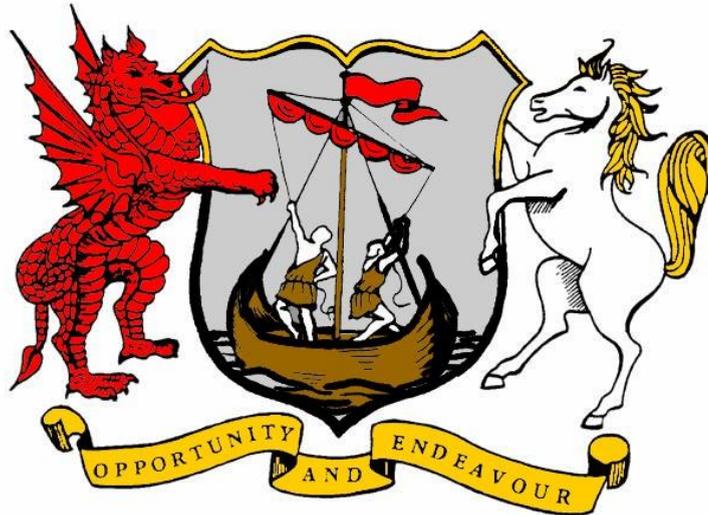


# HAYGROVE SCHOOL



## SEND POLICY

LINKS: SEN and Disability Local Offer; Accessibility Plan, Safeguarding and the Staff Handbook

DATE: January 2022

POSTHOLDER RESPONSIBLE: Mrs Lia Hill (SENDCo) SEND Chair of Governors: Tina Stoel-Walker

DATE APPROVED BY SEND LINK GOVERNOR: March 2023

DATE OF NEXT REVIEW: January 2023

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## **1. Introduction**

This document is the Special Educational Needs & Disabilities (SEND) policy for Haygrove School. It is designed to meet both statutory requirements with regard to SEND and the day to day needs of all stakeholders (parents, Local Authority (LA), related agencies staff and students). The main body of the document is concerned with policies, processes and procedures.

## **2. Intentions**

At Haygrove School, we recognise the need to provide an inclusive, supportive and positive learning environment. The skill, enthusiasm and supportive attitude of the class teacher is the key to effective learning of all students, in particular those with SEND who need additional, targeted teacher input to meet their individual needs; improve their confidence and self-esteem; and enable them to achieve and maximise their full potential. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. Additional intervention and support cannot compensate for a lack of inclusive quality first teaching. Our school emphasises ethical school practice underpinned by *'Every Child Matters'* thereby sustaining a welcoming, effective and inclusive school culture.

## **3. Aims and Objectives of the SEND Policy**

This policy document is produced in response to the new Special Needs Code of Practice 2014. The new Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2015 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEND). All pupils should be given equal opportunity to develop their talents and abilities to their full potential both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount.

These aims are met by a whole-school approach to Special Educational Needs provision with all teaching staff taking responsibility for meeting individual needs. School policies reflect this approach. Additional support is met when necessary.

### **Changes from the SEND Code of Practice 2001**

The main changes from the SEND Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2015) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND.
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEND (to replace School Action and School Action Plus).

- For children and young people with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replacing the previous Statement.
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under the Equality Act 2010.
- Information is provided on relevant provisions of the Mental Capacity Act 2005.

## **Transitional arrangements**

From 1 September 2014 transitional arrangements have been in place to support the changeover from the current system to the new system in a phased and ordered way. From April 2018 Somerset County Council are changing their funding of high needs to a banding system which will in time convert to the new EHC Plans. This is part of a two-year process and will be completed by May 2020.

## **4. Definitions**

### ***Special Educational Needs & Disabilities (SEND) (from The New Code of Practice)***

A child or young person has SEND 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 educational facilities of a kind generally provided for others of the same age.
- Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in the new Code of Practice across the 0-25 age range but includes LLD.

