

Hillcrest Glebedale School
Special Education Need and Disability (SEND) Policy



This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Local Procedures Owner: Karen Caswell

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Hillcrest Glebedale School

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Introduction

At Hillcrest Glebedale School we value the abilities and achievements of all our students, we are committed to giving our children every opportunity to achieve the highest standards that they are capable of. This policy helps to ensure that this happens for all children in our school regardless of their age, gender, ethnicity, attainment or background.

It should be noted that as a specialist school for young people with Social, Emotional and Mental Health difficulties, all of our students are on the SEND register and the majority of students have a statement of SEND or an Educational Health and Care Plan (EHCP).

This policy recognises the entitlement of all students to a balanced, broad based curriculum, relevant to students' needs. Our SEND policy reinforces the need for teaching that is sensitive to and takes account of the complex needs of our students, whilst providing an appropriately modified, robust and challenging curriculum that is tailored to the needs of the individual child. The Governors, Head Teacher and Senior Leadership Team will ensure that appropriate provision will be made for all our students.

Aims and objectives

Our school aims to be an inclusive school, valuing the equality of opportunity for all our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with Special Educational Needs and Disabilities.
- Gifted and talented children;
- Any children who are at risk of disaffection or exclusion.

We achieve educational inclusion by continually reviewing what we do, through asking key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

The aims of this policy are:

- To create an environment that meets the educational needs of each child;
- To ensure that the needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's educational needs;

- To ensure that all students have access to a broad, balanced curriculum, which is modified as appropriate.
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible; usually upon entry to the school, this can be based upon information from a student's previous school.
- To ensure that students with SEND take as full a part as possible in all school activities.
- To ensure that carers and parents of students with SEND are kept fully informed of their child's progress and attainment.
- To ensure that students with SEND are involved, in decisions affecting their future SEND provision.
- To provide a contribution to ascertain a clear pathway to support students with SEND up to the age of 25.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Require a range of different teaching approaches and experiences.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, the programmes of study from earlier key stages are more appropriate. This enables our children to make progress in their own lessons.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions (through individual discussion or class circle time), particularly trauma or stress, and to take part in learning;
- with help from our Educational Psychologist and clinical team in introducing support programmes such as 'Circle of Friends', 'Social Skills groups', or a 'Pastoral Support Programme' where required.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;

- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with Special Educational Needs and Disabilities have learning difficulties that call for special provision to be made. All children may have special needs or a disability at some time in their lives. In implementing this policy, we believe students will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some students, we believe that much can be done to overcome them by carers/parents, teachers and students working together.

Definition of Special Educational Needs

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 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. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities. The term SEND is used in this Code across the 0-25 age range but includes.

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap

between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Roles and Responsibilities

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Local Authorities and Leadership Team to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers and education support staff
- Managing classroom support
- Overseeing students' records
- Liaising with parents/ carers
- Making a contribution to INSET
- Liaising with schools, external agencies, LEA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- SEND is the responsibility of all teachers. The Revised Code of Practice for SEND states that '*all teachers are teachers of SEND*' This means that all teachers are responsible for planning and making provision for SEND students within their class with advice and support from the SENCO
- Teaching and non-teaching staff are committed to keep the SENCO well informed about students' progress
- All teachers have access to information about students with SEND

The role of the Senior Leadership Team

Responsibilities to students with SEND include:

- Ensuring that provision is of a high standard
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting Statemented students
- Ensuring that students with SEN are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEN policy.

The role of the class teacher and class support.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for students with SEND
- Being accountable for the progress made by SEND students in their subjects
- Collaborating with the SENCO to decide the action required to assist the student to progress

- Working with the SENCO to collect all available information on the student
- In collaboration with the SENCO, develop pupil passport.
- Working with students on a daily basis to deliver the individual targets within differentiated planning
- Developing constructive relationships with carers and parents
- Being involved in the development and review of the schools SEND policy

The role of the Head teacher.

