NEW HEIGHTS SCHOOL
Focus · Learn · Achieve

SEND Policy

Status	**Statutory**
Responsible Governors' Committee	**Full Governing Body**
Date last approved by GB	**November 2025**
Responsible Person	**Co-Headteachers**
Review Date	**November 2026**
Last Amended Date	**October 2023**

Special Educational Needs Policy

"The purpose of education for all Students is the same; the goals are the same. But the help that individual Students need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

MISSION STATEMENT

New Heights School (Key Stage 2, 3 and 4) seeks to provide a high quality academic education for all students according to their needs, and to develop attitudes of mutual respect and responsibility.

General Objective

The SENDCOs and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENDCOs and Head will identify areas for development in special educational needs and contribute to the school's development plan. They will coordinate provision at Progressive Support, Intensive Support, Awaiting EHCP, and have a Finalised EHCP (SEND register).

All teaching and non-teaching staff will be involved in the delivery of the special educational needs policy. They are responsible for differentiating the curriculum for students with special educational needs and will monitor their progress. All teachers have responsibility for areas of the curriculum, and will review and monitor the progress made by students in their subject area and the effectiveness of resources and other curriculum material.
All staff will work closely with the SENDCOs.

We intend:

- To have regard to the Code of Practice on the identification and assessment of special educational needs.
- To have regard for Part 3 of the Children and Families Act 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEND information report
- To follow the guidelines laid down by Liverpool Education Authority.
- To work in partnership with the student, parent/carers, all staff, governors and outside agencies.
- That class teachers will use a range of differentiation to provide effective learning opportunities for all students.
- Where a student is identified as not making adequate progress, provision that is additional to or

different from that provided as part of the school's usual differentiated curriculum, will be given.

- To recognise the importance of early identification and if the student's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the student may need.
- Enhance self-esteem by setting appropriate targets and by using the school Positive Attitude system to celebrate them.
- To use a variety of complementary approaches to support the class teacher and student – differentiation, 1-1, group, whole class, within the class or withdrawal for literacy/numeracy intervention as and when appropriate.
- To include the student within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Make full use of all the support agencies that have been made available through the LA.

SEND – Broad Areas of Need

Students will have needs and requirements which may fall into at least one of four areas, many students will have inter-related needs. The areas of need are:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical (including medical)

Communication and interaction: Students and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Students and young people with ASC,are likely to have particular difficulties with social interaction.

Cognition and learning: Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties: Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, or Attachment Disorder.

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

Identification and Assessment

The law says that a student has special educational needs if he or she has:

- **A learning difficulty** (i.e. a significantly greater difficulty in learning than the majority of students of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- **Special educational provision** (i.e. provision additional to, or different from, that made generally for students of the same age in local schools).

The importance of early identification, assessment and provision for any student who may have special educational needs cannot be overemphasized. The earlier action is taken, the more responsive the student is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular student. If a difficulty proves transient the student will subsequently be able to learn and progress normally. If the student's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the student's progress.

Initial assessment at New Heights

Key Stage 2

- GL Assessments on arrival and departure from KS2
- Dyslexia and Dyscalculia screening completed, if required.
- Topic assessment completed throughout placement.
- For some students, their need may be assessed further, e.g. observation by SENDCO or other specialists.

Key Stage 3

- WRAT4 testing for reading, spelling, comprehension and maths computation
- Dyslexia Screening tool – secondary – for dyslexic tendencies
- Resiliency scales assessment
- For some students, their needs may be assessed further through, for example; e.g. observation by SENDCO or other specialist
- Throughout their time at New Heights, students will be assessed using the Thrive Approach, looking at their emotional development.

Key Stage 4

- WRAT4 testing for reading, comprehension and spelling.
- CAT4 testing to support the school in understanding students' abilities and likely academic potential.
- Progress Tests in English, Maths and Science to assess pupils' knowledge, understanding and application in the core subjects.
- Reading and spelling age tests (NGRT & NGST).
- LASS screening or Dyslexia Screening tool for dyslexic tendencies.
- Student needs will also be assessed throughout their time through observation by the SENDCO, teaching and support staff, and through regular 'Student Voice', conducted by the SENDCO.

In some instances, more specialised assessment may be carried out, including: QB check to identify, rule out and monitor symptoms of ADHD; CTOPP2 test to identify processing skills weaknesses (relating to dyslexia).

