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Purpose

Since the Warnock Report of 1978, it has been accepted that one fifth of the general population of students in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory statements made of their needs, under the regulations of the 1981 Education Act.

This document describes how The Hayfield School will support all of our students with Special Educational Needs and Disabilities.

The aims and objectives of the SEND Department relate directly to those of the school, the Statement of Principles adopted by the LEA and are also based on the values derived from and guided by the requirements of the 1981 Education Act and the SEND Code of Practice 2014.

N.B. The term 'parents' is employed throughout this policy and others to refer to any parent, carer, or other adult in 'loco parentis'.

Mission Statement

At The Hayfield School we welcome students with SEND as part of our community and we will ensure that all students have an equal opportunity to engage in the curriculum.

We recognise that we will need to consider the individual needs of students when planning the curriculum.

We will ensure that the needs of all students are identified, assessed and that appropriate support strategies are put in place. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

At The Hayfield School we recognise the vital role of parents in the identification, assessment and response to their child's special educational needs: they are the "experts" in their own child. We work in partnership with our parents, valuing their views and contributions and keeping them fully involved in their child's education.

We believe it is vital that we take into account the views of students about their education. We therefore make every effort to involve the child in decision making about their SEND provision.

We are committed to effective collaboration with parents and between agencies working with our students and adopt a multi-disciplinary approach to meeting students' special education needs. We actively support the establishment and maintenance of close links with all agencies working with the student.

We will adopt a 'whole school approach' to SEND. All staff work to ensure the inclusion of all students. We are committed to ensuring that students with SEND can fulfil their potential and achieve the best possible educational outcomes.

Who Was Consulted?

Staff, parents / carers and governors.

Relationship with Other Policies

This policy should be read in conjunction with the following policies: The Hayfield School SEND Information Report, Admissions, Equalities Policy; Inclusion, Curriculum, Assessment and Safeguarding policies as well as Doncaster's 'Local Offer' for SEND.

Staff

The school SENCO is Graeme Routledge and the SEND Governor is Lesley Gilfedder.

The SEND team comprises the SENCO, the Intervention Leader and 11 Learning Support Assistants (5 currently studying towards a L3 Diploma in Supporting Teaching and Learning in Schools).

Definitions and Stages

The new SEND Code of Practice (2014) advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will support students using a four-part cycle of assess, plan, do and review.

Equalities

The Hayfield School provides education for all, acknowledging that the society within which we live is enriched by diversity. As stated in our *Equalities Policy*, we strive to ensure that the culture and ethos of our school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity.

The *Disability Discrimination Act 1995 (DDA)* and the *Disability Equality Duty 2006 (DED)* introduced measures aimed at eliminating the discrimination often faced by disabled people and at The Hayfield School we endeavour to promote the spirit of inclusion typified by these Acts.

Our Accessibility Plan ensures disabled access to school facilities for the wider school community as well as students and staff.

The range and degree of learning difficulties, behavioural issues, physical or sensory disabilities that might be found in a typical class can be considerable and we recognise that this situation exists in this school.

Roles and Responsibilities

SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body 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
- Managing SEND staff
- Overseeing students' records
- Liaising with parents / carers
- Providing CPD opportunities for all staff
- Co-operating and liaising with fellow SENCOs, Cluster Hosts and Headteachers in the Hayfield pyramid to ensure smooth transition to secondary school and post-16 provision.

Governing Body

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

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a 'responsible person' is identified to link with the SENCO and to review the work of the departments.
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities

- Being fully involved in developing and subsequently reviewing SEND policy

The Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Teachers

The new Code of Practice 2014 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, SEND students
- 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, contribute to the development of Student Support Plans (SSPs) for SEND students.
- Working with SEND students on a daily basis, delivering quality first teaching to support the SSP
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy
- Lead termly reviews for SEND students.

Learning Support Assistants (as recorded in the job description)

Support for Students

- To attend to the personal and social needs of students and any other special requirements depending on the nature of a student's special needs and, wherever possible, making these part of the learning experience.
- Under agreed school procedures, to give first aid/medicine
- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Learning Support Passports and Plans.
- Promote inclusion and encouraging constructive relationships within the classroom and with parents / carers.
- Provide feedback to students in relation to progress and achievement under the guidance of the teacher.

NB. Some LSA's are also carers, providing personal care for those students who need it. They have had moving and handling training, and the students involved all have an individual care plan. They will be involved in assisting with programmes of special care such as physiotherapy or speech therapy under the direction of the appropriate specialist.

Support for Teachers

- Assist with the planning of learning activities.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.

- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on students' achievement, progress, problems, etc.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their behaviour.
- Administer routine tests, invigilate exams, undertake routine marking of students' work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework.

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use, including supporting the use of ICT in learning activities and developing students' competence in its use.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school, accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

We aim to:

1. provide every child with access to a broad, balanced and relevant curriculum.
2. ensure full entitlement and access for learning difficulty or disability (see Appendix 1) students to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
3. educate students with SEND alongside their peers, wherever possible, within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
4. stimulate and/or maintain student curiosity, interest and enjoyment in their own education by encouraging SEND (see Appendix 1) students to engage actively as prefects, school council reps and by consulting students for feedback via focus groups and surveys.
5. enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that students can develop as valuable members of society both now and in the future, e.g. students should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
6. identify and assess students with SEND as early and thoroughly as is possible and necessary.
7. fully involve parents and students in the identification, assessment and delivery of SEND provision and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the

resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered.

8. meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

Objectives

- 1a The Headteacher and SENCO to monitor annual student intake to ensure that students with learning difficulties and/or disabilities (with or without statements) have not been refused admission or discriminated against because of their special needs. This applies equally to students who live within or outside of the catchment area.

N.B. For students with Education, Health and Care Plans (EHCPs) the LEA determines admission, having regard to parental preference and in consultation with the governing body.

- 1b The SEND Department will work closely with the senior managers of the school curriculum and timetable to ensure that:
 - it is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
 - it allows for differentiation according to individual needs;
 - it offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future.

- 2a The SEND Department will offer advice and training opportunities to teaching assistants, subject teachers, other departments and governors as well as our cluster schools. To work with subject teachers, the Care and Guidance team, parents and students in developing Learning Support Passports, Student Support Plans (SSPs) Personal Education Plans (PEPs) and approaches to enhancing student self-esteem. To regularly review Passports and SSPs.

The SEND department will:

- provide expertise in the education of students with learning difficulties;
- provide expertise in the education of students with emotional and social difficulties; eg 1:1 keyworker, circle time;
- provide expertise in the education of students with dyslexia and Autistic Spectrum Disorder eg Aspergers
- provide expertise in the support of EAL students
- provide care and expertise for a small number of students with physical disabilities. including visual and hearing loss

- 2c Learning Support Assistants will support students in mainstream lessons.

- 2d The SEND department will liaise closely with teaching and other staff across the school.

- 2e The SEND staff will ensure that detailed information is available on all students on the SEND register, that the SEND register is updated regularly and is on the staff shared area and that information regarding SEND students and updates about their provision are regularly posted on the staff shared area and via email.

- 2f The SENCO will ensure that our students' Special Educational Needs are known to other schools or colleges to which they may transfer.
- 2g Educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the Curriculum to maximum effect. Staff CPD and sharing best practice across the school will be crucial to making this happen.
- 3 SEND staff will provide a variety of experiences/activities during a course of study and during a lesson if possible and ensure that there are opportunities for individual and/or group activities.
- 4a SEND staff will offer advice and training opportunities to subject teachers and other departments on employing teaching methods and resources that allow all students (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work.
- 4b Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect.
- 4c Staff will encourage students to pursue a piece of work over a period of time, e.g. project work, where research is carried out – and after school homework support is encouraged. We have a SEND homework club (operating on a Tuesday) organized and staffed by an LSA with volunteers from the trainee teaching group and sixth form.
- 4d Staff will use the school reward system, recognizing the efforts that SEND students are putting into their studies to make small steps of progress.
- 4e Students have regular homework which should be differentiated to individual needs and abilities.
- 4f SEND staff will follow the schools health and safety policy at all times.
5. Transition at both KS2 and KS4 is effective and supported by SEND staff.
6. Students are assessed on entry to the school and the information is used to develop Learning Support Plans and Student Support plans for all SEND students
7. Appropriate literacy and numeracy support programmes are in place for all SEND students.
8. Partnership arrangements are effective as are our close working arrangements with parents, carers and support agencies.
9. To comply fully with the new SEND code of practice 2014.

Monitoring and Evaluation

The Governing Body will receive regular SEND reports including reports on spending to the finance committee.

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

- Teachers
- Parents / Carers
- Students
- External agencies

Student progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's progress, academically and socially
- Use of standardised tests
- Evidence generated from annual statement review meetings, and termly reviews
- Use of national data (RAISE Online)

Appendices

Appendix 1

Definitions

If a child has significant problems (physical, emotional, psychological, medical, etc.) that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers (who attend main stream secondary schools within the LA) then that child has a **learning difficulty**.

N.B. This definition of **learning difficulty** does not apply to a student who has learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

If the child needs different or additional educational provision to that generally provided for his/her peers (who attend a main stream secondary school) then that educational provision is deemed '**special educational provision**'.

A child who has a **learning difficulty or disability** which requires **special educational provision** is said to have **learning difficulties and/or disabilities** (as defined under the Disability Discrimination Act 2001) (**LDD**)

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Students' names can removed from the SEND or Additional Needs registers when they have made relevant progress in e.g. literacy and numeracy. The registers are a 'fluid' system.

Statutory Assessment for an Education Health and Care Plan (EHCP)

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

- The action followed with respect to additional support
- Learning Support Plan
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Progress Levels (Previously NC levels) -
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologist
- The views of parents
- The views of the child – Learning Support Passport
- Children's Services reports
- Any other involvement by professionals

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory

Assessment does not inevitably lead to an EHCP. Parents / carers have the right of appeal to a SEND tribunal (SEN-DDIST) if the LA decides not to issue an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Delivered by the class subject teacher with appropriate additional support where specified

Review of EHCPs

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

- The child's parent
- The child if appropriate
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the student's progress.
- 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 EHCP in relation to the students' performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year.