



# Special Educational Needs & Disabilities (SEND) Policy

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# Special Educational Needs & Disabilities (SEND) Policy

Additional information can be found on Silverdale website:

[www.silverdaleschool.com](http://www.silverdaleschool.com)

## **Silverdale Beliefs**

- ❖ We believe that every person in our school is an individual of equal value and deserves to be treated with respect
- ❖ We believe that every decision we make and everything we do is to make life better for our pupils
- ❖ We believe that our role in managing behaviour is to enable our pupils to manage it for themselves
- ❖ We believe that every pupil must get the very best education so that they can reach their potential and have the future they deserve
- ❖ We believe that our school is exceptional and our pupils deserve to have this recognised

## **Ethos and Aim**

Our aim is to work with pupils experiencing barriers to learning related to Social Emotional Mental Health and other needs so that they take pride in learning, communicate effectively and develop pro-social skills and confidence so that they become independent and can function in society.

We want our students to be responsible, regulated, respectful and ready for the next stage in their education, training or employment.

The Silverdale Offer supports pupils in becoming independent travellers, functional in English and Maths, equipped with a skill set that allows them to meet new people with confidence, work well within a team and see challenges as possibilities.

In making provision for pupils with special educational needs our policy objectives are:

- To take into account current and updated legislation related to SEN and Disabilities.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their specific needs.
- To assess the needs of pupils and to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils.
- To develop and maintain a positive and supportive partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children
- To listen to pupil views and incorporate those views into plans for and delivery of support.
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs.
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them.
- To monitor our effectiveness in achieving the above objectives through measuring holistic attainment and progress.

### **Definition of Special Educational Needs**

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A disability is defined by the Equality Act 2010 is '...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'.

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Families are welcome to visit the school, however, a SEND Panel within North Tyneside Local Authority makes the final decision on which children will attend Silverdale School. The Headteacher will read all paperwork sent regarding a child with SEND and will respond to North Tyneside Local Authority to advise if Silverdale can meet the SEND need. If Silverdale School can meet your child's needs but all places are filled you will be advised when a place would become available or that your child is on the waiting list

### **Responsibility for the co-ordination of SEND provision**

The person with overall responsibility is the Headteacher, Peter Gannon.

The SENDCo, Emma Webster, co-ordinates day to day provision supported by Sarah Gates, SENDCo in training.

All staff are responsible for supporting pupils' additional needs at Silverdale.

Link Workers directly liaise and communicate with families.

The SENDCo's responsibilities include:

- overseeing the day to day operation of the school's SEND Policy
- co-ordinating provision for children with special educational needs
- liaising with and advising colleagues
- overseeing the records of all children with special educational needs
- liaising with parents/carers of children with special educational needs when needed
- contributing to the in-service training of colleagues
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- managing the EHCP review process

Contact details:

School number: 0191 605 3230

SENDCo contact: emma.webster@silverdaleschoolnt.org.uk

SENDCo in training : sarah.gates@silverdaleschoolnt.org.uk

Governor responsible for SEND, please contact school directly at [info@silverdaleschoolnt.org.uk](mailto:info@silverdaleschoolnt.org.uk)

### **Silverdale departments:**

- ❖ Silverdale@Howdon.  
Silverdale Special School situated at Howdon. The main site accommodates pupils aged 7 to 16 years of age who have Education Health Care Plans for Social Emotional and Mental Health Needs (SEMH). The main site building supports KS3 and KS4 students. The Primary and Middle departments are situated in the Langdale Centre.
- ❖ Silverdale@Howdon - ASD/SEMH Provision situated at the main site. This provision offers a bespoke curriculum to a group of KS3 students who experience barriers to learning due to both their ASD and SEMH needs. The classes are small and located in a quiet, low stimulus area of the site. Pupils accessing the ASD/SEMH Provision also share facilities such as the play areas, Multi Use Games Area, Cookery Room, Music and DT rooms etc. where appropriate. When in KS4 the Oasis and Upper School students work together with specialist teachers on qualification pathways.
- ❖ Silverdale@TheCoast  
Silverdale Learning Centre situated at Monkhouse Primary School, North Shields. This specialist centre offers places for vulnerable students who are unable to cope with accessing the main site. They receive a bespoke curriculum focussing on building social skills and resilience delivered by a highly skilled staff working 1:1, 1:2 and 2:1 as needed.
- ❖ Silverdale@Killingworth  
Silverdale Commissioned Service (SCS) situated at Grasmere Academy, Killingworth. The SCS supports pupils aged 3 to 11 years who are struggling to cope in mainstream settings due to their SEMH needs. The pupils are dual registered with their home school and access a full time highly differentiated and personalised curriculum, delivered stage not age. The pupils are assessed during their time at the SCS and next steps may include transition back to mainstream with an EHCP or transition to a specialist setting which meets their needs again with an EHCP. Some pupils at the SCS have an EHCP.

