



SEND Policy

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Special Educational Needs – A Definition

Children have additional needs which may fall into at least one of the following areas defined within the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, Mental and Emotional Health
4. Sensory or physical

A child or young person has SEN if he or she:

- has significantly greater difficulty in learning than the majority of others the same age, OR
- has a disability which prevents or hinders him/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.
- Requires special educational provision which is different from, or additional to that normally available to pupils of the same age.

At Hazel Wood we set clear expectations for an inclusive environment driven by the following objectives:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEN are educated, wherever possible, in an inclusive environment alongside their peers, to enable each student to reach his or her full potential.
- Additional support for learning is matched to the wide variety of individual learning difficulties, whilst working to enhance self-esteem and personal independence.
- We identify and assess students with SEN following the regulations set in the SEND Code of Practice.
- Parents/Carers are fully engaged in the identification, monitoring and assessment of SEN.
- We work closely with external agencies to provide a multi-disciplinary approach to ensure support is appropriate.
- We meet the needs of students with SEN by offering appropriate and flexible forms of educational provision, making efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice to support the development and training of all staff within the school.

The SEND Team at Hazel Wood High School

Staff Member	Role
Mrs K Pilkington	Assistant Headteacher Inclusion / SENDCO
Ms Martins	Higher Level Teaching Assistant – SEND/Maths
Ms D Benson	Higher Level Teaching Assistant - SEMH
Mrs NSaima	Higher Level Teaching Assistant - EAL
Ms H Owen	Teaching Assistant Level 3 – Maths Specialism
Ms M Kaye	Teaching Assistant Level 3 – Social Skills/Mentoring Specialism
Ms T Kennett	Teaching Assistant Level 2
Ms I Martin	Teaching Assistant Level 2
Ms B Whittaker	Teaching Assistant Level 2
Ms S Metcalfe	Teaching Assistant Level 1
Mr H Hasan	Teaching Assistant Level 1
Mrs E Cairns	SEN Governor

Admission Arrangements

SEN students are admitted to Hazel Wood High School in line with the Local Authority Admission Policy. Following liaison with primary schools the SENDCO will be alerted to those students who may have special educational needs and will attend reviews at primary schools and to arrange extra visits for those students who would benefit from them.

Transition from Primary School

Head of Year 7 and/or Pastoral Manager, along with SENDCO/SEN representative visit all primary schools during the Summer term prior to transition to high school.

The SENDCO will attend annual review meetings for all students with Education, Health and Care Plans (EHCP). SENDCO, Head of Year 7, Deputy Headteacher (Safeguarding & behaviour) and Form tutors will be available at New Intake Evening and New Intake Day in the summer term.

Additional visits to the school can be arranged through SENDCO and/or Pastoral Manager/Head of Year at any time in order to provide support, reassurance and information to individual students and their parents.

Transition from Key Stage 3 to Key Stage 4

During the Spring term of Year 8, parents of all students are invited to attend Options Parents Evening to discuss forward routes into GCSE study. The SENDCO can provide additional support in relation to the options process.

Supporting information is provided in the Options Booklet that is sent home to parents in the Spring term.

Students with EHC plans will be provided with additional support and guidance from the SENDCO in conjunction with Assistant Headteacher (Curriculum).

Parents are encouraged to contact Form tutor / Head of Upper School / SENDCO with any concerns or queries that they may have during the 'Options' process.

Transition from Key Stage 4 to Post 16 education/ training

All students must continue into some form of education or training when they leave school aged 16.

In order to support this, all students have access to support from the Connexions service. This support includes a personal guidance meeting.

Students with Statement / EHC receive additional support over and above the personal guidance meeting, which will include the development of an LDA document by the Connexions service. This document assesses / identifies specific areas of need and is shared with colleges / training providers to help maintain continuity of support for students as they move on.

Additional support and guidance is available from within the SEN support team from specific team members with experience in transitions into FE sector.

Transition to a new school / from a previous school

As a child moves from Hazel Wood High School to a new school, we liaise closely with the new school to pass on all relevant information and records.

