

SEND Policy



Hydesville Tower  
School, Walsall

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## Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs and disability at Hydesville Tower School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning all the work of the school.

Hydesville Tower School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of children with identified learning difficulties. Admission of a pupil with special educational needs and disability (SEND) is at the discretion of the head master. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/form teacher and/or other staff. The head master will discuss the needs of the individual pupil with the school's Special Educational Needs Coordinator (SENCO) Mrs Moxham-Hornsby. If the school is able to meet those needs, and the pupil meets entry requirements, then the pupil may be accepted.

## Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with SEND as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all key stages in the school.

To achieve this commitment:

- We aim to employ the best practice when devising support for SEND.
- We recognise a continuum of special needs: any pupil may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- Early intervention: We recognise the importance of early identification and assessment of children with SEND. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs and disabilities are identified and assessed, with the curriculum being planned to meet their needs.
- We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.

- We recognise that responsibility for SEND is a whole-school matter and lies collectively with all staff, supported by the SENCO and the Senior Leadership Team.
- We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- We believe in the involvement of the pupil and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.
- We recognise that parents and carers have a vital role to play in supporting their child (ren) education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their pupil's learning and development. We will fully inform them about SEND provision for their child (ren), and take their views into account in respect of their child (ren) needs.
- Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

## Aims

The aims of our Special Educational Needs & Disability provision at Hydesville Tower School:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of The Code of Practice for SEND 2014 and the Equality Act 2015;
- to give every pupil with SEND the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their pupil's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.

## Identifying Special Education Needs

At different times in their life, a pupil or young person may have a special educational need. This is defined in the SEND Code of Practice 0-25, 2015 as:

*A pupil of compulsory school age or a young person has a learning difficulty or disability, if he or she:*

*a) Has a significantly greater difficulty in learning to the majority of others of the same age*

*Or*

*b) 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 in mainstream schools or mainstream post-16 institutions*

*A pupil under compulsory school age has special educational needs if he or she is likely to fall within this definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children & Families ACT 2014).*

If a pupil's progress is significantly slower than their peers, or fails to match their previous rate of progress, despite high quality teaching with differentiation targeted at specific areas of difficulty, then it may be that they may have SEN difficulties. Information will be gathered from teachers, assessments and the parent/carers. There may be other reasons such as English as a second language or extended absences from school, which will make the pupil vulnerable and in need of support. However, not all vulnerable children have SEN. Only those with a difficulty affecting their learning will require special educational provision identified as SEN.

SEN categorised into four areas:

- Speech, Language and Communication difficulties
- Cognition and Learning
- Behavioural, Emotional and Social needs
- Sensory and/or Physical Development

## Arrangements for co-ordinating education provision for pupils with SEN

Class/Subject Teacher(s)	Identify need Observe and monitor (Written referral document needed)
Inform SENCO	Observation/s Parental involvement Discuss action/appropriate strategies Individual Education Plan Possible outside agency support
SENCO to inform Deputy Head Teachers and/or Headmaster	SENCO will ensure all SEND information is discussed in weekly SEND meetings with SLT.

## The role of the SENCO

SEND arrangements are coordinated by the SENCO whose role includes:

- overseeing the day to day operation of the school's SEND policy;
- carrying out observations and assessments of individual pupils to help support and provide for them;
- liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
- coordinating one to one and group learning support, and where appropriate, delivering this;
- keeping the head teacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
- tracking pupils' progress using IEPs and school data;
- maintaining the school's electronic SEND register and overseeing other records for all pupils with SEND;
- identifying and monitoring areas of need and provision across the school, reporting to the head teacher;
- advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
- liaising with parents of children with SEND, keeping a record of these meetings;

- contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEND coordinators in Cognita schools;
- liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
- ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
- managing the SEND team of teachers and TAs/ LSAs.

It follows from this that the SENCO has planned time to administer the school's SEND arrangements.

### The role of the teachers

- identify pupils of concern and liaise with SENCO;
- keep notes on SEND pupils in the system;
- plan work for pupils at school action level;
- liaise with SENCO to plan work for pupils on school action plus level;
- to review and write IEP's when required (supported by SENCO);
- direct support from learning support assistants if appropriate;
- each member of staff is expected to keep up-to-date with information about SEND children that they teach; and
- liaise with the parents of identified pupils.

### The role of the head teacher

- ensure that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
- liaise with SENCO regularly regarding individual children;
- discuss staff training needs with SENCO;
- in discussion with SENCO arrange sharing of good teaching practice;
- look at resource requests for the Learning Support department; and
- share information on SEND with the school's Cognita Education Officer.

## Processes

### Identification

Early identification and assessment of a pupil with SEND is a vitally important part of the referral process. Identification occurs as and when need arise. Initially the teacher and SENCO will discuss the pupil's needs and information will be gathered. At a later point and if necessary further testing may be carried out – at a cost to the parents, results recorded and a meeting of all interested parties carried out. Depending on the results of these assessments a pupil may or may not need to be placed on the SEND register.

