



HEDINGHAM SCHOOL

ACHIEVEMENT & EXCELLENCE

Special Educational Needs and Disability Policy

This Policy has been reviewed by the Leader of Learning Support:	February 2019
Staff were consulted on this document and it was accepted by the Curriculum and Personnel Committee on:	27 February 2019
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1. Aims and Objectives of Special Educational Needs and Disability (SEND) provision

At Hedingham school we aim to:

- Provide a high quality, comprehensive educational experience for all our students which ensures that each fulfils their highest academic potential
- Value and address their individual needs and the contribution they make to the community
- Provide a supportive, caring and safe learning community within a 21st Century environment which promotes lifelong learning
- Celebrate achievements at every opportunity because every student is an asset and at the heart of everything we do

Objectives of SEND provision:

- To respond to learners in ways which takes account of their needs
- To ensure access to a balanced range of learning experiences within the curriculum
- To remove the barriers to help pupils with SEND to reach the highest possible standards of academic achievement appropriate to their ability with the maximum degree of social and educational inclusion
- To foster the independence and resilience in our SEND students which will prepare them for the next stage of education, work and life
- To work in partnership with parents with supporting students with SEND
- To listen to the voice of the student
- To implement EHC plans and track progress of students toward their goals
- To support inclusive classroom practice

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

'Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them' (Code of Practice). Special provision means educational provision that is additional to or different from that made generally for students of that age in school.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. The Disability Discrimination Act 1995 defines a disabled person as someone who has "a physical or mental impairment, which has substantial and long-term adverse effect on his ability to carry out normal day to-day activity." A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. (Section 17 (11), Children Act 1989) Not all disabled children, therefore, will have a special educational need, or a learning difficulty, although a number will. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Susan Goodwin

She will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Healthcare (EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Other specific information used to identify SEND:

- Liaison with Primary schools during Year 6 for students transferring to Hedingham school
- CAT test and ART reading test scores as administered in Year 7. The results of these will determine any follow up assessments
- Teachers raising concerns directly
- Parental concerns about the progress of their child
- The Pastoral team referring students with persistent and concerning behavioural or emotional needs

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This is completed in identifying the learning need in line with the four categories as identified in the SEND Code of Practice 0-25, 2014.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The school has access to an Independent Advice and Guidance Careers officer who can offer support to students with EHCP's with regard next steps to education and careers.

If necessary, we will support transition/induction days for pupils to their new school/college.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

If students are to reach their full potential, then they must be educated in an environment in which they are valued equally. Therefore, teaching such students is a whole-school responsibility where teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This requires a whole-school commitment to Quality First Teaching as the first step in responding to pupils who have or may have SEN through:

- Highly focused lesson design with sharp objectives;
- Differentiating the curriculum for all students including those with SEN;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all students;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups;
- An expectation that students will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate students;
- Acknowledging that additional intervention and support cannot compensate for lack of good quality teaching;
- Ensuring that students understand how they are doing, including what they are doing well, and what they need to do to make progress. (This should include high quality written and oral feedback, periodic assessment and peer and self-assessment). Personalised Learning – A Practical Guide DCSF, 2008

Our focus is to meet the need of the student within the classroom. On occasions it may be appropriate for a student to be supported with an intervention. This will be for individual need and with a specific outcome, with its' impact closely monitored. Often these interventions will be short term.

We provide the following provisions if appropriate:

- Literacy small group interventions
- Spelling club
- Comprehension intervention
- Touch typing- if using a laptop for classwork
- Behaviour support
- Paired reading

- Catch-up reading
- Units of Sound
- Laptop provision
- Toe by Toe dyslexia support
- Physiotherapy support
- Physical impairment support
- Social skills groups
- ASD social support
- Access to sensory equipment

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Foundation teaching classes are smaller groupings to allow for more teacher to pupil time and input
- Some students in KS4 will follow a reduced GCSE curriculum. Options of Life-skills programs are offered alongside numeracy and literacy intervention
- Students that are unable to access a full academic curriculum, have the opportunity to follow alternative pathway, for example developing workshop skills or using Learning support classrooms for additional study time
- There are modifications to the school buildings to ensure all reasonable access to those with a physical disability. This includes ramps, lifts and disabled toilets. Individual access and safety plans are drawn up when necessary

5.8 Additional support for learning

We have 15 teaching assistants who are trained to deliver interventions such as Literacy, Social skills and ASD support.

Teaching assistants will support pupils on a 1:1 basis when provision is stated in an EHCP.

Teaching assistants will support pupils in small groups when directed by the SENCo or class teacher.

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychologist
- Specialist Teacher team
- Community Pediatrician
- EWMHS and other counselling agencies
- Provide NHS –physiotherapist and occupational therapist
- The School nurse
- Alternative Education

5.9 Expertise and training of staff

Our SENCO has 3 years' experience in this role and has worked as a teacher for 14 years.

They are allocated 4 days a week to manage SEN provision.

We have a team of 15 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in exam dispensation, supporting students effectively in the classroom, dyslexia support and ASD training.

We use specialist staff for Educational Psychologist advice, Hearing and Visual impairment, Physical and Neurological support and advice and Mental and Emotional Health support.

5.10 Securing equipment and facilities

Essex County Council, via the Physical and Neurological Specialist teacher, support and supply changes to the building to support SEN students. Equipment for physically impaired students is supplied through the NHS Provide service team via Occupational and Physiotherapy specialists. Equipment for Hearing impaired and Visually impaired students is supported by the specialist teacher team in these areas.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks
- Pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs.

All pupils are offered the opportunity to go on our residential trips, for example to Iceland, Battlefields trip, Music trips and Language trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. and provision is made to ensure all pupils can participate as fully as possible.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The admissions arrangements for students with SEND follow Heddingham school's stated admissions criteria.

We provide all reasonable access to our school facilities with lifts, ramps and disabled toilets. We have a dedicated wet-room for those that require access to this facility. Timetable changes are made to ensure that any areas that are not accessible, are not used for students that cannot access these areas.

The SEND team work closely with all relevant parties to ensure the transition of all students is planned and all reasonable adjustments are made prior to admission

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- All pupils participate in a PSHE programme delivered through tutorial sessions
- Pupils with SEN are also encouraged to be part of the SEN break and lunchtime club to promote teamwork/building friendships etc

We have a zero tolerance approach to bullying. We are aware that SEN students are more vulnerable to bullying and we have an open access approach for students to access support and report incidents in the SEN department. We can provide a 'check-in' approach for those students who need more proactive care.

5.14 Working with other agencies

Heddingham school works with external agencies to provide the relevant services for our SEND students. Mid-Essex Statutory Assessment services provides the funding and legislative framework for our EHCP students. Provide NHS links us to Physiotherapy and Occupational therapy services. The school collaborates with and buys in Local Counselling services to support in school and also and refer students

with Emotional and Mental Health needs. We can refer parents to support services such as SENDIASS and EMWHS and offer information on relevant parental support groups such as Maze.

5.15 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Essex Local offer holds details of services that parents of SEN students can access in this area

5.17 Contact details for raising concerns

Mrs Susan Goodwin (SENCo)

Mr David Nash (Pastoral Assistant Headteacher)

5.18 The local authority local offer

Hedingham School will cooperate with the Local Authority and local partners in the development and review of the Local Offer.

Our local authority's local offer is published here: <http://www.essexlocaloffer.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Susan Goodwin (SENCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Administration of Medication and Medical Treatment
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Child Protection Policy
- Equality information and objectives