



SEND Policy

Last updated: 8th September 2019

Briefing Paper

Special Educational Needs Policy

The school has statutory duties laid out in the SEND Code of Practice 0-25 (July 2014, updated August 2014, Updated January 2015)

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

Other legislation

The Equality Act 2010

Other Regulations

The Special Educational Needs and Disability Regulations 2014

Guidance to Governors

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

DFE: Guide to the Law for School Governors (Updated September 2014)
Section 3 Pages 48 - 52

Other relevant legislation (preceding 2014 Code of Practice and Children and Families Act)

- The Education (SENCO) (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

Leadership team position : Assistant Headteacher

NASENCO award status : Enrolled October 2019 (pending qualification)

SEN designated Governor : TBC

Vision and values

Vision- 'Fostering a sense of pride and community and giving an opportunity for all to excel.'

Values- Respect, Responsibility, Aspiration.

Executive Summary : Our approach to teaching students with SEN

- 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.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, whilst working to enhance self-esteem and personal independence.
- We identify and assess students with SEN using the revised Code of Practice (2015).
- Parents/Carers are fully engaged in the identification and assessment of SEN.
- We work closely with external agencies to provide a multi-disciplinary approach to support.
- 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 in order to support the development and training of all staff within the school.

Special Educational Needs – A Definition

Children have needs and requirements which may fall into at least one of the following areas defined within the 2015 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.

The purpose of identification of need is to identify the actions that need to be taken to support an individual student in making progress. It is not to fit an individual student into a category or to 'label' them.

We have a wide spectrum of special education need at Hazel Wood High School. Difficulties encountered by students may include:-

- Poor basic language skills - low reading and spelling ages.
- Difficulty in understanding oral and/or written information and instructions.
- Slow pace of work.
- Difficulties in completing classwork and homework.
- Discrepancy between classwork and oral work.
- Performance in tests not coherent with classwork.

- Social and emotional awareness.
- Inability to stay on task.
- Students with sensory impairment.
- Students with physical impairment.

Access to the Curriculum

All students have equal access to the full range of curriculum offered by the school at each Key Stage. Students with SEN engage in the activities of the school together with students who do not have SEN. Tutor groups consist of mixed ability groupings where students experience personal and social education together.

We value all our students and staff equally and make the teaching and learning, achievements, attitudes and well-being of every young person really matter. Our work is designed to reduce barriers to learning and participation and promote tolerance and understanding.

We meet a range of diverse needs but are well aware that all students are individuals and we are constantly striving to develop our understanding and awareness.

The purposes of this policy are to:

- Identify and diagnose students with learning difficulties.
- Ensure equal access to all parts of the curriculum for all students.
- Develop flexible learning methods, so that all students enjoy the learning process.
- Encourage students to realise their potential, achieve their best and become confident individuals as they transition into adulthood and further education, employment or training.
- Develop structures to monitor and record progress of students with SEN
- Ensure continuing professional development for teaching and support staff in relation to SEN provision.

Management Structure

Governors will:

- Have regard to the Code of Practice (2014) when carrying out its duties towards students with special educational needs.
- Do their best to ensure that the necessary provision is made for any students with special educational needs.
- Ensure that where the responsible person has been informed by the Local Authority that a student has special educational needs, those needs are actively made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those students who have special educational needs (DfE Teacher Standards 2012, DfE SEND Code of Practice 2014).
- Review the school’s policy for students with special educational needs in line with agree review cycle, or sooner as required.
- Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision that is required, the efficient education of other children in the school and the efficient use of resources.

The Headteacher and Senior Leadership Team have overall responsibility for children with special educational needs within school.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is a member of the Senior Leadership Team.

The SENCO will:

- Develop activities designed to raise aspiration and ambition and to encourage independence in learning
- Co-ordinate overall provision for students with SEN

review and support curriculum needs 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.
- 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 personnel within Welfare and Guidance, 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.
- Support teachers 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.
- Ensure that the SEN Information Report is accurate, up to date and made available through the official school website.

