned by Mrs Anna Rayson;
- Toucan Education: all referrals must be sanctioned by Mrs Kay Hewitson and Mrs Imogen Dickson;
- Child Adolescent Mental Health Service: all referrals to be sanctioned by Mrs Jill Hope, Mrs Imogen Dickson, or relevant Year Manager.

The following teams form part of Durham's SEND offer and can be accessed by the Academy (Please note as there is a cost attached to most of these services a referral must be agreed by Mrs Imogen Dickson or Mrs Clare O'Keeffe):

Cognition and learning:

- Movement difficulties;
- Assistive technology and IT;
- Specific learning difficulties;
- General learning difficulties;
- Maths difficulties;
- Foundation stage concerns;
- Sensory processing differences;
- Physical difficulties;
- Fine motor and handwriting difficulties.

Communication and interaction:

- Speech and Language Support Programme (SALSP);
- Autism and social communication.

Equalities and interventions:

- Education health care needs team;
- Education equalities;
- Support for children with English as an additional language;
- Educational support for Gypsy, Roma and Traveller children (GRT).

Sensory and physical:

- Hearing impairment;
- Visual impairment;
- Multi-sensory impairment (dual impairment);
- Sensory loss with complex needs;
- Occupational therapy.

Social, emotional and mental health:

1. Emotional wellbeing and effective learning
 - Mental health support and inclusion;
 - Counselling;
 - Behaviour intervention;
 - Crisis response.

Education Psychology:

- Educational Psychology Service

Further information and all of the relevant forms can be found by following the link below.

<http://www.durham.gov.uk/article/22418/Teams-that-provide-SEND-support>

If an external agency is needed this will be discussed at the review stage so that parents are fully informed and in agreement. The most relevant person then completes a referral form. This is then scanned and attached to Edukey. A copy is made and placed in the relevant section of students' individual paper file and the original is given to Mrs Sharon Foreman who will log that it has been sent. In the instance that a referral form is completed and sent digitally this **must** be done in line with NDA GDPR Policy.

Receiving a Report/ Feedback

When a report is received from an external agency it must be scanned and attached to Edukey and SIMS and an internal e-mail with the report attached sent out to the following:

- Mrs Imogen Dickson;
- Mrs Jill Hope (If the student is WAVE 3);
- Mrs Clare O’Keeffe;
- Mr Scott Murray;
- Relevant Year Manager;
- Relevant Key Worker.

The report must then be read by either Mrs Imogen Dickson or Mrs Jill Hope then passed to the key worker (who will annotate it) so any amendments to the provision e.g. passport or support plan can be made. The original annotated report must be placed in the students’ individual file in the specified section behind the referral form. If necessary the outcomes of the report should be discussed with parents.

Communication

The Graduated Approach offers repeated opportunities for parents to have a voice in the support their child receives. They are contacted at the following stages of the Graduated Approach:

- Short Note: if a member of the teaching staff is concerned and would like to develop strategies for teaching the specific student. Parents views will be taken into considerations at this point to ascertain any issues we are not aware of.
- Being placed on the SEND Register: once the above process has taken place it may be agreed to put the student on the SEND Register, parents will be contacted and informed of this as well as contributing to passports and plans.
- During the review process: a parent/carer will be contacted to ensure they contribute to the review process. A letter will supplement this to inform them of the outcome of the review and to give them a copy of an updated passport or support plan.

There are other opportunities for parents to speak to members of the SEN team throughout the year which include the following:

- Transition events;
- Parents’ Evenings;
- Open Evenings;
- Telephone contact;
- Via e-mail.

We also understand that having a child with Special Education Needs can be difficult and if just diagnosed hard for parents to navigate on their own so we also direct parents to support mechanisms within the community such as:

- SENDIASS;
- One Point;
- Roller Coaster Parenting Group;
- North East Autism Society;
- Child and Adolescent Mental Health Service.

8. List of Appendices

1. Short Note;
2. Graduated Approach (full version);
3. CSW / Harbour Weekly Feedback;
4. Information Gathering;
5. Letters to Parents;
6. Description Needs Type (Code of Practice;)
7. File Format/Chronology Sheet;
8. Harbour Curriculum Intent;
9. Therapy Safe practice Policy, Regulation Room Safe Practice Policy, Therapy Room Safe Practice;
10. EHCP Initiation cover sheet;
11. Passport.

