

Special
Educational
Needs
and Disability
Policy



HYDESVILLE
TOWER SCHOOL

September 2017

1.0 Definition of Special Educational Needs and Disability (SEND)

1.1 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (Code of Practice)

2.0 Legislation and regulation

2.1 This policy has regard to:

- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
- The Data Protection Act 1998.

3.0 Principles underlying practice

3.1 The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. The school aims to:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Take into account the views of young people and their families;
- Enable young people and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for pupils with temporary or long-term special needs; and
- Provide support for teachers to meet the learning needs of all pupils.

3.2 The school takes a sympathetic and professional whole-school approach to pupils with SEND.

3.3 Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

3.4 To ensure the needs of pupils with SEND are addressed, the SENDCO will:

- Identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
- Develop and monitor support measures where a need is identified;
- Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
- Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils;
- Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
- Communicate effectively with parents/guardians on the learning needs of pupils and provide a Learning Plan for those pupils on the Learning Support Register and ensure that these are circulated to the staff of specific pupils; and
- Collate evidence to support applications for additional funding and access arrangements in examinations.

4.0 Identifying special educational needs

- 4.1 Early identification of pupils’ needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.
- 4.2 In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

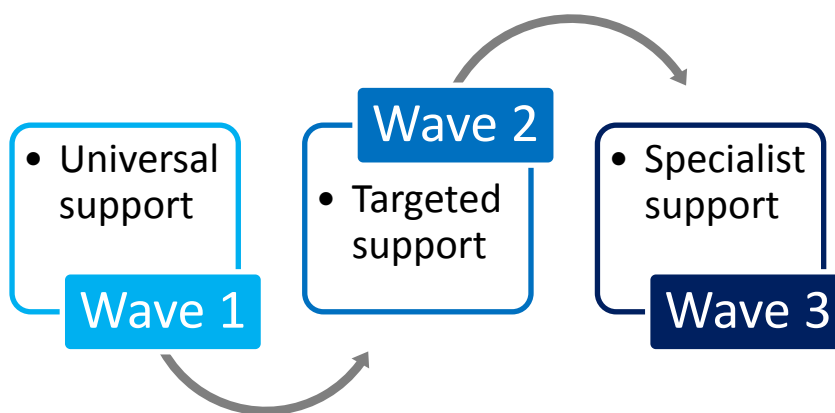
Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Students’ needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.	Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5.0 Early Years

- 5.1 This policy applies to children in the early years. The person with responsibility for SEND in the early years is Kim Moxham-Hornsby.

6.0 Categorisation of students

- 6.1 We use a simple categorisation of students which helps provide a consistent and understood language:



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible.</p>	<p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.</p>

7.0 The graduated approach

7.1 The school's approach to identifying and supporting SEN is informed by the SEN Code of Practice 2015, which recommends a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.

7.2 The first response to existing SEN or possible SEN is High Quality teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:

- Standardised tests, e.g. GL Assessment, NFER, CAT, MIDYIS, YELLIS, ALIS;
- Educational Psychologist (EP) or Specialist Teacher reports;
- Information from previous schools for new pupils;
- Discussions with parents;
- Observations in lessons;
- In-class assessments; and
- Discussions with SENDCO.

- 7.3 Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where pupils have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:
- Additional assessment by the SENDCO;
 - Targeted one-to-one or small group lessons with the SENDCO to help with literacy, comprehension, study skills, writing skills, or revision techniques;
 - Mentoring sessions; and
 - The SENDCO may observe lessons and offer advice regarding additional strategies in subject lessons.
- 7.4 Once again, the pupil's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:
- Education or Clinical Psychologist, or Psychiatric Assessment;
 - Full Specialist Teacher assessment;
 - CAMHS involvement;
 - EHCP request; and/or
 - GP review.
- 7.5 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

8.0 Responsibility for SEN

- 8.1 The SEND Code of Practice makes explicit that, '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'. All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Personalised Learning Plan. The SENDCO works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

9.0 Managing learning for pupils on the SEND Register

- 9.1 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.
- 9.2 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 SENDCO, teacher, teaching assistants and shared with the parents/carers.
- 9.3 These stages will be reviewed at the start of each term.