1. Equality of Opportunity

The progress of students with special educational needs will be carefully monitored and regular review meetings will be held. Parents and students will be consulted regularly. Records will be kept by the SENCO.

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.

2. 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 SENCO 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.

3. Transition Arrangements

a. Transition from Primary School

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

The SENCO will attend annual review meetings for all students with Education, Health and Care Plans (EHCP). SENCO, 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 SENCO and/or pastoral management staff at any time in order to provide support, reassurance and information to individual students and their parents.

b. 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 SENCO 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 SENCO in conjunction with Assistant Headteacher (Curriculum).

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

c. 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.

d. Transition to a new school / from a previous school

If your 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.

If your child is joining 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)

4. 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 (Assess, Plan, Do, Review) 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.

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 either a support teacher or a support assistant, it would be expected that for maximum effect, the following issues will be considered:

- Students are included in classroom activities rather than excluded.
- There is collaboration rather than polarisation 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.
- Both teachers enjoy parity of status in their own eyes and in the eyes of the students.

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

- a) Learning and progress**
- b) Personal, Social and emotional development**
- c) Welfare and Safety**

a. 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

b. Personal, Social and Emotional development

- Structured, taught programme of Personal, Social, Health and Citizenship Education
- Weekly themed assemblies with Head of Lower and Upper School / Senior Staff
- Daily contact through form period with Form Tutor
 - 1 to 1 / Small group work with Head of Lower / Upper School / Pastoral Manager / Welfare Officer / Teaching Assistants / Form tutor
 - 1 to 1 / Small group work with external agencies such as
 - Spring Lane School Outreach service (formerly Pupil Learning Centre)
 - Relateen
 - Additional Needs Team
 - Educational Psychologist
 - Coaching and monitoring processes including daily report cards
 - Consultation with school counsellor- support plans available

c. Welfare and Safety

- Additional curriculum events e.g. Be Safe Be Cool
- Health inputs from external agencies including
 - Alcohol and drugs awareness 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 (in line with national guidance)
 - First aid protocols

- Trained first aiders

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

- 2 Higher Level Teaching Assistants (HLTAs) – English, Maths
- 1 Higher Level Teaching Assistant – EAL support and provision
- 3 Special Support Assistants / Teaching Assistants – SEN / Additional needs support

The timetable for in-class support is written by the SENCO and published ready for the academic year. It is essentially a fluid document and is amended or re-written as and when the need arises. When this is the case, the timetable is re-published to ensure that all staff are fully aware of what support is timetabled, in order to facilitate clear planning to support student progress.

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

1. Students with EHCP's are allocated support appropriate to the requirements of 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

5. Support and review of students with Special Educational Needs

a. Identification

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 Primary Schools / Previous school 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
 - Speech Language and Communication
 - Communication Difficulties
 - Cognition and Learning
 - Physical Difficulties and Medical Conditions

- Educational Psychology Service
- Pupil Learning Centre
- 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

b. Referrals

Referrals may be made at any time during the school year from departments to the SENCO. Identification of students not previously on the SEN list remains the responsibility of all members of staff. The SENCO will meet regularly with key personnel from Welfare and Guidance 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 SEN referral form (see document store - SEN) 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 SENCO it may be appropriate to place the student on the SEN register. During this process, parents/carers will be consulted.

c. Level of Support

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

i. 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 “School Support”. Students will be identified within the school’s Provision Map showing the type(s) of intervention they receive, the frequency and duration of the intervention, baseline and end of intervention outcomes.

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. Personnel from the Welfare and Guidance team may also be involved in this process.

Interventions and support will follow the ASSESS – PLAN – DO – REVIEW process outlined in the Code of Practice (2014) 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
- Key personnel involved with supporting the student
- Strategies and specific teaching approaches that will support the student in making progress

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 teacher.

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

If, after 2 cycles of formal Assess, Plan, Do, Review, there has been no significant progress, the SENCO will seek involvement from the Educational Psychologist with full consultation and participation from parents/carers.

