

# **Special Educational Needs and Disabilities Policy (SEND) Policy**

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<b>Author:</b>	<b>Ms A Keenan</b>
<b>Responsible Committee:</b>	<b>Full Governing Body</b>

This policy, in line with the Haileybury Turnford Equality Policy and Accessibility Plan, is to promote and ensure the successful inclusion of students with Special Educational Needs and Disabilities (SEND). The policy includes changes to the support and services of children as outlined in the Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 2015.

Haileybury Turnford is an inclusive learning community that values the abilities and achievements of all of its students and is committed to providing each student with the best possible environment for learning. We acknowledge that some students may have difficulties with their learning at some time during their school life and every student will be helped to try to overcome these.

### **Partnership with parents/carers**

The school firmly believes in developing a strong partnership with parents/carers that enable's students with Special Educational Needs and Disabilities (SEND) to achieve their potential. The school recognises that parent/carers have a unique overview of their child's needs and how to support them, and that gives them a key role in the partnership.

### **The SEND Code of Practice**

The Code of Practice offers guidance designed to help schools make provision for students with special educational needs following the Identification and Assessment of Special Educational Needs. The following pages set out the model and provision that Haileybury Turnford will provide in line with the SEND Code of Practice 2015 which can be found below;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **Aims of the Special Educational Needs and Disability Policy (SEND)**

In line with Hertfordshire County Council's Local Offer Haileybury Turnford has a graduated approach to SEND and aims to provide all students with strategies for dealing with their needs in a supportive environment. In particular we aim to:

- Ensure that all student's, whatever their special educational needs and disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates progression in learning
- Ensure high aspirations for all students
- Deliver high quality teaching and differentiation
- Enable each student to experience success and fulfil their potential
- Ensure that students with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision
- Identify, assess, record and regularly review students' progress and needs
- Involve parents/carers in planning and supporting all stages of their child's development where appropriate
- Provide all students with strategies for dealing with their needs in a supportive environment, and give them meaningful access to the curriculum

### **Special Educational Needs and Disabilities**

A child has special educational needs if she or he has learning difficulties that call for special educational provision to be made. A child has learning difficulties if she or he:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority (see separate Accessibility Plan)
- A student has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

- Students must not be regarded as having a learning difficulty solely because they speak English as an Additional Language (EAL)

### **Identification and assessment**

At Haileybury Turnford we adopt a whole school approach to SEND policy and practice. Students identified as having SEND will be, as far as possible, fully integrated into mainstream classes. Every effort will be made to ensure that all students have full access to the Curriculum and are integrated into all aspects of the school.

If a student is known to have SEND when they arrive at Haileybury Turnford the following takes place:

- Careful liaison with their previous school to ensure that the transition process is effective and the individual's needs are met when they enter Haileybury Turnford. This includes attending Education Health Care Plan review meetings where relevant/possible.
- The Special Educational Needs Coordinator along with Year Achievement Co-ordinators, Subject Leaders and class teachers, monitors their progress carefully
- Joint working with the student and the parent/carers to develop joint learning approaches
- Staff receive regular training to ensure every child's need is met

Haileybury Turnford's principle of inclusiveness means that all teachers are well equipped to deliver high quality teaching to student's with SEND. Teaching students with SEND is a whole-school responsibility requiring a whole school response. Other students may be identified as having SEND at any time through the SENCO, class teachers and pastoral team working closely together. Early identification of students with SEND is a priority; the school will use appropriate screening and assessment tools, and ascertain student progress through:

- Year 6 Key Stage 2 SATs
- Key Stage 3 bi-annual standardised assessments
- Joint working with the Student and Parent/Carer
- On-going assessment by class teachers and the pastoral team
- Reports and lesson observations by SENCO
- Standardised screening and assessment tools
- Reading and spelling assessments organised by the SENCO to evaluate effectiveness of provision put in place
- Evidence obtained by teacher observation and assessment
- Student performance in the curriculum judged against level/grade descriptors
- External exam results

### **SEND Provision**

All children and young people at Haileybury Turnford with SEND have access to high quality teaching/support that meets their needs. The main methods of provision made by Haileybury Turnford are:

- Full-time education in classes, with additional help and support from the class teacher through a differentiated curriculum
- In-class support from Link Workers
- High quality teaching and high aspirations
- Support with reading/literacy during morning registration period
- Pen Portraits which include individual strategies
- Support from a range of external professionals
- Mentoring from our Assistant Year Achievement Co-ordinators
- Access to clubs and activities within The Flexible Learning Centre
- A homework club for all students in The Flexible Learning Centre after school, Monday – Thursday.

Please note this is not an exhaustive list.

### **Supporting Students at school with Medical conditions:**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Students may also have special educational needs (SEN) and may have an Educational Health Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Please see the Supporting Students with Medical Conditions Policy and Accessibility Policy or the SEN Code of Practice for further guidance and information.