When a child joins Hazel Wood High School at any point other than the beginning of Year 7, we will:

- Collect basic information from parents/carers at the initial interview stage
- Liaise with the previous school to collect assessment / progress information along with the student file

All data that is collected, stored and shared is done so within the regulations specified in the General Data Protection Regulation (GDPR).

Identification and monitoring

At Hazel Wood High School we recognise that students make progress at different rates and not always in a steady pattern.

In order to identify whether progress is being affected by a specific special educational need we;

- Liaise with previous schools to ensure that all relevant information is shared appropriately
 - Primary school transfer documents and interviews with primary school teachers.
 - National Curriculum levels and SAT results.

- Baseline testing including
 - Reading and spelling tests
 - Cognitive Ability Tests (Year 7 on entry)
 - GL Assessment Progress tests in English, Maths and Science
- Screening assessments including
 - Dyslexia
 - Dyscalculia
 - Irlen screening
- Regularly gather information from subject teachers and form tutors to monitor individual student progress
- Consider concerns from parents/carers immediately as they are raised
- Consider concerns from individual students immediately as they are shared
- Consider concerns raised by individual class teachers or teaching assistants based upon the observation of students in the learning environment
- Work closely with external agencies to seek advice and assessment
 - Local Authority SEN Team
 - Local Authority Additional Needs
 - NHS services including School Nurse service
 - Educational Psychology Service
- Wider factors that may impact upon learning and progress, but that are not specific SEN needs may be taken into account. Such factors may include;
 - Disability
 - Attendance and punctuality
 - Health and welfare
 - English as an additional language (EAL)
 - Being in receipt of pupil premium
 - Being a looked after child
 - Being the child of a serviceman/woman

Provision

Teaching students with special educational needs is a whole school responsibility.

All teachers engage in a continuous cycle of planning, teaching and assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of students. The majority of students will learn and progress with these arrangements. However, some students will require extra support.

In the main, in-class support is advocated. In this way, students have the benefits of specialist subject teaching and specialist support. However, there are occasions when individual teaching is considered the most beneficial and, on these occasions, students are withdrawn from class for short periods of time to support a structured program of intervention.

Hazel Wood High School has a resourced SEND Base which is staffed at all times. This space provides an identified room for interventions, as well as a place for pastoral support around unstructured times.

Additional support is also given in catch up sessions in literacy and numeracy and in individual or group sessions which have been arranged to meet specific needs.

Where a classroom teacher has the opportunity to work with a member of the SEND Team, it would be expected that for maximum effect, the following issues will be considered:

- Students are included in all classroom activities.
- There is collaboration of teacher expertise.
- There is appropriate modification of the curriculum / differentiation so that all students have access.
- Teachers liaise and discuss lessons with support staff.

A range of strategies are deployed within Hazel Wood High School to provide additional support in relation to;

Learning and Progress

- High quality classroom teaching
- In class learning support from Teaching Assistant
- Intervention programmes to support literacy and numeracy development
- 1 to 1 and small group withdrawal
- Coaching and monitoring processes including daily report cards
- Access to extra- curricular activities, trips and visits

Personal, Social and Emotional development

- Structured, taught programme of Personal, Social, Health and Citizenship Education
- Weekly themed assemblies
- Daily contact through form period with Form Tutor
- 1 to 1 / Small group work with key staff
- Coaching and monitoring processes including daily report cards
- Consultation with school counsellor- support plans available

Welfare and Safety

- Additional curriculum events
- Health inputs from external agencies including
 - Awareness of personal health choices via PSHE/Assemblies
 - School nurse activity
 - Structured programme to support vaccination of all school age students according to current medical guidance/advice
- Lunch time and break time supervision is in place throughout the school environment.
- Staff training to ensure that all adults in the school community are fully aware of
 - Medical Needs
 - Safeguarding
 - First aid protocols
 - Evacuation / Emergency procedures
- Trained first aiders