Appendix 1 - Short note



Quality First Teaching - Early Identification Short Note	
Name of child:	
Date of birth:	
Year Group	
Discussion with the student and their parent/carer:	
Areas of strength and interests:	
Areas of difficulty/concerns:	
Parent/carer views:	
The agreed outcomes sought for the child:	
The next steps and date to be reviewed by:	


Teacher signature:		Date:	
Parent/carer signature:		Date:	

Appendix 2 - Full Graduated Approach

SEND Graduated Approach North Durham Academy



Appendix 3 - Weekly Feedback: Harbour and Curriculum Support Workers

Weekly Feedback Sheet Harbour		
What has worked well this week?		
Areas to develop		
Hotspot lesson		
Safeguarding concerns (remember to report to safeguarding team at earliest possible opportunity)		
Interventions: What's working well? What are the barriers?		
Date of Meeting:		
Actions to be taken (as agreed in meeting)	By Whom?	Time Scale

Weekly Feedback Sheet
CSW



What has worked well this week?

Areas to develop

Hotspot lesson

Safeguarding concerns (remember to report to safeguarding team at earliest possible opportunity)

Interventions: What's working well? What are the barriers?

Date of Meeting :

Actions to be taken (as agreed in meeting)	By Whom?	Time Scale

Appendix 4 - Information Gathering SEND (Round Robin)

SEND Information Gathering		
Describe the student's attainment in your subject?		
Which area of need does the student have difficulty in (please highlight)		
<p>Communication and Interaction This area of need includes children with Autism Spectrum Disorder and those with Speech, Language and Communication Needs</p> <p>Cognition and Learning This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties</p> <p>Social, Emotional and Mental Health Difficulties This includes any students who have an emotional, social or mental health need that is impacting on their ability to learn</p> <p>Sensory and/or Physical Difficulties This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties</p>		
Describe the difficulties you see (has there been any recent improvements or decline?)		
What QFT strategies have you used that are successful?		
Teacher Name	Subject	Date of Completion
Thank you for completing this document. Please return it promptly		



Appendix 5 - Letters to Parents: Graduated Approach

Our Ref: IMD/JEB

[insert Date Month Year]

Parent/Carer of [insert name],
[insert address]

Dear Parent/Carer of [insert name],

Student Passport

As part of the Academy's graduated approach to supporting students with Special Educational Needs, a key worker has been working with your child to produce a Student Passport. This Passport enables teaching staff to have a greater understanding of your child's needs and how they can help [him/her] make continued progress in their lessons. Your child may want to carry a copy of their Passport in their planner.

Please take the time to have a look at the attached Student Passport and discuss it with your child. If you would like to make any amendments or discuss any matters further please do not hesitate in contacting either myself or your child's key worker [insert name].

Yours sincerely,

Mrs I Dickson
Head of SEN

Key worker: [insert name]

Our Ref: IMD/JEB

[insert Date Month Year]

Parent/Carer of [insert name],
[insert address]

Dear Parent/Carer of [insert name],

SEND Register

Your [son/daughter] has previously been identified by the Academy as having Special Educational Needs. Within the Academy we have closely monitored their progress and would like to remove them from the Special Educational Needs Register, as they have made good or outstanding progress.

If you have any concerns regarding this decision, please contact me at the earliest opportunity to discuss the matter.

Yours sincerely,

Mrs Imogen Dickson
Head of SEN

Key worker: [insert name]

Our Ref: IMD/JEB

[insert Date Month Year]

Parent/Carer of [insert name],
[insert address]

Dear Parent/Carer of [insert name],

Support Plan

As part of the Academy's Special Educational Needs graduated approach, I have reviewed your child's current progress and have produced a Support Plan to help enable staff to appropriately support your child to make continued progress. As part of this procedure, I have set some outcomes outlined in the attached Support Plan. To help your child achieve these outcomes myself or your child's key worker [insert name], may do one or more of the following:

- Provide your child with additional resources in the classroom e.g. laptop, pens, whiteboards, visual cues
- Withdraw your child from a lesson to deliver a targeted intervention
- Meet regularly with your child to discuss positive behaviours or issues to do with emotional well-being and mental health
- Support your child in the classroom to achieve the lesson objectives
- Provide additional resources for assessments e.g. a reader, additional time etc.

