

Special educational needs and disabilities (SEND) in SNHS

The SEND Policy* in SNHS is concerned with provision, outcomes, partnership and practical support to enable students with special educational needs and disabilities to achieve their full potential. This is to be fully included in the school community and to make a successful transition to the next stage of their education, in line with [section 69 of the Children and Families Act 2014](#) for the admission for disabled pupils and those with EHCPs.

- the arrangements for the admission of disabled pupil

There is an Disability Accessibility Plan in place reviewed in June 2019.

<https://snhs.kirklees.sch.uk/?s=accessibility+plan>

This accessibility plan covers:

- the steps taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities to provide help for disabled pupils to access school
- there is information as to the plan prepared by the governing body under [paragraph 3 of schedule 10 to the Equality Act 2010](#) (accessibility plan) for:
 - increasing the extent to which disabled pupils can participate in the school's curriculum
 - improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
 - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- [regulation 51](#) and [schedule 1 to the Special Educational Needs and Disability Regulations 2014](#), complies with the statutory requirements in the SEND Code of Practice 2014 and should be read in conjunction with the following guidance, information and policies
- section 6 of the [Special educational needs and disability code of practice: 0 to 25 years](#)

Key policies for SEND in SNHS include:

- The Equality Policy
- The Safeguarding Policy
- The Admissions Policy
- The Behaviour Policy
- The school's policy for Supporting Students with Medical Conditions

The School's offer of SEND provision and links to the Local offer;

<http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

The LA Guidance – 'Children & Young People with SEN';

<http://www.kirklees.gov.uk/beta/special-education/pdf/identifying-assessing-and-meeting-sen-in-mainstream-schools.pdf>

- The school's policy for Supporting Students with Medical Conditions
- The Safeguarding Policy
- The Admissions Policy
- The Behaviour Policy

SEND needs are identified over 4 broad areas outlined in the SEN Code of Practice 2014: [schedule 1 to the Special Educational Needs and Disability Regulations 2014](#)

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Parents are kept aware of support and updated with further information from assessments or outside agencies providing advice for school, *in line with section 68 of the Children and Families Act 2014*.

The Code of Practice 2014 no longer allows for the identification of behaviour to describe SEN. Any concerns about a child/young person with behavioural needs would form an underlying part of a wider need (above) which has been recognised and identified clearly.

Salendine Nook High School:-

1. Works within the guidance laid down in the SEND Code of Practice 2014.
2. Identifies and puts in place appropriate provision for students who have SEND and additional needs.
3. Operates a whole school approach to the management and provision of support for SEND that takes into account all of a student's needs
4. Ensures that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this.
5. Provides an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
6. Provides support and advice for all staff working with SEND students.
7. Publishes all the above information in the School's SEN Offer on the website <https://snhs.kirklees.sch.uk/> with a link to the Kirklees SEN Offer at <http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

This is required in Part 4 of the Special Educational Needs and Disability Regulations 2014 at http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

There is an identified Governor with responsibility for Special Educational Needs or Disability (SEND) including responsibility for Student Support. Through the specialist governor, the governing body is made aware of: -

- How the school identifies children and young people with SEND and what happens once a student has been identified;
- How SEN money is allocated and spent;
- The school's SEN policy.

Information in a report is prepared for the governing body annually as required under paragraph 3 of schedule 10 of the Equality Act 2010, <https://www.gov.uk/guidance/equality-act-2010-guidance> and this includes updates as needed to the Disability Accessibility Plan; the report covers all SEN information as per regulation 51/schedule 1 to the Special Educational Needs and Disability Regulations 2014,

Useful links for SEN 0-25:

Full guidance at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Parent friendly guidance at

<http://www.nasen.org.uk/resources/resources.the-send-code-of-practice-0-to-25-years.html>