### **Identification of SEND**

The majority of pupils accessing Silverdale for their education will have an Education Health Care Plan. Pupils attending Silverdale Commissioned Service will be assessed with the support of partner agencies such as the Educational Psychology Team, Language and Communication Team and CAMHS, other agencies may be involved depending upon need.

Early identification of specific needs is vitally important and the school makes every effort to identify these needs and target support as quickly as possible. Identification is achieved through any of the following means:

- use of transfer records
- contact with parents/carers who express concern over their child's progress
- classroom monitoring and observation by staff
- use of standardised tests taken throughout the school
- other assessments made by staff working with the pupil
- pupil views

### **Education Health Care Plans (EHCP)**

The Local Authority consults with the Headteacher to ensure individual needs can be met prior to the child being admitted to Silverdale School. Once a child is enrolled school will hold reviews of the EHCP. Every child with an EHCP will have their Plan reviewed annually. Parents/Carers can request an Early or Emergency Review if required, school may decide to hold an Early or Emergency Review to review progress and steps of support if a young person is struggling. School will hold Transition Reviews when pupils are in Year 6 moving to Year 7 and Year 11 transitioning to Post 16 destinations.

Each child is entitled to a review of their Plan each Year, parents and carers and the young person are invited and are the most important people in the Annual Review Meeting. Supporting agencies, Local Authority Officers, social workers, health professionals will be invited to attend and Silverdale staff will attend.

Silverdale Headteacher, SENDCO or SENDCo in training will typically chair the meeting and Silverdale Link Workers will be there to share information and support the young person and their family.

Families and the young person will be asked for their views, views can be emailed into school, handwritten, shared over the phone with the Link worker, taken face to face or shared in person in the Review Meeting.

Meeting notes will be collated and shared with the Local authority SEND Panel within a prompt timescale and the outcome and any changes to the EHCP shared with the family by the Local Authority SEND Support Team.

### **Monitoring**

At Silverdale, we believe it is essential to gather information to understand the holistic needs of the young person and this includes working with the whole family. We use a range of data bases to collect information about our children, plan and track and set aspirational outcomes.

Information is gathered from the following areas:

- Education Health Care Plans outcomes
- 360 data which tracks attendance, number of significant incidents, Individual Behaviour Learning Points, progress and attainment
- Special Educational Needs and Disability (SEND) status
- Children in our Care (CIC) status, adopted, Special Guardianship Order (SGO) etc.
- Families who experience transient lifestyles
- Social Care status e.g. Child in Need, Child Protection Plan
- Children who have English as an additional language (EAL)
- Children in receipt of Pupil Premium funding
- Children of Services personnel
- Children whose parents are in prison
- Children who have experienced bereavement and loss
- Agency involvement
- Awareness of Adverse Childhood Experiences score (ACEs)
- Medical diagnoses
- Pear Tree Holistic Assessments
- Thrive Assessments
- Risk Assessments
- Behaviour Watch which tracks incidents, child protection concerns, significant information and patterns of behaviours

### **Access to the Curriculum**

Silverdale curriculum encompasses Early Years, KS1, KS2 in Silverdale Commissioned Service and KS2, KS3 and KS4 in Silverdale School.

We deliver a curriculum that includes the Thrive Approach, Outdoor Learning, Outdoor Education and PRICE (Protecting Rights in a Caring Environment) to facilitate and support our pupils to take their place in society as successful adults. Learning at Silverdale takes place outside the class room as much as within it, we take our students to climb mountains, to kayak down rivers, into cafes and restaurants, to museums, synagogues, memorials and churches, to cities and wild places, to Food Banks and to volunteering placements, to work places, to college visits, to Careers speed dating, on buses, bikes and metros and introduce students to adults who have learned from past experiences involved in knife crime and prison sentences and much, much more, all of this is essential learning.