Please take the time to read the attached support plan. If you would like to meet to discuss any issues about the Plan, please do not hesitate in contacting either myself or your child's key worker [insert name], to make an appointment.

Yours sincerely

Mrs Imogen Dickson
Head of SEND

Key worker: [insert name]

Appendix 6 - Description of Needs (SEND Code of Practice)

Areas of Need: as identified by the SEND Code of Practice September 14

Definitions of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

1. Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

2. Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties

such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

3. Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4. Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

5. Disabled children and young people

Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review.

However, it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

Appendix 7 - Student Individual Files



Individual Special Educational Needs and Disabilities File North Durham Academy

Strictly Confidential

Student Name	
DOB	
Section	Contents
1	Passport/ Support Plan
2	Meeting Logs
3	Interventions
4	External Agency Reports / Referrals
5	Intervention Tracker / Attendance / Choices Reports
6	Primary Information

Appendix 8 - Harbour Provision

The Harbour strives to ensure that each student/student achieves their physical, emotional and academic potential using a variety of therapeutic, multisensory, teaching and learning approaches. The Harbour provision co – creates the curriculum which is delivered in the main school of North Durham Academy.

The Harbour Manager and team endeavour to follow the curriculum intent as accurately as possible for each subject, learning strand and topic across all subjects over each key stage; this also includes Key Stage 4 options (where appropriate).

The Harbour curriculum is often differentiated to enable Harbour students whom are identified with significant needs, difficulties and disabilities enabling them to access their appropriate curriculum at each key stage; thus minimising the gaps in learning and knowledge.

Planning:

The Harbour curriculum utilises the schemes of work written by Heads of Departments to inform and plan week on week, term on term curriculum delivery. From subject schemes of work resources are differentiated; where appropriate and are both student and subject specific.

The Harbour planning process is fundamental and integral to a students' success and ensuring the 'deep experiences' of learning is weaved within the fabric of the Harbour curriculum

Student Skills and Knowledge:

All students in the Harbour; where possible provided with opportunities to master and learn the same skills and knowledge as their mainstream peers to be successful learners.

Teaching & Learning:

Students access a bespoke differentiated curriculum delivered using a variety of multi-sensory teaching approaches, technology, methods and tools. Harbour curriculum incorporates all learning styles and delivers all learning in a meaningful way.

Data capture, tracking and Assessment:

The Harbour provision use B Squared Progression Steps which is a granulated observation-based assessment framework incorporating all National Curriculum Levels and pre-key stage descriptors to enable us to identify and record the small; however significant ongoing achievements of students who are working moderately or severely below age related expectations in some or all areas of their development.

BSquared Progression Steps allows Harbour staff to:

- Accurately baseline/ identify a starting point to begin a students' learning and curriculum journey
- Provides a detailed breakdown of National Curriculum levels and descriptors
- Provide a granulated approach to assessment using multifaceted stepped approaches from engagement to mastered
- Provides staff with a broad spectrum of information collated to be able to present and scrutinise data/ assessment and identify areas for development and need
- Provides staff with a variety of ways to present and interoperate data, demonstrate progress and achievements
- BSquared Progression Steps can also be used alongside other assessment tools and programs to capture student progress

Harbour choices policy:

This follows the same policies as the rest of the Academy so that the students in the Harbour can reintegrate back into mainstream however there are a few subtle changes for students with complex SEN needs.

Uniform

Students are expected to wear uniform in line with the rest of the Academy. If students are not in full Academy uniform then they will not be able to leave the Harbour especially coming down for break and lunchtimes. There may be exceptions where the students have sensory needs and there will be reasonable adjustments made. Additional uniform will be kept in the Harbour and loaned out as the focus is to encourage interaction within mainstream school and not inhibit opportunity.

The purpose of the Choices System is:

- To place the focus on the learning;
- To place the emphasis on the positive;
- To provide a consistent whole Academy approach to behaviour;
- To implement a system where negative behaviour choices has consequences, and positive behaviour results in praise.

Students First – responsibility for behaviour lies with them ... it is their choice.