The majority of support given to students is provided in-class. The school SEN team is structured as follows;

- Three Higher Level Teaching Assistants (Specialisms in SEND, SEMH and EAL Support)
- Two Level 3 Teaching Assistants (Specialisms in Maths and Mentoring)
- Three Level 2 Teaching Assistants
- Six Level 1 Teaching Assistants

The timetable for in-class support is written by the SENDCO and Higher- Level Teaching Assistant for SEND. This is a fluid document, reviewed on a regular basis. This ensures that support is directed effectively. All information

The following criteria are used to prioritise support for students with SEN:

1. Students with EHCP's are allocated support as identified in their plan
2. Students who have previously been withdrawn for extra support and still fall short of the minimum levels of literacy/numeracy in order to function in the classroom
3. Low ability groups for English, Mathematics, Science and Key Skills (SEN School Support)
4. Other students in need of class support
5. Withdrawal of students with low reading/spelling ages
6. Year 7 – other subjects
7. Year 8-10 other subjects
8. Requests from teachers

Referrals

Referrals may be made at any time during the school year from departments to the SENDCO. Identification of students not previously on the SEN list remains the responsibility of all members of staff.

The SENDCO will meet regularly with the SEND Team and curriculum staff to review students on the SEN register, amending the list as required.

Any student who is giving cause for concern in any area can be brought to the attention of the SEN team.

Referral is completed by the member of staff who should complete the referral form in order to:

- indicate the nature of the difficulty
- identify strategies tried to date and impact including
 - Quality first teaching.
 - Differentiation of curriculum materials and teaching strategies
 - Other in class support approaches
 - Any joint collaboration with parents, teaching colleagues or other agencies.

After consultation between teaching staff, student and the SENDCO it may be appropriate to place the student on the SEN register. During this process, parents/carers will be consulted.

Requests for support from parents or carers can be made by contacting the school and requesting a meeting with the SENDCO.

Levels of Support

The school will follow the graduated approach to special needs as prescribed in the Code of Practice.

School Support

When a student requires intervention which is, “**additional to or different from**” those provided as part of the schools differentiated curriculum they will be placed on the SEN register at SEN Support. Students will be monitored through a register showing the type(s) of intervention they receive alongside regular updates from the SEND team.

Subject teachers remain responsible for working with students on a daily basis and continuing to plan and deliver quality first teaching in the classroom, including appropriate homework tasks.

Interventions and support will follow the **ASSESS – PLAN – DO – REVIEW** process outlined in the Code of Practice, ensuring that there is;

- Suitable assessment of the specific need(s) of the individual student (Assess)
- An appropriate plan for intervention with specific, measurable and time related targets for the student (Plan)
- Effective implementation of the support strategies (Do)
- Review of progress towards targets during and at the end of the intervention process (Review)

Where a student has made appropriate progress, they will normally be removed from the SEN register. Parents will be consulted and involved throughout the process.

Where a student does not make sufficient progress to close identified learning gaps then further steps will be taken, following the Assess – Plan – Do – Review approach.

Students **may**, at this stage, have a Pupil Profile drawn up which identifies;

- Areas of strength/confidence
- Areas of concern/weakness
- Baseline assessment data and GCSE targets
- Strategies and specific teaching approaches that will support the student in making progress
- Personal targets chosen by the pupil

Appropriate additional or different strategies will be put in place for the student. This may be in the form of small group or individual tuition from a specialist member of the support team.

Advice and/or input from external agencies may be sought at this stage. This could include;

- Educational Psychologist
- Medical advice via School Nurse
- Intervention from the Local Authority Additional Needs Team

It is possible that if the profile of need is such that a significantly greater amount of support is required, the SENDCO (in conjunction with parents/carers) will take advice from the Local Authority with regard to the pursuance of an Education, Health and Care Plan, or additional funding through SEN Support +, if this is in the best interests of the individual student.

Students with an Education, Health and Care Plan (EHCP)

Some students may require / be in receipt of an Education, Health and Care Plan. This will be maintained by the Local Authority and appropriate provision for the student will be put into place either by the school or the authority.