### SEND Register

At Hydesville Tower School we have due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act 2014.

The Code of Practice states:

“It is for individual schools to decide the procedures they should adopt for meeting the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should make. It is essential that these procedures are carefully managed and monitored, and that there are effective internal communication and liaison arrangements between staff.”  
COP 5:38

Our SEND register follows the following stages and children may be moved on or off the register at any point.

### Referral observation

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on the monitoring register if staff have any concerns about him or her, but are currently able to manage their learning within the classroom through group work and differentiated activities. It is imperative that the parents are informed by the class/tutor teacher about concerns at the same time as the SENCO is informed.

With parental permission, a referral document should be filled in by the class teacher, subject teachers or any adults involved with the pupil on a regular basis. The referral document should be given to the SENCO who will then discuss it with interested parties and decide on appropriate assessment. The class tutor/teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so.

## SEN Support

When providing additional support we use a graduated approach which engages a four-stage continual cycle of:

**Assess** - this involves considering all the information gathered from discussions with parents/carers, the pupil, teachers and test/assessments. Including the referral document completed by the class teacher/form tutor.

**Plan** – this identifies the barriers to learning that the pupil is experiencing, the outcomes required from any support and details of the types of support that will be provided. This will be tailored to the pupil's needs and will target specific areas of difficulty. They could be classroom based, small group or 1:1 interventions. All details will be recorded on the referral document and will form the basis for review meetings with parents/carers and staff.

**Do** – this involves providing the additional support, strategies, interventions and/or learning as set out in the IEP. The impact will be closely monitored by the SENCO, teacher, teaching assistants and shared with the parents/carers.

**Review** – this involves measuring the impact of the additional provision and making changes where necessary. The pupil, parent/carers, teachers and SENCO all contribute to the review and the outcomes inform the next cycle. This may involve the need for advice and support from or an assessment referral to an outside agency, education professional, GP or other health professional, and may incur additional costs for the parents/carers of the pupil. As a result, the support provided to the pupil may then involve other specialists such as a Speech & Language therapist, Occupational therapist, Paediatrician, specialist teacher or an Educational Psychologist.

The majority of pupil's will have their needs met in this way, with the support being increased, decreased or completely withdrawn as they progress and/or learn strategies to overcome their difficulties. However some pupil's may require an EHC (Education, Health & Care) assessment to determine whether the Local Authority needs to make provision for them under an EHC plan. The EHC plan annual reviews take into account the views of the pupil, parent/carers, and all other professionals involved with the pupil, and are in addition to the school provision reviews.

The interventions used will be those that have proven to be effective for most learners. A pupil's level of ability in an area of difficulty will be recorded prior to an intervention being put into place in order that their progress can be accurately measured and an outcome target set. On reviewing the provision, should progress



be less than anticipated, alterations and amendments to the interventions will be made.

## Education, Health and Care Plan

The EHCP will replace current statements of SEN and will describe what outcomes we all want for your pupil/young person, what support is needed to achieve these outcomes, who will provide the support and when the support will happen. EHCPs will continue into further education and training, and for some young people up to the age of 25.

EHCP will only be issued when the panel of professionals working with your pupil consider that your pupil's special educational needs cannot be reasonably provided for with resources normally available through the service/school local offer. Some pupil Ren may have a Provision Plan which will identify additional support needed.

The EHCP is owned by the pupil/young person, parent/carer and all professionals involved in the plan. The outcomes and actions are jointly owned by all contributors to it – across all agencies. The Plan Co-ordinator is the family's single point of contact and helps to co-ordinate the delivery of the plan.

The EHCP plan must be reviewed on an annual basis but parts of the plan may need to be reviewed more regularly, for instance if the pupil's or family's circumstances change. At the annual review new outcomes will be identified in line with progress and development. The Plan Co-ordinator will arrange reviews of the plan.

## Procedures relating to the SEND register

### Records

The SEND provision records are as follows:

- **Referrals of Concern/Nursery observations** are kept by the SENCO in the SENCO's office and in the pupil's file. Blank copies can be found in the academic shared area or by applying to the SENCO.
- **Initial Parent Contact forms** are kept by the SENCO and in the pupil's file.
- **IEPs** are kept by the SENCO. Copies are kept in the pupil's file. For all years the IEP's are on the staff academic shared area and SIMS.
- **School based assessments** are stored on the academic shared area and SIMS. It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENCO has made.
- It is the responsibility of the SENCO to draw the attention of the teachers to the assessments.

- It is the responsibility of the class/subject teachers/key worker to familiarise themselves with the reports and IEP's.
- **IEP review forms** are kept with the relevant IEP's in the above places.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc. are kept in the SENCO's office with copies in the pupil's file.
- **The register of pupils with special educational needs** is on the staff academic shared area and all records are updated by the SENCO when appropriate. The SENCO emails all staff drawing their attention to the list a] when it is updated b] at the start of each term.