Start of the day routine:

A member of staff will remain at the Harbour doors and request phones from students, uniform checks and any uniform issues corrected and student are given spare uniform by swapping an item for shoes, ties and blazers. Should any phones be seen later during the day (i.e. not handed in at the start they will be requested to hand it in). If this request has been refused a phone call home will be made and if they are still refusal parents will be requested to come up to take it home and/or SLT called to assist where needed.

Students returning to lessons procedure:

A request can be made by parents, staff or students to attend mainstream lessons, this needs to be agreed in their weekly meeting with their mentor and if not discussed why and what they need to do for it to happen with achievable targets and timeframes which are reviewed weekly. There is a 3-day waiting time so Heads of Directorate and Year managers are alerted and Head of Directorate allocates them to a set. This is then placed on the system by Louise Smith and the member of staff informed by Jill Hope with at least one day notice. The student is issued with a report when attending lessons and there are clear agreed targets. If the student receives choices in these lessons the detentions will be completed in the Harbour or if appropriate in the year group detention.

Each child will have their own file/ book with all of their information in, this includes their timetable which includes their therapy times if relevant, their books, any overlays that may be needed etc. It should also contain their achievements, certificates, postcards (even if it is copies), stickers and they should be proud to share this with staff who visit.

Each child should have a weekly meeting which is also logged in their file to discuss the last week and plan ahead for the next week. This will be a weekly mentoring meeting with a specific member of staff and possibly half termly with an SLT link. This ensures each student has a voice and can establish a goal to work towards.

Each student will have a locker to store their belongings in for example their PE kit and trainers so these can be put on for lunchtimes etc. Spare PE kit including trainers will be kept for students so they can take part in these important aspects of their curriculum.

End of the day routine:

Students to tidy their workspaces, files, books and classrooms checked by staff. All students will remain behind their desks and will be called out individually to collect their phones from the box and leave Harbour. A member of staff will be at the top and another member of staff at the bottom of the stairwells to ensure quiet exit and behaviours are appropriate and safe.

Classcharts is monitored at the end of every day by the Harbour Manager and they are phoned each evening if there is a sanction in place the following day so students understand the reason why and

have time for this to be processed. If the Harbour Manager is aware of the issue prior to the end of the day the conversation will be had to establish what has gone wrong and how to prevent this happening again in the future. Mrs Hope to communicate with the member of staff so they are aware the detention has been completed and then welcomed back into the lesson. If this is an ongoing repeated situation a set change will be tried if the sanction is from the mainstream lessons.

Exit from the Harbour:

Students will slowly reintegrate into mainstream lessons, starting with one or two lessons and monitoring behaviour (report card) and their ability to access learning. (teacher and student feedback). When a student is able to fully access all mainstream lessons the Harbour Manager will transfer the student's high needs support plan onto a support plan and circulate this to all mainstream teaching staff and strategies will be shared with them by Mrs Hope. A final handover should also be completed between Mrs Hope, the Year manager, CSW and teachers wherever possible.

Reasonable adjustments to the Academy [Behaviour & Rewards Policy](#) have been made include the following:

- Changes in language for example students will be asked to recognise their actions rather than being told what their actions are.
- Given specific time out to help them calm down and provided with the opportunity where possible, to use the regulation room.
- Intervention is at an earlier stage as this is more effective to reduce the chance of escalation and further sanctions being necessary.
- Planned movement breaks and opportunities to have a change of environment.
- Detention time can be shorter for students.

