



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

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<b>Responsible Committee:</b>	<b>Full Governing Body</b>

**Ambition · Pride · Success**

## **Special Educational Needs & Disabilities (SEND) Policy 2023-24**

This aim of this policy, in line with the Haileybury Turnford Equality Policy and Accessibility Policy, 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 enables 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 (SEND) Policy**

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 students, 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 Coordinators, 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 students 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
- ✦ Records from previous schools
- ✦ 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 to evaluate effectiveness of provision
- ✦ 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 inclusive 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/Learning Support Assistants where available
- ✦ High quality teaching and high aspirations

- ✦ Support with reading/literacy during morning registration period
- ✦ Personalised 'Pen Portraits' which include individual strategies
- ✦ Support from a range of external professionals
- ✦ Mentoring from our Assistant Year Achievement Coordinators
- ✦ Access to clubs and activities within The Flexible Learning Centre
- ✦ A homework club for students with SEND in The Flexible Learning Centre with support from Link Workers

Please note this is not an exhaustive list.

### **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: e.g. speech and language difficulties and autistic spectrum disorders
2. Cognition and Learning: e.g. specific learning difficulties
3. Social, Emotional & Mental Health Difficulties: e.g. ADHD, Anxiety
4. Sensory &/or Physical Needs: e.g. hearing, visual or physical disability

### **Our Graduated Response**

Action relating to SEND support will follow the four stages of the Graduated Response - '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 liaise with parents and carers regularly to discuss interventions, support and their child's progress so that we can continue to adapt 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 are clear responsibilities identified for Haileybury Turnford, the parent, and the student.

### **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)
- ✦ 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 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 SEND 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.

### **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.

### **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 our **School Information Report** provides parents/carers with all the information they need regarding our SEND provision. This can be found on our website.

### **Admission Arrangements**

Students with SEND are considered for admission to the school on exactly the same basis as for students without SEND. Students with an Education, Health & Care Plan (EHCP) will be accepted, following a consultation process, unless the school is unable to meet the identified needs. Please note that students who have an EHCP are allocated school places through a separate process and the application will be handled by your SEN Officer in the local special needs team.

<https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/secondary-andupper-schools/secondary-and-upper-school-places.aspx>

### **The role of the Special Educational Needs Coordinator (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) regarding reasonable adjustments and access arrangements
- ✦ To manage the Flex/SEND Coordinator
- ✦ Oversight of the provision for students with SEND
- ✦ Liaising and giving advice to staff who support SEND students
- ✦ Contributing to the in-service training of staff
- ✦ Liaising with parents/carers
- ✦ Liaising with external agencies, Health and Social Services and YC Herts

- ✦ 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

The SENCO is Mrs M Goodes, Vice Principal - Inclusion

### **The role of the Flex/SEND Coordinator**

- ✦ To work closely with the SENCO to effectively plan and deliver Haileybury Turnford's SEN provision
- ✦ To manage Link Workers and Learning Support Assistants
- ✦ To timetable Link Worker support
- ✦ Coordination of the provision for students with SEND
- ✦ To organise a range of assessments to determine possible needs
- ✦ To work with the Specialist Assessor & SENCO to provide access arrangements for student examinations

The Flex/SEND Coordinator is Mrs J Mitchell.

### **The role of Link Workers/Learning Support Assistants**

- ✦ To provide support in class
- ✦ To run Breakfast, Lunch and Homework Clubs
- ✦ To provide support in exams and tests as appropriate, e.g. as a reader or scribe
- ✦ To run 1:1/small group interventions, e.g. Literacy interventions, social skills groups etc.

### **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

The SEND Governor is Dr Laura Pugsley.

### **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.