At the beginning of each term staff discuss the SEND register and it is updated. All staff have access to the current SEND Register including the Monitoring register. For every pupil on the register with a current IEP, this is kept in the file which may be electronic or paper copy. IEP's are working documents and used when planning – they are accessible to in a file or on the school system but remain confidential. The IEP might include arrangements for withdrawal support.

## Individual Education Plans (IEPs)

An IEP is used to plan the support for a pupil who is additional to, and different from, that available to all. It focuses on up to two or three key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- two or three short term targets set for or by the pupils, with a review date specified for the targets;
- the teaching strategies to be used, how these are to be delivered and by whom;
- success and exit criteria for each target;
- the provision to be put into place; and
- when the plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be SMART:

specific;  
measurable;  
achievable;  
realistic; and

timely (with a defined time)

IEP's are based on a cycle of planning, intervention and review. The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally twice a year. Parents are also consulted, formally in a meeting. Teachers are similarly consulted, as is the pupil. Parents are sent a copy of the IEP and are asked to sign a copy for the school to keep. Regular opportunities are available on a formal or informal basis for parents/carers to discuss their pupil's progress. Parents are able to discuss their concerns with the SENCO whenever they need to.

## Other procedures

### Strands of Action to meet special educational needs & disability

	Differentiated learning in class	<i>SEN Support</i> + small group support	<i>SEN Support</i> Differentiation + individual help	<i>SEN Support</i> Individual help + advice from an external agency
Assessment and planning	Teacher assessment; Screening tests	Teacher assessment, screening tests, SATs, in-school whole class assessments	In-school individual assessment	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Small groups used for out of class activities with group targets	Individual or small group tuition to support IEP targets	Individual or small group tuition to support IEP targets or programme drawn up by the school with support from external therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Small groups used for out of class activities with group targets	Individual or small group tuition to support IEP targets	Individual or small group tuition to support IEP targets or programme drawn up by the school

				with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the SEND/Learning Support Team as necessary	Learning support staff in liaison with class/ form teachers and the parents/ carers	Learning support staff in liaison with class/form teacher and parents/ carers	Learning support staff in liaison with external therapist, class/form teacher and parents/ carers
Curriculum and teaching methods	Differentiation for curriculum access using multi-sensory (VARK*) teaching methods and suitable adjustments within the classroom. Behavioural target/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programming to support specific targets; Access to ICT	Individual programming to support specific targets; Access to ICT

## Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the Special Needs Coordinator, who reports to the Head Teacher and the Senior Leadership Team.

The SENCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the SENCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENCO timetabled administrative time to meet with class/subject teachers and for the SENCO to observe SEND children on a regular basis with the class or subject teacher's agreement.

## A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular pupil to achieve. Where progress of the individual pupil is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the pupil's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the pupil's behaviour.

## Behaviour and SEND

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning, or physical or sensory difficulties.

## Integration

Children with SEND are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

## Examination Procedure

Access arrangements, such as seeking extra time for examinations, are allowed according to the JCQ regulations. Once Hydesville Tower School receive a professional or specialist report, we are able to provide access arrangements for internal school examinations. All such applications must be supported by an up to date professional/specialist report, proof of normal way of working from year 9 with evidence of the effectiveness and details of standardised attainment scores.

## Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

## Transitions and Future Schools

Links with other schools, including transfer and transition

When pupils with SEND are transferred to Hydesville Tower School from another School, in addition to reports and assessments, the previous School would be required to provide details of the pupil's needs and the support with which they were provided. Where pupils transfer from Hydesville Tower School to another School, their personal records would be forwarded which provides copies of reports, IEPs, etc. If a SEND pupil currently in the prep school at Hydesville Tower School continues their education here Mrs Moxham-Hornsby (SENCO) will meet with the teachers and discuss the individual needs of the pupil and also set a transition plan for the pupil and teachers to ensure the needs of the pupil, provision and differentiation is met.

In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

## Assessment in Hydesville Tower School

Suggested tests include the following. However a guiding principle is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

Initial assessment on entry or soon after includes:

- basic background details about the pupil. This may include a taster sessions;
- more detailed background including parents' questionnaires and details of the pupil's medical history;

School assessments include:

- assessments of the pupil's reading age using a test which provides a standardised score;
- National Curriculum levels of achievement (SATs) including optional SATs;
- informal assessments by the class teacher;
- Progress in maths tests;
- Progress in English
- APP writing Years 1-6;
- CAT Years 4-5;
- NFER Years 1-6;
- MidYis Year 7; and
- Yellis Years 10

## SEND assessments

<b>Assessment</b>	<b>Purpose</b>
Test wise	Dyslexia and Dyscalculia
LUCID Recall	Memory Processing Speed
LUCID Exact	GCSE Access Arrangements Reading Comprehension Reading Comprehension Speed Spelling Handwriting Speed Typing Speed
Formative Assessment in Secondary Classroom	Dyslexia
GL assessment Dyslexia Portfolio	Dyslexia

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