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

ii. Students with a Statement of SEN or an Education, Health and Care Plan (EHCP)

Some students may require / be in receipt of a Statement of SEN or 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 SENCO will consult with Welfare and guidance staff and/or staff with curriculum responsibility to draw up a Pupil Profile and any other appropriate documentation. Relevant staff, external agencies, the student and their parents/carers will be consulted prior to reviews.

d. Review arrangements

Students with Education, Health and Care plan will have a formal annual review led by the SENCO. The student, parents/carers, Special Support Assistant(s), Progress Manager, and representatives of any outside agencies are invited to attend.

Review of progress towards targets / planned outcomes on the EHC plan occurs through;

- Formal review meetings between SENCO, HLTAs and support staff
- 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 and the SENCO or HLTA

Individual pupil profiles are updated on an ongoing basis, forming a 'living 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.

e. Exit strategies

through the process of monitoring and review, when a child is deemed to have 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 “School Support” level makes sufficient progress then they will be removed from the SEN register.

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

- Move down to School 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 the exit 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.

6. Responsibilities of Curriculum Area Leaders/Teaching Staff Curriculum

It is the responsibility of all teachers to ensure they have the latest information for the students they teach. The SENCO will make this available via

- Direct email to staff email (not personal email addresses)
- Central electronic storage on the school network – The SEN Portal
- Student support booklet
- All information will be available on the school’s provision map tool

All information relating to students, whether electronic or hard copy, must be stored securely in order to maintain confidentiality and privacy, in line with school and Local Authority policies on Data Protection and Safe use of ICT.

All teaching staff should ensure that they plan lessons that enable all students to access the curriculum. Tasks should consider student’s reading ages and additional needs.

It is the Director of Faculty’s responsibility to ensure that the curriculum is accessible, stimulating and challenging to all students.

The Special Educational Needs policy at Hazel Wood High School is committed to inclusion so withdrawal during the school day is carefully managed, wherever possible, in order to minimise long term disruption to learning in individual subject areas.

The curriculum at Key Stage 4 has been developed to respond to student’s interests, aptitudes and abilities.

Some students with SEN have access to alternative provision at Level 1.

7. Access to Extra Curricular Activities

All students with SEN are provided with full access to the school’s extra-curricular activities.

8. Evaluating the SEN Policy

Parent and student view forms are completed before a student is reviewed. Their views enable the Learning Support Faculty to assess the effectiveness of the SEN Policy.

The policy is also reviewed annually by the SENCO.

The academic progress of students with SEN is evaluated following each data collection making use of SISRA to identify progress or concerns over progress.

As part of the monitoring and evaluation of the school's success in educating its students, the needs of students with SEN and the match to curriculum provision is carefully evaluated. It is our policy to ensure that individual needs are identified as soon as possible.

The success of these procedures is monitored through the progress and achievements of named students on the SEN register. Factors such as achievement in National Curriculum levels, GCSE grades, BTEC levels, movement between stages of the Code of Practice and student achievement of personal targets are all taken into account. This information is gathered through teacher discussion and progress reviews. Qualitative reviews related to gains of confidence and self-esteem are gathered from teachers as are student and parental views. The work of agencies contributes to the success and progress of students and is evaluated at review meetings.

9. 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 SENCO. 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.

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 SENCO 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.

10. Professional Development in Relation to Special Educational Needs

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

The SENCO 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 Special Support Assistants. The impact of this training is monitored and evaluated by the SENCO.

Training and development needs are identified, recorded and monitored as part of the school's;

- Performance Management processes
- Self-evaluation processes

11. 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 SENCO has regard to the Child Protection and Safeguarding Policy of the school.

The Educational Psychologist (EP) keeps in regular contact. Timing and duration of time are used for identification of emerging needs and/or specific interventions to support individual students. Parents/carers will be asked for permission for their child to see the EP if appropriate.

Other Key agencies

- 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
- Spring Lane School Behaviour Outreach Service

12. Health and Safety

The Learning Support Department has full regard for the Health and Safety of students and staff. It follows the School Health and Safety Policy.