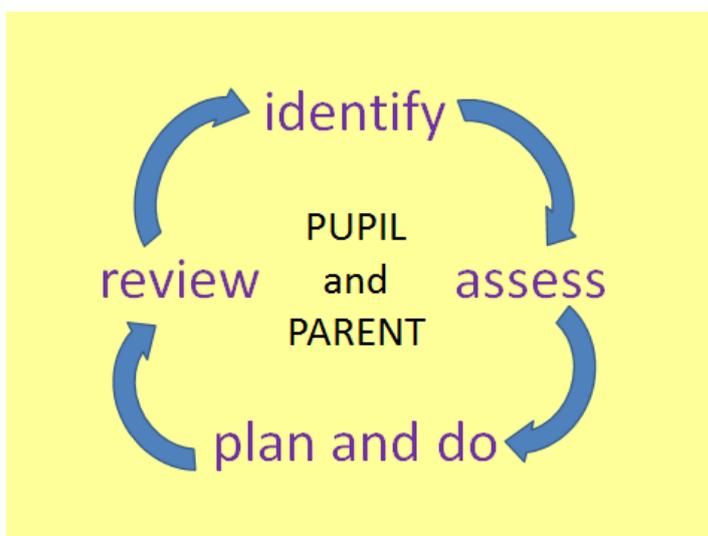
Other straight forward guides at:

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

<http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

<https://specialneedsjungle.com/glossary-of-send-terms/>

<http://www.nasen.org.uk/resources>



Assessments for pupils with disabilities and learning difficulties

Salendine Nook High School Academy

All Year 7 pupils will be assessed upon entry to the school. The tests used are approved and age appropriate for pupils. The standardised scores gained provide accurate age related profiles for pupils and together for the year group as a cohort.

From prior attainment and entry assessments there will be some pupils who need additional support. This is joint work with parents, pupil and subject staff to plan a best way forward for positive learning and possible review point for targets set, in school and at home.

All information from primary schools is viewed and further support considered for pupils whose needs are continuing across transition. This is done confidentially and involves the transition staff and pastoral staff.: continued ways of working will give evidence of the normal way of working. This will be done through Year 7 and Year 8, with parents to be aware, in line with [section 69 of the Children and Families Act 2014](#)

SNHS has a

In Year 8-11 there are on-going assessments specialist staff and scores are monitored to update pastoral and senior leaders of known or evolving needs.

From Y9-11, with evidence, applications are made to Joint Council for Qualifications for formal exams access arrangements. Evidence from primary will not be accepted by JCQ for high school based formal assessments.

Access Arrangements and Reasonable Adjustments

If pupils are eligible for exams access arrangements, the SENCo makes the application on-line to JCQ. Parents are informed before applications of their child's scores from screening assessments and the pupil must sign a consent form. This permits the SENCo to enter the pupil's details on-line, on their behalf.

Applications on-line must be submitted by the deadlines as shown in the table below. It is important to be aware that deadlines are set by JCQ and not by the school: only in extreme circumstances of illness or injury would an application be attempted after the deadline.

Information taken from the JCQ website: <https://www.jcq.org.uk>

"Arrangements must be processed and approved before an examination or assessment, no later than the published deadline as below.

Month of examination	Access arrangement	Final deadline‡
November 2019	Modified papers	20 September 2019
November 2019	All other access arrangements	1 November 2019
January 2020†	Modified papers	4 October 2019
January 2020†	All other access arrangements	21 October 2019
May/June 2020	Modified papers	31 January 2020
May/June 2020	All other access arrangements	21 February 2020

†GCSE January 2019 examination series – GCSE specifications are not available to centres in England.

‡For those candidates who decide to re-sit GCSE units in June 2019, following the publication of January 2019 GCSE examination results, orders for modified papers must be received no later than 21 March 2019.

(For unitised GCSE qualifications in Northern Ireland in March 2019 please see CCEA's website for information.)

N.B. Please note that candidates may not be able to have the modified papers requested, if orders are not received by the published deadline.

Applications must be processed and approved before an examination or assessment, no later than the published deadline as above. Applications must be processed by the respective deadline.

‡Late applications on account of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the published deadline are permissible. Centres must process applications as per Chapter 8, section 8.3, page 89 using Access arrangements online where required.

Any application processed after the published deadline may be subject to scrutiny.

SENcos must ensure that the appropriate paperwork is on file and available for inspection.

Where an existing approved application will expire prior to or during the June 2019 examination series, and the candidate is studying at the same qualification level, it is perfectly permissible to re-process the application upon expiry and after 21 February 2019.

Information taken from the JCQ website: <https://www.jcq.org.uk>

Definitions

Access Arrangements are agreed before an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010* requires **an awarding body** to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010.

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means **'limitations going beyond the normal differences in ability which may exist among people'**.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. **(Study and education related activities are included in the meaning of 'day to day' activities.)**

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to read very small or indistinct print without the aid of a magnifying glass;
- inability to converse orally in a language which is not the speaker's native spoken language.