Medical Information

Arbor is updated as and when information comes into school. Any major changes are passed on to teachers straight away during daily briefing sessions. This information is often collected from their referring school or from parents during their admissions interview.

It must be remembered that a medical diagnosis or a disability does not necessarily imply SEND. It is the student's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a student's experiences and the way they function in school and if not properly managed could hinder their access to education.

Therefore consultation and open discussion between the student's parents, the school, the school doctor or the student's GP and any specialist services providing treatment for the student will be essential to ensure that the student makes maximum progress.

Concerns regarding possible SEND issues

Any of the following may trigger a concern. The student and parent/carer are involved throughout.

- Parents/carers
- Student
- Class teacher assessment
- Repeated behaviours
- Records transferred from another school
- Baseline assessments
- Cognitive assessment results
- In-house testing and assessment
- Lack of progress on the Classroom monitor

In identifying students who may have special educational needs we can measure student's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Their progress in relation to their Key Stage 2 data (Key Stage 3 and 4)
- THRIVE assessments to support the assessment of specific emotional needs of students
- WRAT 4 assessments
- EP reports – either completed or requested
- Resiliency scales assessment

If a student requires additional support, the class teachers, in the first instance, are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be adapted for

individual students. We will also provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies.

Adaptations to the curriculum and learning environment, including additional equipment

We make the following adaptations to ensure all students' needs are met:

- Use of inclusive practices in lessons
- Adaptive teaching of the curriculum
- Adapting our resources and staffing, and our teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions out loud, etc.
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, dyslexic font, etc.

Additional support for learning

LSA support is provided in all classes. The teachers and LSAs work together to best support the learners in their classes.

Expertise and training of staff

Our SENDCOs deliver bespoke CPD sessions to assist staff in their understanding of, and adapting for, the needs of our students. We have received CPD support from external agencies such as CAMHS and Occupational Therapy, for a range of needs such as trauma and attachment, sensory processing difficulties, and will continue to work with external agencies to help provide for our students.

SEND register

Due to the nature of the students at New Heights School being either permanently excluded from a mainstream school or having come via the permanent move route for similar reasons, or are within the school for assessment of need before transition to a more appropriate provision, the SEND register is broken up into 3 areas of need.

1. **Progressive support**, where all students who are transitioning through to mainstream and show no specific need other than the reason for referral, and the requirement of Quality First Teaching'.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a student who despite receiving adaptive learning opportunities:

- Makes little or no progress when teaching approaches are targeted particularly in a student's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed in the school
- Has Sensory or Physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

2. **Intensive Support**, where students may have accessed external support services, or there is a possibility the graduated approach may lead to an application for an EHCP assessment

The triggers for Intensive Support could be that, despite receiving an individualised programme and/or concentrated support under Progressive Support, the student:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of students of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- Has an ongoing Communication or Interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

The above is a graduated response of action and intervention when a student is identified as having SEN, but must not be regarded as steps on the way to EHCP assessment, as some students will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the student's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all students to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request will be made.
Following consultation advice would be taken as to future and further action. This may be through

top up funding if the student met the necessary criteria or it may be deemed appropriate to request an EHCP assessment.

3. **Awaiting EHCP support**, where students either have an application accepted, or are awaiting their draft/final plans for an EHCP

A student will be brought to the LA's attention as possibly requiring an assessment through:-

- Completing the EHCP documentation for the SEND team
- A request for an assessment by the parent or
- A referral by another agency e.g. health authority, social services.

At New Heights School if, after we have taken action to meet the learning difficulties of a student, the student's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LA SEND team for EHCP assessment.

When a student is brought to the attention of the SEND team by a request for an EHCP assessment, the LA must decide within six weeks whether to carry out such an assessment.

In considering whether an EHCP assessment is necessary, the SEND team will pay particular attention to:

- Evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all students"
- Evidence provided by the student's school, parents and other professionals where they have been involved with the student, as to the nature, extent and cause of the student's learning difficulties
- EP together with other agency involvement (if requested)
- Evidence of action already taken by the student's school to meet and overcome these difficulties
- Evidence of the rate and style of the student's progress
- Evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not unusually commensurate with provision through **Intensive Support**.