The SENDCO will consult with share all relevant information with staff and closely monitor the progress of the child, academically and socially.

Review arrangements

Students with Education, Health and Care Plans will have a formal annual review led by the SENDCO. The student, parents/carers, SEND team, Pastoral Team, and representatives of any outside agencies are invited to attend.

Review of progress towards targets / planned outcomes on the EHC Plan occurs through:

- Analysis of assessment data collected according to the school data cycle for all students in all subjects
- Consideration of data/outcomes from planned interventions
- Discussions with individual students
- Teacher comments in direct reference to the outcomes named in the plan

Individual pupil profiles are updated on an ongoing basis, forming a working document that provides up to date and accurate information about the needs of the individual student for all those involved in supporting them, including class teachers, pastoral staff and support staff.

Through the process of monitoring and review, when a child is identified as having made appropriate progress towards specific targets (set by the school or through an EHC plan) they may be removed from the register.

Sufficient progress may mean that the student has;

- closed or removed learning gaps in relation to their peers
- removed or overcome barriers to their learning resultant from underlying SEN

If a student who is on the register at SEN Support level makes sufficient progress then they will be removed from the SEN register.

If a student who is on the register with an EHC plan has made sufficient progress, following a formal review which will be submitted to the LA, they will either:

- Move down to SEN Support level, with continuing use of a pupil profile and regular monitoring of progress or
- Be removed from the SEN register completely

Parents/Carers and the individual student will be actively engaged in this process.

Records are retained of those students who have been on the SEN register and will continue to be actively monitored through assessment and reporting processes across all subject areas.

Special Educational Needs Co-ordinator (SENDCO)

The Headteacher and Senior Leadership Team have overall responsibility for children with special educational needs within school. The SENDCO, Mrs K Pilkington, is a member of the Senior Leadership Team.

Working with the SEND team, the SENDCO will:

- Develop activities designed to raise aspiration and ambition and to encourage independence in learning
- Co-ordinate overall provision for students with SEN
- Advise and support Curriculum Areas in providing a differentiated and accessible curriculum that meets the needs of all students.
- Identify the needs and monitor progress of all students with SEN against targets set.
- Facilitate the annual review for each child with an EHC Plan and hold interim reviews if deemed appropriate.
- Ensure resources are deployed effectively to ensure all the needs of all SEN students are met.
- Develop and implement pupil profiles for students in receipt of an EHC plan or on School Support on the SEN register.
- Keep parents and carers informed of their child's progress.
- Work effectively with outside agencies in order to meet the needs of individual students.
- Ensure all students are fully involved in all aspects of school life including participating in their own learning and decisions about it.
- Liaise closely with the SEN link governor and ensure governors are all informed of developments and their responsibilities to support, monitor and evaluate the school's SEN policy.
- Maintain and update the SEN Register, through consultation with key stakeholders, in order to support accurate provision of data for internal use and sharing with external agencies.
- Address specific learning difficulties, through the provision of appropriate intervention strategies, which may be associated with literacy and numeracy.
- Provide additional training to support in addressing more general problems of understanding that children may encounter in the subjects that they are following.
- Address the needs of students with learning difficulties that may be the result of a particular syndrome or condition such as Attention Deficit Disorder or Aspergers Syndrome.
- Address the needs of students with hearing, visual, medical or physical impairments and advise staff on how best to support their needs.
- Support the approaches to teaching and learning which departments use with individual students with SEN.
- Foster an atmosphere of high but realistic expectations for students with special educational needs.

Equality of Opportunity

The progress of students with special educational needs will be carefully monitored and termly review meetings will be held. Parents and students will be consulted regularly. Records will be kept by the SENDCO and shared with the Local Authority.

It is our policy to ensure that students with special educational needs engage in activities in a fully inclusive manner. This is implicit in practice and is in line with our Equal Opportunities Policy.