### **Categorisation of Need**

The SEND Code of Practice 2015 describes the four broad areas of need that your child could be identified as having:

1. Communication and Interaction: eg. speech and language difficulties and autistic spectrum disorders
2. Cognition and Learning: eg. specific learning difficulties
3. Social, Emotional & Mental Health Difficulties: eg. ADHD
4. Sensory &/or Physical Needs: eg. hearing or visual

### **Our Graduated response**

The Graduated Response consists of 4 stages:

- Assess
- Plan
- Do
- Review

After assessment, if a school decides to provide a student with SEND support, parents/carers will be informed formally. We will talk to parents and carers regularly to set clear outcomes and review progress towards them, discuss the activities and provide support that will continue to help the student to achieve. In addition we will work closely with the parent and the student to ensure that within the plan there is clear responsibilities identified for Haileybury Turnford, the parent, and the student.

### **SEND Provision**

At Haileybury Turnford there are 3 waves of provision for students:

- Wave 1 – Student need is identified and support is provided in lessons by the class teacher to ensure progress is made.
- Wave 2 – Student fails to make appropriate levels of progress under wave 1 provision and whole school provision are put in place by the SENCO to ensure that progress is made.
- Wave 3 – Student fails to make appropriate levels of progress under wave 2 provision and external agencies may become involved to provide additional support to ensure progress is made.

### **Additional support outside of Haileybury Turnford**

External Support Services play an important role in supporting the school to identify, assess and make provision for students with SEND:

- The school has access to an Educational Psychologist (EP)
- The school may also seek advice from the Child and Mental Health Service (CAMHS)
- The Speech and Language Therapists if required support students with SEND and contribute to the annual reviews of these students

- To ensure effective collaboration when identifying needs and making provision for our most vulnerable students, professionals meetings, which involve representation from all appropriate external agencies, are arranged
- The school liaises with the YC Herts regarding all students with SEND
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

### **Education and Healthcare Plans (EHCP)**

EHCP are for students with complex, life-long and sustained needs. EHC plans can remain in place to support children and young people up to the age of 25.

All Year 9 & Year 11 transition reviews for young people, will include outcomes to reflect preparation for adulthood. Haileybury Turnford will work very closely with the Local Authority SEN officer to ensure high quality plans are in place and parents/carers and students continue to be fully supported.

### **Requests for Education and Health Care Plan Assessments**

For a student who is not making adequate progress, despite SEN support and in agreement with the parent/carer. A request that the Local Authority make a statutory assessment can be made by any service supporting the young person or by the parent/carer. Planning, monitoring and review processes will continue as before while waiting for the outcome of the request.

### **Hertfordshire Local Offer**

Hertfordshire has developed a 'local offer' for young people and families of children with SEND.

The Hertfordshire Local Offer provides clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND and their families (not just those who have an EHC plan).

More information on the Hertfordshire Local Offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

In addition, at Haileybury Turnford we have outlined our School Information Report which provides parents/carers with all of the information they need regarding our SEND provision. This can be found on our website.

### **The School's arrangement for SEND and Inclusion - In-Service training**

- The SENCO regularly attends cluster meetings to continue to develop school practice
- Meeting additional needs and inclusion issues are targeted each year through the School Development Plan
- Regular training for staff

### **The role of the Special Educational Needs Co-ordinator (SENCO)**

- To ensure adherence to the principles and procedures outlined in the Code of Practice
- Overseeing the day to day operation of this policy
- To ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Coordination of the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- To manage Link Workers
- To timetable Link Worker support
- Effectively manage all administration relevant to the efficient fulfilment of all relevant SEND responsibilities undertaken by the school in response to student need and statutory requirement
- Liaising with parents/carers
- Liaising with external agencies, Health and Social Services and YC Herts

- Liaising with subject departments and pastoral teams in understanding SEND issues and assisting developing effective strategies for improved provision
- Analysing school performance data and deducing trends and issues that feed into improved provision for student achievement
- Ensuring that robust procedures are in place to monitor, review and evaluate learning outcomes and the quality of provision in the department

### **Admission Arrangements**

Students with SEND are considered for admission to the school on exactly the same basis as for students without SEND. Students who have an Education, Health Care Plan will be accepted, unless the school is unable to meet the identified needs.

### **The Role of the Governing Body**

The Governing Body's responsibilities to students with SEND include:

- Ensuring that the admissions criteria will not discriminate against students with SEND
- Ensuring that provision of a high standard teaching/support is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities
- Having regard for the SEN Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy

### **SEND Policy Review**

Haileybury Turnford considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice annually.

### **Arrangements for Complaints**

Should students or parents/carers be unhappy with any aspect of SEND provision they should discuss the problem with a class teacher/form tutor in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint, parents should follow the procedure in the school's complaints policy which can be found on the website.

### **Storing and managing Information**

Documents may be stored as electronic images or paper documents. Paper documents are kept in secure, lockable, fireproof cabinets. Access to electronically stored information is restricted to those members of staff who require access via the software security system.

General documents and records are retained until the young person reaches the age of 25 (as recommended by Information and Records Management Society document, "Records Management Toolkit for Schools" 2016). At the end of the retention period, documents are securely disposed of via a specialist contractor. Some records may be passed on to other educational establishments at key transition points or if a student relocates to another school.