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Senior Leadership Team well informed about SEND within the school
- Working closely with the SENCO
- Informing carers/parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with carers/parents, and that these strategies encourage involvement in their child's education
- Ensuring that the new Code of Practice 2014 is implemented across the school.

Co-ordinating and managing provision

The new Code of Practice recognises the SENCO's 'Key role in determining the strategic development of the SEND policy and provision in the Centre in order to raise the achievement of children with SEND'

Admission arrangements

The Head Teacher and Senior Leadership Team believe that the admissions criteria should not discriminate against students with SEND and have due regard for the practice advocated in the Code of Practice in relation to the Equality Act 2010

Categories of Special Educational Needs and Disability.

The new Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The SEN Code of Practice 2014 makes it clear that all teachers are responsible for the progress of students with SEND in their class. All teachers are responsible for identifying students with SEND and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

Early Identification.

Early identification of students with SEND is a priority. Data obtained from Local Authorities and previous schools informs the school about a student's needs and place on the SEND Register. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by our Educational Psychologist during observation and assessment
- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Standardised screening or assessment tools such as:
 - Screening /diagnostic tests
 - Reports or observations
 - Records from previous schools
 - Information from parents/ carers
 - National Curriculum results
 - Student portfolios

Nature of intervention.

The SENCO in collaboration with the class teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student.
- Provision of alternative learning materials/ special equipment group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to support services for advice on strategies, equipment, or staff training

Monitoring student progress.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour

The majority of students attending Hillcrest Glebedale School have a Statement of SEND, or a EHCP which clearly identifies progress objectives and the educational provision necessary to meet these objectives. In the unusual event that a statement is not already in place, at the time of admission, the college will liaise with carers/ parents and the social worker to ascertain if it is appropriate to request that a statutory assessment of the student's educational needs be considered. In such an event, the school will co-operate fully with the local authority, in providing the necessary data and other information to facilitate this process.

Record Keeping

The school will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual records, the student's profile will include:

- Information from parents/ carers
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/ social services
- Information from other agencies

Teaching students with SEN is a whole-school responsibility. The core of teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support.

The progress of all students attending Hillcrest Glebedale School is monitored carefully through a variety of means including regular assessment, internal case conferences, statutory reviews such as Looked after Children Reviews, Statement Reviews, Personal Education Plan Reviews and Tutor/ Keyworker/ Parent meetings, which take place termly.

Individual Pupil Passports, Pupil Profiles and Provision mapping.

Individual Pupil passports, pupil profile and Provision Mapping are an integral part of our school's delivery of the Code of Practice. Individual pupil passports are reviewed formally, three times yearly, each school term, usually as part of the Personal Education Plan (PEP) where a student is 'looked after', as part of the Annual Review of Statement/EHCP and/or as part of the tutor/ keyworker/ parent meeting which takes place on a regular basis, for all students. Additionally, informal reviews take place through internal case conferences and teacher assessment. Daily communication about students' progress through whole staff meetings, tutorials, teacher parent/ carer meeting also contributes to the ongoing review of the pupil profile, which is a working document and subject to update at any time.

Individual pupil profiles have the following information:

- Three SMART targets, which are linked to the objectives of the Statement of SEND or EHCP, where applicable
- Strategies for the Student
- Strategies for the teacher
- Provision made
- Date for review
- Success and/or exit criteria
- Individual subject specific levels of attainment, targets and success criteria.
- Individual pupil profiles will be discussed with the student and the carer/parent. The school will involve students in the review process.

Individual Pupil profiles have the following information

- Three SMART targets, which are linked to the objectives of the Statement of SEND or EHCP, where applicable
- Strategies for the student (in child speak)
- Strategies for the teacher (in child speak)
- How the target will be achieved (in child speak)

- Review success of the SMART targets.
- Provision made from the school including, engagement, literacy, numeracy, organisation, safety, social skills, behaviour and contingency plan.

Provision Mapping details how a student is supported during their school day, providing information on how a student's Statement/ EHCP is supported in the school setting. Provision Maps are used as a monitoring document and a reference document for school staff when planning for student need.

Request for statutory assessment.