Choices of Behaviour for Learning	Behaviour Management Script	Behaviour Management Strategies
<p>Warning Rule Reminder</p> <p>A verbal reminder can be given to an individual and also a group/class.</p>	<p>Highlight verbally or non-verbally what is happening and give rule reminders.</p> <p>SCRIPT “Michael do you realise you are talking; can you please listen to instructions the expectation is you listen to instructions If you choose to keep talking you have chosen a C1”</p> <p>You do not have to write the student’s name on the board at this point.</p>	<p>Identify behaviours within the class that are proactive/positive. Highlight the attention to the positive behaviour no matter how small.</p> <p>Regulation curve -student to show you their zones of regulation card</p> <p>Regulation room, directed time out and program delivered if necessary</p> <p>deep pressure</p> <p>Verbal Reminders and success reminders</p>
<p>C1 First negative behaviour choice</p> <p>The student’s name must be written on the board at this point.</p>	<p>It is vital that members of staff explain why a C1 has been given for example: “Michael you have chosen to continue to talk across the classroom and therefore Michael you have a C1”</p>	<p>Mark the moment of poor behaviour choice, but then redirect behaviour with teaching and learning reminders.</p> <p>Raise expectations and defuse the situation by praising those who are working well.</p> <p>Regulation room, directed time out and program delivered if necessary</p> <p>deep pressure</p>
<p>C2 Second negative behaviour choice</p>	<p>“Michael you have again continued to disrupt the learning of others you have now moved to a C2 I know you can focus and work well, I want to see that behaviour please”</p>	<p>When you have given the verbal comment try speaking privately to the student.</p> <p>Getting down to the student’s eye level being more personal can help diffuse whole class communication, this will keep the class calm.</p> <p>Additional signals or nonverbal refocusing is useful.</p> <p>Move the student seats in the classroom, offer regulation room, or different environment, use a planned movement break</p>
<p>C3 Third negative behaviour choice</p>	<p>It is vital that members of staff explain why a C3 has been given and the impact on the other students learning “Michael if you choose to continue you will be removed from the learning environment as this is not fair on the other students trying to learn.”</p>	<p>Offer them solutions on how they can alter their behaviour:</p> <p>Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time.</p> <p>Offer different method of completing activities or a short distraction task to help break the cycle and then get back on task</p> <p>Ask them to take a minute to think about their behaviour.</p>

		JIH to go around and proactively remove students on C3's to positive reframe the students thinking before making a decision on next steps
C4 Fourth negative behaviour choice	“Michael you have now moved to a C4 because you have disrupted the learning four times”	A restorative conversation about strategies to support them next time must happen. At this point ask the child to leave the room and go to Mrs Hope or Mrs Dickson Log the intervention on Class Charts and set detention for the following night afterschool. This will be communicated with home initially. Each C4 detention is minimum 15 mins long and students can be held for up to 45 mins if there were 3 or more incidents in a day or a lack of reflection on their behaviour choices.
Rationale for issuing C4 (removal from learning environment) A C4 should only be requested when all positive attempts at re engagement have been tried	Teacher will remove the child from their class and go to IMD/ JIH. A C4 will be logged on class charts.	The sanction will be: a) Removal for the remainder of the lesson b) Detention for the following night The intervention that will take place will be: a) Restorative intervention to take place (in mainstream JIH will facilitate and as far as possible conversation will happen before the next lesson) b) Regulated in the regulation room if appropriate If behaviour continues Parents and Carers to be notified of the choices the student has made and this may provide support for student to turn things around with support
SLT detention Given if the C4 detention is not attended or completed		Written into the student's planner on Thursday with an explanation. Logged on Classcharts. Friday detentions to be held by Harbour management team and up to the maximum of an hour – but must be longer than the initial detention.
C5 Issued for the following: Failure to attend SLT detention	Conversation MUST be had with the student prior to the sanction explaining	The sanction will be: Removal for a period of the day or all day depending on severity and reasonably adjusted to the student

<p>Persistent disruption and defiance over a period of time (accumulation of C4's) Swearing at staff and unpleasantness to other students C5 issued in the main body of the school by another member of staff</p> <p>Students will be removed from the Harbour following the conversation with senior staff</p>	<p>explicitly to the student why and how long they will be in the sanction space.</p>	<p>– place in office/ small room/ PLC/ SLT suite</p> <p>Restorative intervention to take place prior to following day This must also be logged on Classcharts so parents can see the behaviours.</p>
<p>FTE referral SLT <i>and the Principal</i> need to be made aware immediately so intervention is swift. Some examples of this would be: Persistent disruption and/or defiance over a period of time Persistent aggression or threatening behaviour</p>		<p>Prior to this the following must be followed: Regulation opportunities and programs completed Change of environment Change of face Distraction Success reminders Verbal reassurance Directed time out in regulation room/ different space Phone call to parents/ carers to glean insight and support</p>

More serious incidents:

As per the main Academy [Behaviour & Rewards Policy](#). If an incident occurs where a child requires the implementation of Team Teach positive handling techniques. SLT need to be contacted as soon as reasonably possible. SLT will be able to support the Harbour team to resolve the issue.