13. 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 SENCO 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 SENCO then the matter is referred to the Headteacher who may involve the governing body and ultimately the Governor's Curriculum Complaints committee.

Pupil Profiles are designed to support the learning needs of students and help them to achieve their academic and personal potential, through the sharing of concise, relevant information for their teachers and support staff.

The Pupil Profile identifies;

- Pupil characteristics
 - Position on SEN register
 - EAL
 - Pupil Premium
- Areas of strength and confidence of the individual student
- Areas of specific concern / weakness, including any specific diagnosis of need e.g. ASD
- The staff and external agencies that are involved with the student
- Baseline and target data for the student including
 - Key stage 2 assessments
 - Cognitive ability test scores
 - Reading and Spelling age test outcomes (from Year 7 to 9)
 - GCSE target grades
 - In year target grades
- Strategies and specific advice about how to support the individual student.

The cycle

Term 1: Students in Year 8 to 11 with existing SEN have their profile documents reviewed. Updated review documents are shared according to policy.

Information about new Year 7 students is gathered from a range of sources in order to create their individual profile document. Year 7 students with Statements/EHC plans or previously identified needs from primary school are monitored carefully in Term 1 to ensure that a full profile is available by the end of term 1. This allows any issues relating to transition to be resolved swiftly

Term 2: Year 7 student profiles are issued by end of January.
SEN team monitor and review progress of individual students and feedback via HLTAs to SENCO.
Pupil Profile Sheets are updated and amended at any point where;

- new information becomes available
- additional needs emerge
- existing needs change
- additional personnel become involved (internal or external)

Term 3: Continuing reviews and updates of Pupil Profiles.
Annual review process incorporates information gathered as part of the ongoing cycle of monitoring. Pupil Profile becomes appendix to review documentation for Local Authority SEN team.
Key elements of LA review document are appended to the Pupil Profile document to form ongoing record of progress towards agreed targets.

Appendix 1: SEN information summary

Key People:

Staff Member	Role
Mr Murphy	Assistant Headteacher Inclusion / SENCO
Ms Martins	Higher Level teaching assistant - Maths
Mr Speakman	Higher Level teaching assistant - English
Miss Martin, Mrs Kennet, Mrs Owen	Teaching Assistants
Ms Saima	EAL coordinator
Miss Hunter	Head of Year 7/transition
Mr Ryan	Head of year 8/9
Mrs Parker	Head of year 10/11
Mrs Holden	Deputy Head – Pupil welfare, behaviour and safety
Mrs E Cairns, Mr P Doran, Mrs H Rourke	Pastoral Managers
Mrs L Jones	Student Welfare / Counsellor
	SEN Governor
Classroom teachers	Across all subject areas – Quality First teaching in the classroom

Key principles:

- Equality of access for all, regardless of additional needs, medical needs or disabilities
- Joined up processes between SEN and Pastoral teams to support learning and progress; personal, social and emotional development; welfare and safety
- All teaching staff have a frontline responsibility for ensuring **quality first teaching in the classroom** which is enshrined in both statutory guidance **and** the Core Teachers Standards. This means appropriate differentiation, scaffolding and support, including the effective deployment of additional adults in the classroom to support students.
- Our support team consists of STUDENT SUPPORT ASSISTANTS (SSAs) and HIGHER LEVEL TEACHING ASSISTANTS.

Types of need in Hazel Wood High School

<u>Communication and interaction</u>	<u>Cognition and learning</u>	<u>Social, Emotional and Mental Health (SEMH)</u>	<u>Sensory and/or Physical</u>
<ul style="list-style-type: none"> • Autistic spectrum disorder (ASD) inc Aspergers Syndrome • Speech, language and communication needs (SLCN) 	<ul style="list-style-type: none"> • ADHD / ADD • Mild learning difficulties (MILD) • Moderate Learning difficulties (MLD) • Severe Learning Difficulty (SLD) • Specific learning difficulty (SpLD) – dyslexia, dyscalculia, dyspraxia, dysgraphia. 	<ul style="list-style-type: none"> • Adjustment disorders • Anxiety disorders • Obsessive Compulsive Disorders • Severe emotional and/or behavioural difficulties 	<ul style="list-style-type: none"> • Hearing impairments • Visual Impairments • Physical disability • Medical Needs