When an EHCP assessment is complete the appropriate provision will be decided upon by the LA, for the individual.

The Role of the Support Team

Key Stage 2

- SENDCO **E. Fillingham 0151 330 5140 e.fillingham@newheightsschool.co.uk**
- 2 LSAs
- 1 HLTA with responsibility for phonics
- 1 Family Engagement Worker
- Specialist assessment from EP's when required
- EP intervention programme working with vulnerable learners
- The Peace Foundation
- SEND Governor

Key Stage 3

- SENDCO **L. Kenny 0151 498 4055 l.kenny@newheightsschool.co.uk**
- 7 LSAs
- 1 HLTA with responsibility for delivery of Thrive intervention
- Behaviour and Emotional Support Team
- 2 Family Engagement Workers
- Specialist assessment from EP's when required
- Specialist assessment from SENISS when required
- CAMHS link worker
- YPAS link MHWB practitioner
- SEND Governor

Key Stage 4

- SENDCO **L. Johnson 0151 330 5134 l.johnson@newheightsschool.co.uk**
- 5 x HLTAs
- 2 x LSAs
- 2 x Mental Health and Wellbeing Leads
- 2 x Family Engagement Workers
- SEND Governor

The objectives of the support teams are:

1. To help students to cope with broad-based curriculum and to make progress through the National Curriculum by:-

   a) Testing, assessing and reviewing the needs of the individual student for the duration of their stay at New Heights, and preparing the student for their next placement
   b) Setting SMART achievable targets in a 'small steps' approach (KS2)
   c) Regular 'progress checks' in each of the core subject areas (KS4)
   d) In partnership with student, parent, staff and any relevant outside agency
   e) Giving access to appropriate resources and encouraging independent use
   f) Support in the classroom with a variety of tasks where appropriate
   g) Providing additional encouragement and praise to promote self-esteem, motivation and concentration
   h) Monitoring students e.g. those who wear glasses, or who have short term needs
   i) By using a system of awards (praise, stickers, certificates, special mentions etc.)
   j) Providing positive counselling when needed.

The role of the Co-Headteachers

The Co-Headteachers will work with the SENDCOs and SEND governor to determine the strategic development of the SEND policy and provision in the school, and have overall responsibility for the provision and progress of learners with SEND.

The role of the SEND nominated Governor

The SEND nominated Governor, meets regularly with the SENDCOs to discuss SEND issues. The team will have regard to the Code of Practice. The SEND governor will help to raise awareness of SEND issues at governing board meetings. They will monitor the quality and effectiveness of SEND provision within the school and update the governing body on this. Furthermore, they will work with the SENDCOs and Headteacher to determine the strategic development of the SEND policy and provision in the school.

The role of the SENDCOs

- The SENDCOs will work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements (where required).
- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for students with SEN
- Liaising with and advising teachers
- Managing learning support assistants and targeted interventions for individuals
- Overseeing the records of all students with special educational needs
- Liaising with parents of students with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and Educational Psychology Services, Occupational Health, S&L Services, Health and Social Services, and Voluntary bodies
- Attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- Work closely with the nominated Special Needs Governor
- Monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

Complaints Procedure

At New Heights, complaints about SEND provision in our school should be made to the SENDCOs (primary or secondary), in the first instance. They will then be referred to the school's complaints policy.
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

Support services available in Liverpool

For information advice and guidance on what support is on offer in Liverpool from the Local Authority to support groups for different needs see the Liverpool Early Help Directory.
Furthermore, those who can access Liverpool services can seek support from SEND IASS.

Liverpool Local Authority also has an app for tablet or smartphone through which you can access support. For further details, follow the link for Liverpool Local Offer, below.

Local Offer

Liverpool's **Local Offer** provides information for children and young people up to the age of 25 with special educational needs (SEND) their parents or carers – all in one place.
Knowing what is out there gives you more choice and control over what support is right for you or your child.

On the local offer website you can:

- Search for services from a range of local agencies including education, health and social care.
- Find out more about SEND reforms and keep up to date with the scope of the local offer as it develops and grows.
- View a range of SEND documents and reports.
- Find information for all stages (primary and key stage 3) to support SEND

Monitoring arrangements

This policy and information report will be reviewed by the SENDCOs every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Relationships and Resolution
- Equality and diversity
- Supporting students with medical conditions