The school will request a Statutory Assessment from the relevant LEA when, despite an individualised programme of sustained intervention within the school support category, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent/ carer or outside agency. The school will have the following information available:

- The action followed with respect to school support
- The student's Individual pupil passports.
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Attainment levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and our Educational Psychologist
- The views of parents/ carers
- Where possible, the views of the child
- Social Services reports
- Any other involvement by professionals
- A Statement of Special Educational Need or and EHCP will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what a school can offer.
- However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement or EHCP
- A Statement or EHCP will include details of learning objectives or outcomes for the student. These are used to develop targets that are:
 - Matched to the longer-term objectives set in the Statement or EHCP
 - Of shorter term
 - Established through parental/student consultation
 - Set out in an Individual pupil passport.
 - Implemented in the classroom
 - Delivered by the class teacher with appropriate additional support where specified

Review of statements (Transitioning to EHCPs – see section below)

Statements must be reviewed annually. The LA will inform the Head Teacher/ SENCO at the beginning of each school term of the students requiring reviews. The SENCO will organise these reviews and invite:

- The student's parent/ carer
- The student if appropriate
- The relevant teacher/ Tutor
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Head Teacher/ SENCo considers appropriate
- The aim of the review will be to:
 - Assess the student's progress in relation to the individual targets
 - Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
 - Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue, or amend it
 - Set new targets for the coming year

With due regard for the time limits set out in the Code, the SENCO will ensure that a report of the annual review meeting is sent, with any supporting documentation, to the LA. The school recognises the responsibility of the relevant LA in deciding whether to maintain, amend, or cease a Statement of SEN.

Education Health Care Plans (EHCPs)

As Local Authorities move towards the transition from Statements of Special Educational Needs to Education Health Care plans, school staff and SENCO will assist in the change in recording, gathering and presenting information required for the plan as per the guidance of each local Authority and time scale implemented. The National Deadline for transition for all statements to EHCPs is April 2018.

Evaluating success

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject teachers.
- Analysis of student tracking data and test results.
- Consideration of each student's success in meeting Individual targets.
- School self-evaluation and self-review.

In evaluating the success of this policy, the Centre will consider the views of:

- Teachers
- Parents/ Carers
- Students
- External professionals

Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with students with SEND. As a routine part of staff development, INSET requirements in SEND will be assessed. Staff new to the school will be given training on the SEND policy as part of their induction.

Links with other agencies, organisations and support services

The school recognises the important contribution that our internal and external support services make in assisting to identify, assess, and provide for students with SEN. When it is

considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational Psychologists
- Medical officers, including our own Professional Clinical Multi-disciplinary Team
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

Partnership with parents and carers

Our school firmly believes in developing a strong partnership with parents and carers as this can enable students with SEND to achieve their potential. The school recognises that parents and carers have a unique overview of the student's needs and how best to support them, and that this gives them a key role in the partnership. This is further reflected in the New 2014 Code of Practice. 'Parents and carers hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

(CoP)

The school will make available, to all parents of students with SEND, details of the Parent Partnership service available through the LA. The SEND Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP)

Children and families need to be at the centre of every discussion and be a part of the decision making process.

The voice of the child

The new Code includes a chapter on pupil participation.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years.

Under the New Code (2014) Children and Parents have a direct say in what their needs are and how they can be best addressed, which in turn should inform policy.

In addition, students over the age of 16 should be directly asked for their views and input on their own education.

Sources

- 'SEN Resources', Special Needs Edu-Fax, devised and written by P.N. Williams and J.D. Petch, edited by D.N. Roberts, published by The Curriculum Publishing Company Ltd, 2002
- 'Guidance on revising SEN policies for mainstream schools', Oxfordshire LEA, 2002
- 'SEN Policy' section on SEN, www.Schoolmanager.net

References

- The Revised SEN Code of Practice (September 2014)
- Children and Families Act 2014
- Equality Act 2012
- Care Act 2014

This policy is reviewed annually by the governing body.

Signed (Head teacher):

Signed (Chair of Governors):