Key processes and signposting:

- **SEN register** updated termly to reflect pupil mobility (students leaving and joining), changes to needs and/or intervention and support (SEN, pastoral, academic). Securely stored on Sharepoint – Document Store – SEN_EAL (in the relevant academic year) / SEN Portal from September 2018
- **SEN information report** published to school website and updated annually (or sooner) to reflect changes in staffing, information or processes included in the document.
- **SIMS SEN codes and needs** updated termly as part of School CENSUS checking prior to submission to DfE
- **Pupil profile documents** produced and updated for students with legacy Statements of SEN or EHC plans. Some additional students with specific needs also have profiles. These are all securely stored

on Sharepoint (see above). These prime documents are recognised by the EAL as a means of best practice in sharing information.

- Teachers of specific students receive information and advice via email as needed.
- **In class support** is deployed for SEN students based upon statutory hours (identified in Statement or EHC plan) and according to need e.g. if numeracy is a specific need, then classroom support is directed towards Maths, if literacy is a specific need, then support is directed to English and other heavily literacy based subjects.
- **Specific interventions** are planned for and delivered based upon specific needs, identified from Statements/EHCPs; feedback from primary school colleagues at transition; feedback from class teachers; feedback and discussion with Pastoral team (for SEMH needs); using range of data sources (KS2 scores; reading and spelling ages; GL assessment data – CATS, Progress tests in English, Maths, Science, PASS survey; AFL and BFL scores; internal progress data; FFT pupil data including contextual factors; dyslexia and dyscalculia screening information); from parental concerns; from information and concerns raised by external agencies e.g. HYM, Additional Needs Team (ANT); using observations and reports from ANT, Educational Psychologist, Behaviour Outreach Support.
- **Support materials** covering a range of different needs are stored in the SEN resources section of the SEN_EAL folder on Sharepoint (document store) / SEN Portal (from September 2018)
- **Annual reviews** are completed in line with statutory requirements for students with or Education, Health and Care plans (EHCPs). Additionally, where medical funding is received for individual students, an annual review of the use and impact of this funding is completed.
- **Contributions to annual reviews** are required from classroom teachers and support staff. Colleagues are expected to provide brief commentary about progress towards the specific objectives on the EHCP and provide feedback about aspects of student progress that can be fed into the person centred meeting and follow up documentation.

Specific interventions

- **Literacy interventions**
 - Small groups on rolling programme, delivered by HLTA English over 6 or 12 weeks (including SEN and Pupil premium students)
 - Specific interventions in form time for students with SpLD by HLTA English
 - 1 to 1 reading with SSA via form time
 - IDL Cloud – deployed for Essential Skills students in Year 7 and 8 (with access at home as well)
 - English 'Grade Up' sessions in form time and Wednesday 'P6' slot (English staff + HLTA English)
 - External agency support e.g. NHS Speech and Language for oracy and literacy for specific students
- **Numeracy interventions**
 - Small groups on rolling programme, delivered by HLTA Maths over 6 or 12 weeks (including SEN and Pupil premium students)
 - Specific interventions in form time for specific numeracy needs, identified via Statement/EHCP and Maths faculty APP processes. Delivered by HLTA and SSA Maths
 - Maths 'Grade Up' sessions in form time and Wednesday 'P6' slot (Maths staff + HLTA Maths)
- **Social/Emotional/Mental Health/Behaviour**
 - Pastoral support processes, including Behaviour Management Support Plans, PLC Behaviour outreach, Educational Psychologist activities including Human Givens interventions, break time 'Safe haven/social group' provision (daily, staffed by HLTAs and SSAs on rota)
 - Nurture group provision
- **Other**
 - Handwriting support – form time, led by SSA
 - Social group intervention
 - 1 to 1 support for specific vulnerable students through form time provision
 - EAL interventions (see separate information sheet for detail)