Students with special educational needs are entitled to be registered in mainstream tutor groups, have full access to the National Curriculum and the opportunity to engage in all activities including extra-curricular activities.

Partnership with Parents/Carers and students

Parents of all students in the school are encouraged to contact the school if they are worried about their child's progress. If these worries relate to learning difficulties they are referred to the SENDCO. Conversely parents may be contacted by school if it is felt that a child is experiencing difficulties.

Hazel Wood High School encourages students to be involved in their learning and their targets. It is realised that students have a right to express opinions and their opinions will be taken into account.

Should we state explicitly that every child with an EHCP takes part in their annual review?

We will make regular contact with parents/carers of children with SEN. Parents/carers may also contact the school with regards to their child's progress. Where appropriate, the SENDCO will provide opportunities to discuss progress, or support discussion in conjunction with Directors of Faculties or Behaviour and pastoral team members.

Partnership with parents/carers is regarded as essential for any progress to be made with regards to any programme that is implemented. Parents/carers are asked to actively support programmes, to provide appropriate reward when targets are met and to attend any Review Meetings and Parents Evenings.

Professional Development in Relation to Special Educational Needs

The SENDCO will keep up to date with developments in Special Educational Needs. This will be done through regular attendance at local meetings of other SENDCOs and other relevant in-service training.

The SENDCO assists in the training of other staff and ensures that the staff are kept fully aware of developments regarding Special Educational Needs both formally and informally through contributions to staff meetings and professional development. Such professional development is actively encouraged to develop the breadth and depth of SEN experience amongst all staff, including the SEND Team. The impact of this training is monitored and evaluated by the SENDCO.

Training and development needs are identified, recorded and monitored as part of the school's performance management processes.

External Support Services

The school has strong links with a number of external support agencies and will engage with these services when a specific need is identified. When doing so, the SENDCO has regard to the Child Protection and Safeguarding Policy of the school.

Key agencies include:

- Local Authority SEN Team
- Local Authority Additional Needs
 - Speech Language and Communication
 - Communication Difficulties
 - Cognition and Learning
 - Physical Difficulties and Medical Conditions
- NHS services including School Nurse service

Health and Safety

The SEND Team has full regard for the Health and Safety of students and staff. It follows the School Health and Safety Policy and contributes to risk assessments for individual pupils as required. The SEND Team facilitate and action Personal Emergency Evacuation Plans (PEEPs).

SEND Guidance and Supporting Information

The school has statutory duties laid out in the SEND Code of Practice 0-25 (July 2014, updated 30th April 2020).

The Code of Practice relates primarily to the following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

Guidance for parents/carers

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

Guidance to Governors

<http://www.clerktogovernors.co.uk/governors-handbook/section-3-education-and-inspection/>

Other relevant legislation

- The Education (SENDCO) (England) Regulations 2008 (SI 2008/2945)
- The Education Act 1996: Part 4
- The Disability Discrimination Act 1995: Part 4
- The Special Educational Needs and Disability Act 2001
- The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001: SI 2001/3455
- The Education (Special Educational Needs) (England) (Consolidation) (Amendment) Regulations 2006: SI 2006/3346
- The Education (Special Educational Needs) (Information) (England) Regulations 1999:SI 1999/2506
- The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001: SI 2001/2218
- The Education (Pupil Information) (England) Regulations 2005: SI 2005/1437
- The Children and Young Persons Act 2008: Section 20
- The Designated Teacher (Looked-After Children, etc) (England) Regulations 2009
- The Equality Act 2010
- Keeping Children Safe in Education (updated 2020)

Complaints

It is hoped that close home-school liaison will minimise the need for complaints but should they arise, parents/carers are encouraged to contact the SENDCO at the school by telephone or letter in the first instance.

We undertake to reply to the complaint within twenty-four hours **wherever possible**.

If the complaint cannot be resolved by the SENDCO then the matter is referred to the Headteacher who may involve the governing body and ultimately the **Governor's Curriculum Complaints committee**.
[Check this with the new Complaints Policy](#)