### **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 child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

### **Broad areas of need**

#### ***Special Educational Needs and Disability provision means:***

- A child or young person has SEND if they have a learning difficulty or disability which calls for

- special educational provision to be made for him or her.

The **SEND CODE OF PRACTICE** suggests that it is helpful to see students' needs and requirements as falling within a number of broad areas:

### **Communication and interaction**

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and learning**

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children 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 children 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 (SEMH)**

- Children and young people 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory and/or physical needs**

- Some children and young people require special educational needs 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 children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment

- (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance: <https://www.sense.org.uk/get-support/information-and-advice/deafblind-guidance>
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Please refer to our School Accessibility Plan and our Medical Needs Policy for more information-both of which can be found within the 'About Us' tab on the Home page and by scrolling down, and clicking onto, 'School Policies'.

### **Principles underpinning this Code of Practice**

- Students with SEND will normally have their needs met in mainstream schools or settings.
- The views of the student should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Early identification of children and young people's needs is key to ensure appropriate intervention is in place to support them.
- Students with SEND should be offered full access to a broad, balanced and relevant education.
- Meeting the needs of children and young people with SEND successfully requires partnership between all those involved – Local Authorities (LA's), schools, parents, students, health and social care.
- Haygrove School will have a focus on inclusive practice and removing barriers to learning.
- Through effective partnership work we will ensure a successful preparation for adulthood, including independent living and employment
- SEND provision should emphasise high expectations.

## **5. Policy Statement**

The School will comply with the Special Educational Needs and Disability Code of Practice 2015.

Special Needs provision is made for students with learning difficulties resulting from a range of needs, including Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs. Provision will vary according to the severity of need.

The SENDCO will attend Pyramid meetings and will liaise with Pastoral staff to ensure that all needs of SEND students are met including having friends and supportive relationships, and participating in, and contributing to, the local community.

Every student at Haygrove School, including those with special educational needs and disabilities, has an entitlement to fulfil his or her potential.

The School recognises its duty of care to all students, including those with special educational needs.

The school will promote and encourage students to become independent in all aspects of life.

The School will ensure that every student follows a curriculum that is suited to their ability and any particular needs they may have to enable them to enjoy and achieve.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.

The progress of all SEND students is tracked by leaders and teaching staff to ensure early intervention can be put in place.

Special educational needs provision for any student will be compatible with the efficient education of the other students at the School and the efficient use of the School's existing resources.

Haygrove School will strive to ensure the full inclusion of students with special educational needs and disabilities in all aspects of school life, including the curriculum, extra-curricular activities and school trips.

The highest standards of behaviour are expected and all students are encouraged to develop independence with regard to their behaviour. The Haygrove School system applies to all students including those with SEND. Extra support may be given to those identified with a behaviour issue outside of the usual learning environment and the School recognises the need to make reasonable adjustments in line with the Equality Act, 2010.

The School will work in partnership with parents to ensure every student with special educational needs is well supported. At all stages of the special needs process, the school will keep parents fully informed and involved and parents are encouraged to make a full and active contribution to their child's education.

When working with parents of students with special educational needs and disabilities, the School will give support, advice and reinforcement as well as share information and agree targets in order to enable progress.

Where appropriate, the School will engage with external agencies to ensure the delivery of effective special educational needs provision.

The School provides training to all staff on special educational needs, both in relation to individual students and particular types of needs. This training includes induction for new members of staff as well as on-going Continuing Professional Development (CPD).

In addressing any student's special educational needs, the School will comply with the Equality Act (2010) and the Special Educational Needs and Disability Act (2001).

Where appropriate, the School will make reasonable adjustments for a student with special educational needs.

When supporting students with SEN, the school will seek to ensure value for money.

From Year 7 onwards, particularly for those with Education, Health and Care plans, the SENDCO will liaise with key staff to ensure appropriate planning is in place to support a young person's transition to adult life.

In Year 11 those students with Education, Health and Care plans will have their annual review in the autumn term to the transition to college.