9.4 Review – this involves measuring the impact of the additional provision and making changes where necessary. The pupil, parent/carers, teachers and SENDCO 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.

10.0 EHC Plans

10.1 Where a child has an Education Health and Care Plan (EHCP) it will be reviewed annually, working with the local authority as appropriate. Schools must also make sure that particulars of educational and welfare provision for pupils with EHC plans is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

11.0 Recording SEND

11.1 We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils. For each pupil with SEND, the SENDCO will record on the school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school SEND register. Where a pupil no longer requires the additional provision or support, the entry will be deleted from the SEND register.

12.0 External agencies

12.1 We always work proactively and collaboratively with external agencies.

13.0 Exam concessions

13.1 Exam boards set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The SENDCO will assess needs and update the evidence.

14.0 Use of laptops and word processing

14.1 If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, pupils should aim to type faster than they write and touch typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons then it may be used in examinations.

15.0 Extra time

15.1 In order to qualify for extra time in an examination, the school will adhere to exam board regulations. Alongside specific assessment test outcomes stipulated by exam boards, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in school.

16.0 Transition

16.1 Transition can be challenging for many children, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning need.
- The SENDCO will contact the previous school.

16.2 Where children with SEND leave the school, the SENDCO will work cooperatively with the receiving school to provide information about the pupil.

17.0 Management and roles

17.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for pupils already attending the school, but also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. The Senior Leadership Team, led by the Headmaster, should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement. The SENDCO for the school is Mrs Kim Moxham-Hornsby. To ensure best practice, the SENDCO is an experienced, qualified teacher with relevant specialist qualifications.

17.2 Class and subject teachers

- Responsible for the progress of pupils with SEND.

17.3 The SENDCO

- The SENDCO has day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for students with SEND.
- The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.
- The SENDCO plays an important role with the Headmaster and proprietor in determining the strategic development of the SEND Policy and provision within the school in order to raise the achievements of students with SEND.

17.4 In compliance with the Special Educational Needs and Disability Regulations 2014, the SENDCO is also

responsible for the following:

- In relation to each of the registered pupils who the SENDCO considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs;
 - Monitoring the effectiveness of any special educational provision made;
 - Securing relevant services for the pupil where necessary;
 - Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date;
 - Liaising with and providing information to a parent/carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made;
 - Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
 - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
 - Selecting, supervising and training learning support assistants who work with pupils with special educational needs;
 - Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
 - Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs; and
 - Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

17.5 The Headmaster

The Headmaster has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

18.0 Document retention

18.1 We are required to keep SEND documents for specified amounts of time in accordance with legislation:

Basic file description	Retention period	Action at end of administrative life of the record
Special educational needs files, reviews and individuals education plans	Date of birth of the pupils + 25 years	Secure disposal
Basic file description	Retention period	Action at end of administrative life of the record
Statement maintained under section 234 of the Education Act 1990 and any amendments made to the statement	Date of birth of the pupils + 25 years (normally retained on the pupil file)	Secure disposal unless the document is subject to a legal hold
Advice and information provided to parents regarding educational needs	Date of birth of the pupils + 25 years (normally retained on the pupil file)	Secure disposal unless the document is subject to a legal hold

18.2 See the School Records Management Policy for advice on Pupil Records.

19.0 Complaints

19.1 All complaints should be dealt with via the school's agreed Complaint Procedure.

Appendix A:

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:

- Reception Baseline Tests
- Progress in Maths tests (Y1-8)
- Progress in English tests (Y1-8)
- National Curriculum Tests (SATS) for Year 6
- CAT Years 4-8;
- MidYis Year 7;
- Yellis Year 10
- End of unit tests ;
- Spelling tests
- Mental Maths tests

SEND Assessments

Assessment	Purpose
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

Special Educational Needs Policy

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (role)	Director of Education
Consultation – May 2017	The following schools were consulted: North Bridge House Senior School, North Bridge House Canonbury School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative – Marian Harker, QA Officer.

Compliance	
Compliance with	Legislation listed in policy, as amended from time to time
Related documents	Complaint Procedure Policy on Supporting Pupils with Medical Conditions EAL Policy School Records Management Policy

Audience	
Audience	School staff

Document application	
England	Yes
Wales	Yes
Spain	Yes

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