Where Team Teach positive handling, techniques have needed to be implemented: a serious incident form needs to be completed and the Designated Safeguarding Lead made aware.

CPOMS is only used for recording Safeguarding incidents – if it is a behavioural issue or a serious Academy incident as well as a safeguarding issue it needs to be added to both systems otherwise it may not be sanctioned.

Positive choices and rewards

Description...	Reward...	Value...	Awarded by...	
Clearly demonstrating one of the NDA Habits once in a lesson.	MERIT	1	Awarded by teaching and support staff	
Demonstrating one of the NDA Habits twice in a lesson or with an incident in and around the curriculum. The sticker can be placed in the book, planner or given to the student.	STICKER	2		
Demonstrating one of the NDA Habits for the third time in a lesson. Demonstrating one of the NDA Habits in the corridor or around the Academy. When a Good News Text Message is issued on ClassCharts a text will be automatically generated.	TEXT	3		
Consistently demonstrating one of the values throughout the entire lesson. These handwritten postcards will be issued to all teachers and can be posted out to parents via the Student Reception. Staff need to write the personal message and the name of the student; the communications teams will fill in the address and organise for the postcard to be sent.	POSTCARD	5		
These awards are determined by the Year Manager and are given every week during assemblies to reward students who have made a positive impact to Academy life either within the Academy or in the wider Academy community. The reward is given in the form of a certificate.	LIFE AWARD	10	Awarded by Year Managers	
Awarded for exceptional contribution to one of the NDA Habits. Any member of staff can use the Principal's Golden Ticket for a student or class who produce an exceptional piece of work. Staff should send their Golden Ticket with a student to the Main Reception. The Principal or a designated replacement will then personally observe the student's work, give praise and issue a Golden Ticket.	GOLDEN TICKET	25	Recommended by teaching staff and awarded by SLT	
Awarded by AAP when evidence is presented for completing their year group pledge. Awarded in half term assemblies (once COVID-19 restrictions ease) - badge for blazer/ sticker for pledge certificate issued	PLEDGE	30		
KIND	RESPECT	OPTIMISTIC	HONEST	DETERMINATION

Additional positive celebrations:

A positive assembly will be held every Friday which celebrates all the achievements that week with award certificates, public praise and possible treats.

A parents afternoon/evening to be held each term to share and celebrate the successes of the students in the Harbour. An event form is to be completed beforehand so senior staff can be available to support the event.

- Throughout the time that the student is using the regulation room staff responsible must remain with the student and observe the de-escalation and re-regulation process; at no point is a student to be left unsupervised during a crisis at any stage;
- The Harbour regulation room is a progressive supportive environment and students who require the use of this room as part of a planned strategy may only use the room for a limited period of time and are not kept in longer than necessary;
- Staff responsible for the student are to ensure that the time spent in the regulation room is a supportive process and is used as constructively as possible;
- Students should be allowed access to the toilet and; if necessary time to eat during the time when using the regulation room;
- With the support of Harbour manager staff will determine the next most appropriate stage for the student once the student is calm and regulated;
- Staff responsible for the student are required to ensure the student are supervised to the next stage safely and are successful in reintegrating back into the mainstream learning environment or alternative provision eg (PLC).

A serious incident form MUST be completed.

Self-Regulation Use – Directed and non-directed Time and Movement Breaks

Procedure

As part of a planned strategy students may access the Regulation Room independently to enable them to self-regulate using the equipment provided in the room.

If a student requires the use of the regulation room they are able to request sensory equipment from staff to support this process and meet the sensory needs of the student; the member of staff responsible will provide requested equipment at their discretion.