## 6. Procedures and Policies

The SENDCO will lead a team of LSA's that support students in class and run a range of high-quality interventions in all 4 areas outlined in the SEN code of practice.

### The SENDCO is responsible for:

- The day to day operation of the school's SEND policy;
- Working in partnership with colleagues, pupils and outside agencies to set monitor and review short-term objectives on the individual learner profiles;
- Overseeing the records of all pupils with SEND;
- Taking responsibility for the management of the HLTAs and LSAs;
- Liaising with, and advising colleagues on, matters pertaining to SEND;
- Coordinating provision for pupils with Special Educational Needs and Disabilities.
- Overseeing any support plans and target setting of learners with a Statement/EHCP; organising and leading Annual Review meetings and writing Annual Review documents;
- Liaising with parents/carers of children with SEND;
- Managing work with external agencies including the Educational Psychology Service and the Learning Support Advisory Service;
- Providing professional guidance and delivering SEND related CPD to secure Inclusive Quality First Teaching;
- Ensuring pupils are set targets for improvement and that the Graduated Response is implemented and developed to meet these;
- Ensuring all LSA's and HLTA's are working proactively both in and out of the classroom to support the needs of our learners.
- Transitions between key stages with regular review meetings and transition plans linked with other professionals where needed.

### Inclusion

- Where necessary, alternative provision and additional resources (including staffing) may be put in place to ensure students with special educational needs and disabilities are fully included in all aspects of school life, including the curriculum, extra-curricular programme and school trips.
- Any decisions in relation to the above will be taken by the appropriate people, including the Head teacher and SENDCO.

### Identification and assessment of SEND

**Before entry to Haygrove School** the SENDCO visits with all primary feeder schools or previous Secondary School's to ensure a full understanding of individual needs. A continuous, and extended, transition programme is run to support the most vulnerable students.

**On entry**, all Year 6 SATs results are passed to Haygrove School as students transfer from their feeder primaries along with all SEND files. In addition, during their first term all students are given a standardised reading and spelling test and the full range of Cognitive Abilities Tests where this highlights additional needs that have not been previously identified. Further assessment work may be considered. When all this data is considered, along with the progress a student is making, decisions are made with regard to placing students on the appropriate category of SEND and any additional interventions which may be required.

## 7. Exam Concessions

In Year 9 students are identified for exam concessions (Reader, Scribe and Extra-time) for annual internal exams and in Years 10 or 11 for GCSE examinations. The regulations and guidance relating to candidates with particular requirements are adhered to. The results of any applications are made known to teaching staff as soon as possible to enable students to practise using their concessions, and letters are sent to parents informing them of the entitled provision.

## 8. Referral Procedures

Early identification of students with special educational needs and disabilities is a crucial factor in overcoming barriers to learning. The SENDCO will work closely with the senior leader with responsibility for student tracking to monitor student progress and identify any potential concerns.

The SENDCo conducts a range of assessments to support identified students internally and with the support of relevant agencies.

A teacher who considers it necessary for a student to be assessed for special educational needs should refer the matter to the SENDCo and provide the necessary evidence using Haygrove's Graduated Response forms which are available to all staff.

The SENDCo will refer a student to an external agency but will only do so after consulting with and obtaining the consent of parents through an Early Help Assessment.

## 9. Implementation

Once a student has been identified as potentially needing SEND support, the Graduated Approach, will be followed:

1. **Assess:** The SENDCo and other relevant staff will carry out a clear analysis of the student's needs. This will always take into consideration the views of parents/carers and students. Where relevant the advice of specialists will be sought.
2. **Plan:** Where it is decided to provide a student with SEN support, parents/carers will be formally notified. Working with the parents/carers and the student, the SENDCo will agree the interventions and support that will be put in place, and the expected impact on progress, and other outcomes.
3. **Do:** All staff working with the student will be aware of the plan, and excellent classroom teaching will be the main driving force for improvement, supported by the planned interventions.
4. **Review:** At the agreed date, but at least every term, the progress of the student will be reviewed, and the impact and quality of the support and interventions will be evaluated. The views of parents/carers and students will be carefully considered. The process of Assess, Plan, Do and Review will then start again.