Our curriculum is not just an academic offer, its function is to guide and educate so that students address and heal any disruptions in their emotional and social development before channelling their energy and focus into achieving qualifications and skills, to equip them for the work place.

Students needing additional support may be taught at the Learning Centre which offers places for vulnerable students who are unable to cope with accessing the main site. They receive a bespoke curriculum focussing on building social skills and resilience delivered by a highly skilled staff working 2:1, 1:1 or 1:2 as needed.

### ***Inclusion at Silverdale***

Pupils are taught stage not age and are grouped according to needs, friendship groups and academic abilities. This means teachers may have to teach learning objectives from different year group planning within one lesson. In the SCS, pupils can also attend at any time in the year so changes in classes as new pupils come on roll are possible, although consistency is aimed for, to develop relationships and reduce anxiety.

The curriculum is a balance of delivering academic skills, pro-social skills, engagement and fun following personal interests, nurture and confidence building and every opportunity to reduce anxiety and build strong relationships with both staff and peers is taken. A basic skills model for the core subjects is in place with opportunities for stretch and challenge. Any pupils experiencing gaps in their learning have the opportunity to catch up fast and more able students are able to work at mastery level.

### ***Transition***

Transition into school is supported by the Link Workers and Silverdale Outreach Team where appropriate for Silverdale Commissioned Service and Primary department. Visits are arranged for parents/carers and students and a personalised transition programme is planned and delivered to meet individual needs. The school works closely with Connexions to support students preparing for Post 16 destinations.

### ***Evaluation of provision and Quality Assurance***

Governors play a key role in the support and development of the school and oversee and monitor the provision on offer through sub committees, learning walks, book looks, audits and interaction and feedback from families and pupils.

The Leadership Team of the school work tirelessly with other partners and agencies monitoring, evaluating and improving provision to ensure that students have the best opportunities and that staff are highly trained in delivery of teaching and learning in all areas as well as specialist in supporting children and young people with additional needs.

Review of the quality of provision is also carried out through the annual Education Health Care Plan Review meetings.

Quality Assurance is carried out through Governor monitoring, OFSTED inspections, partnership working with Local Authority School Improvement and School Support Teams and regular surveys of pupil/student, parent/carer and staff views.

### **Staff Training**

All staff have completed, and will continue to receive, ongoing training in special educational needs, SEMH needs and disabilities. Our fully qualified and experienced Special Educational Needs Coordinator (SENDCo) provides advice and guidance to staff. We follow the Local Authority policy to ensure all staff are trained to the expected standards. We understand that children/young people can be highly complex in their needs so our Continuing Professional Development programme has been designed to respond to individual needs as they arise.

All staff have a high level of understanding about how best to support children with a range of needs within the Social Emotional and Mental Health and SEND umbrella.

All staff are trained in PRICE (Protecting Rights in a Caring Environment) a positive behaviour management package so that they can positively handle children who are in crisis and have lost control of their own behaviour. School have PRICE instructors on site in all departments. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Restraint is part of the frame work.

Please contact the school if you wish to know more about our staff training, knowledge and skills.

### **Multiagency Links**

The other people / agencies and teams providing services to children with a special educational need/ disability in school include:

- Educational Psychologist
- CAMHS Practitioners
- Language and Communication Team
- HIVE
- Occupational Therapists
- Speech and Language Therapists
- Dyslexia Team
- Hearing/Visual Impairment Sensory Team
- Physiotherapists
- Professionals from other schools
- The School Nurse
- Health Visitors
- Family Partners
- Children's Services
- Community Disability Team
- GPs
- And anybody else who can help the child/young person.

### **Additional Support**

Parents/carers are welcome to contact SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) if they need any support in communicating with the school or understanding SEND processes. 0191 643 8317 or 0191 643 8313. Email: [sendiass@northtyneside.gov.uk](mailto:sendiass@northtyneside.gov.uk)

***Silverdale Complaints Procedure:***

The parent/carer of a child with SEND has the right to make a complaint about the provision made for their child at the school. If any issues arise please contact school for a copy of the Complaints Policy.