Staff are responsible to monitor the time student spends in the room with a limit of **15 minutes**; this may vary depending on the level of dysregulation

Therapy Room Procedures in the delivery of Future Steps Sensory Programs and planned Therapeutic Approaches

Harbour Therapy Room

Harbour therapy room is used specifically for the assessment of students with identified sensory processing difficulties by a member of the Future Steps Occupational Therapy Team

A structured referral and assessment process is followed;

- Harbour staff identify students with possible Sensory Processing Disorder/ difficulties through observations of student during their time in Harbour;
- Parents and Carers are informed via Harbour Manager – phone call. Following this a Future Steps referral form is provided for parent/ Carer to complete (parent and carer section only);
- Following the above the Harbour Manager completes relevant sections in the referral detailing specific behaviours, concerns and actions observed by Harbour Team and the referral is submitted;
- Harbour Manager compiles a list of students and prioritises referrals using observations made by Harbour team, presentation of student, (severity of behaviour, responses, levels of disruption, concentration, accessing curriculum and so on) along with information completed in the parents/ carers section of the referral form is submitted;
- From the assessment process a Future Steps Occupational Therapist assesses each student individually; the time each assessment takes is on an individual basis. The Future Steps Therapist compiles all observations and raw scores and writes a bespoke program specific to the child to ensure their sensory needs are both fully and appropriately met (vestibular and proprioceptive) (arousal and calming) this program includes timings for the delivery of the

program, timings of each element, order of program elements, pace of delivery, equipment and frequency to be implemented;

- Future Steps provide specific and ongoing training and support for Harbour staff in order for the bespoke programs to be delivered accurately and effectively for each student;
- All Future Steps programs are reviewed regular with the Harbour Manager and a Future Steps Therapist.

Future Steps programs are only to be used to support the student it is written for, staff MUST NOT use a specific students' program to regulate another student.

Future Steps programs ARE ONLY to be delivered by Harbour trained staff who have completed specific training from a member of the Future Steps Team.

General Sensory Processing Regulation Program

Optimal Levels of Arousal

Harbour provision recognises that not all students need to be referred to Future Steps Occupational Therapy and that many students require sensory regulation throughout the day to enable students to learn effectively, manage their emotions, meet sensory and physical needs, engage, demonstrate appropriate social behaviours in the environment and cope with difficult feelings or task demands.

For these students Harbour has a General Harbour Base Regulation program incorporating both calming and alerting activities which all students can access on a daily basis without the referral process needed.

The Harbour regulation program can be delivered on an individual or small group basis by a member of Harbour staff who have been trained by a member of the Future Steps Occupational Therapy Team.

Appendix 10 - EHCP Initiation Cover Sheet

North Durham Academy
Cover Sheet
Education, Health and Care Plan Assessment Initiation Request

Content	Attached	Completed by
1. At least 2 high needs support plans, signed and reviewed with parents and professionals		
2. Educational Advice		
3. Signed and dated request form (unless parent request)		
4. Costed Provision Map		
5. Support Timetables		
6. My Story		
7. Privacy Notice		
8. Signed Timetable Agreement		
9. Evidence of progress over time (data sheet)		
10. Up to date and signed Risk Assessment		
11. Up to date and signed Positive Handling Plan		
12. CAMHS reports and recommendations clearly implemented into Support Plan		
13. OT / Future Steps reports and recommendations clearly implemented into Support Plan		
14. Cognition and Learning / Toucan Education reports and recommendations clearly implemented into Support Plan		
15. EWEL Team reports and recommendations clearly implemented into Support Plan		
16. Educational Psychologist reports and recommendations clearly implemented into Support Plan		
17. Other agencies reports and recommendations (please list)		

Appendix 11 - Passport

[Redacted]	Strengths	Areas of Difficulty
of birth: [Redacted] group: 9 r group: 9.6	<ul style="list-style-type: none">• Above average verbal and spatial ability• Enjoys Geography, History and Science• Likes working on the computer• Polite• Kind	<ul style="list-style-type: none">• ASD diagnosis• Can become anxious, agitated and frustrated• Difficulty understanding abstract tasks• Rigid thinking• Unexpected change change can be difficult• Maths can be difficult to follow and understand• Handwriting- can prove tricky• Non verbal reasoning tasks are challenging
Hobbies and Interests	Strategies that may help me.	
<ul style="list-style-type: none">• Playing on SWITCH• Walking	<ul style="list-style-type: none">• Give instructions literally, simplified and in manageable chunks• Give clear learning outcomes - purpose• Provide logical sequences for me - visual and verbal• Keyworker support (C. Parkinson)• I prefer to work by myself but will work in a pair• Print off work from the board- to be on my desk• Extra time to write down information	