### **Staff Training**

- School staff will be provided with regular special educational needs and disabilities training.
- Training will be provided by the most appropriate person who may be the SENDCo, another appropriate member of School staff or an external trainer.
- All training resources are then made available on the School network and are accessible to all School staff. The new SEND Code of Practice places greater emphasis on inclusive Quality First Teaching and the Graduated Response being delivered by teachers.

## **10. Communication with the Local Education Authority (LEA) - Consultation Meetings**

The SENDCo and relevant Year Team Leaders meet regularly with Haygrove's key support personnel from the LEA for consultation meetings. These are usually a representative from the following services: Education Psychology, Autism and Communication and the Learning Support Service.

These meetings discuss whole-school issues and individual students causing concern. The whole-school issues cover items such as: funding, patterns of need within years, identify and planning INSET needs, whole-school SEND strategies and policies.

## **11. Support**

The Learning support caters for all students including those with emotional and behavioural difficulties liaising closely with Return to Learning (R2L) and the Wellbeing Centre. Referrals are made through either SLT or Heads of Year. Students attend the Learning Centre/Wellbeing/R2L for a variety of reasons. Examples of which are:

- Part of a reintegration programme;
- Students who require emotional support;
- Students who have had a bereavement;
- Temporary withdrawal from a subject;
- Part of a Social Skills group;
- Part of a language and communication group;
- Attending a course in Life Skills/Re-tracking;
- Literacy programmes;
- Numeracy programme.

All students who access the Learning Centre/Wellbeing/R2L on a regular basis are regularly reviewed.

All students are fully integrated into the life of the school, belonging to mixed ability tutor groups in the pastoral system. All staff are encouraged to differentiate work appropriately for students, allowing them to access the same curriculum as their peer group. Staff are supported in this endeavour by INSET and continuous advice from the Learning Support Department. The school recognises and supports a student's right to follow the National Curriculum and will only dis-apply students from elements of the National Curriculum in rare and exceptional circumstances. Where students are withdrawn for periods of longer than half a term from a mainstream lesson to receive specialist small group tuition from the Learning Support Department, a condensed curriculum for this subject may be included in the small-group work. Opportunities are provided for students to use collaborative learning styles and a variety of methods for assessing and recording students' work are used. Multi-sensory approaches are encouraged in order to enable students to learn more effectively. TA's are widely used to support pupils within the curriculum.

At Key Stage 4 the school offers a highly differentiated vocational curriculum. Students continue to study the core subjects but we also offer the Vocational Studies Pathway as part of a vocational course of their choice. They also complete a variety of 'key skills' type lessons which complete their work-related learning package. All students are encouraged to take part in a wide range of extra-curricular activities.

## **12. Progress**

Progress of all SEND students is monitored on a ½ termly basis through the Whole School tracking system using 4 Matrix. Appropriate early interventions can then be put into place to bridge any gaps. The SEND Department ensures that students are treated on an individual basis and complex assessments are carried out on students that continue not to make expected progress. Further advice is sought from the TA's.

In the most complex cases where mainstream does not allow progress, either socially or academically, alternative provisions are found often with dual registration.

- Training will be provided by the most appropriate person who may be the SENDCo, another appropriate member of School staff or an external trainer.
- All training resources are available on the School network and are accessible to all School staff.

The new SEND Code of Practice places greater emphasis on inclusive Quality First Teaching and the Graduated Response being delivered by teachers. This is supported through the Somerset Core Standards (its link can be found on the School website under the SEND tab). The SENDCo has delivered CPD sessions on the Core Standards to ensure every member of staff is consistent in their approach.

## **13. Complaints**

If a parent has a complaint about a special educational needs and disabilities matter, s/he should follow the procedures laid down in the School's Complaints Policy. All policies are available on the Haygrove School website.