



HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

SEN Policy

SLT responsible:	Dave Miller
Last reviewed:	May 2020
Ratified by Governors:	8 July 2020

Special Educational Needs (SEN) Policy

- Developed by ML, CM and CG
- This policy to be monitored and ongoing evaluation to be part of the learning and development governing group
- This will demonstrate how SEN objectives are addressed in the School Development Plan
- Appendix 1 highlights 'reasonable adjustments' that may be made for SEN students.

Learners with SEN statement

We endeavour to make every effort to achieve maximum inclusion of all students whilst meeting their individual needs.

Our SEN policy recognises the entitlement of all students to a balanced, broadly based curriculum that allows full access to Quality First Teaching. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEN.

Aims and Objectives of this Policy

- To reach high levels of achievement for all students with SEN.
- To be an inclusive school.
- To ensure the identification of all students requiring SEN provision as early as possible in their school career.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from students, parents and carers.
- To share a common vision and understanding with all stakeholders.
- To give transparent resourcing to SEN.
- To provide curriculum access for all.
- To work in partnership with other agencies and schools.
- To constantly improve the level of staff expertise to meet student need.

Admission Arrangements

In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for those with SEN.

Management of SEN within School

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. The SENCO's name is Carol Maxwell. The SENCO has Qualified Teacher Status. The management of SEN administration is supported by Ginny Hales.

All school staff have a responsibility for students with SEN. All teachers are teachers of SEN. Staff are aware of their responsibilities towards students with SEN, whether or not students have an Education Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards those students. Staff responsibilities are identified in individual job descriptions. Teaching Assistants (TAs) play a major role in the support of students with SEN. The rationale for the deployment of TAs is student centred around the level of need and student academic progress.

In line with the recommendations in the SEN Code of Practice 2015, the SENCO (*with the SEN team*) is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with SEN
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN (*in conjunction with house leaders, class teachers, SEN staff, mentors.*)
- contributing to the CPD of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for reporting to the Assistant Principal for Learners with Additional Needs (Dave Miller). Who is in turn responsible for reporting to the head and the governor with responsibility for SEN on the day-day management of SEN policy. The name of the governor with responsibility for SEN is Jo Robinson-Sivyer.

Identification and Assessment

Where students continue to make inadequate progress (despite high quality teaching targeted at areas of weakness) following a reviewed Additional Needs Plan, the Learning Hub will assess whether a child has a significant learning difficulty. Students' needs should be identified and met as early as possible.

A number of indicators will be used to do this.

- the analysis of data including entry profiles, SATs, CATs, reading ages, annual student assessments.
- parental concerns and experiences.
- tracking individual student progress over time in academic subjects and literacy data.
- liaison with feeder schools on transfer.
- information from previous schools.
- information from other services including specialist assessment and professional advice.
- Observation from the SENCO, and in some cases external specialists.

The Learning Hub maintain a list of students identified through the procedures listed. This list is reviewed on an ongoing basis. A detailed analysis of the list takes place 3 times per year. For some students more in-depth individual assessment may be undertaken by the House Leader. In this case an Additional Needs Plan (ANP) will be used to allow all of the information from the indicators above to be brought together in a clear and concise document following the assess, plan, do and review process.

Curriculum Access and Provision

In order to meet the learning needs of all students, teachers differentiate work. They work to meet individual learning needs and to mark work and plan home learning effectively. Where students are identified as having SEN, the school provides for these additional needs in a variety of ways. The provision for students is related specifically to their needs.

The range of provision includes:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- small group withdrawal with TA.
- individual class support / individual withdrawal
- further differentiation of resources including visual aids
- study club
- Learning Hub and ASD facility working.
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to support services and other professionals for advice on strategies, equipment, or staff training

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Is similar to that of peers starting from the same base line.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

Record Keeping

The school will record the steps taken to meet students' individual needs. The SENCo will maintain the EHCPs and ensure access to them. House Leaders will lead on the Additional Needs Plan ensuring regular reviews are conducted through the school year. School records will contain information on:

- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Educational action plans.

Education, Health and Care Plan - This is a statutory plan issued by the ISEND Team providing the highest level of support for students in the college. Typical support may include intervention programmes, additional adult support, specialist equipment and adapted curriculum.

Additional Needs Plan – These will be provided for students who are presenting behavioural issues or high levels of need in other areas but below that of an EHCP.

Any students on the SEN register will have a Pupil Passport setting out useful strategies for classroom teachers and any provision made that is additional to and different from usual classroom practice. In addition, an overview of additional provisions is recorded using impact trackers (types of provision map)

Students with an EHCP, will have provisions as outlined in the EHCP recommendations.

Curriculum targets are recorded in exercise books, planners and/or tracking reports.

Strategies for improving students' progress will be recorded in the ANP as above containing information on

- Short-term targets
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

Action plans will be discussed with the student and the parent.

Reviewing an action plan

Action plans will be reviewed on a regular basis and parents' and students' views will be sought.

Code of Practice graduated response

The school adopts the levels of intervention as described in the 2015 SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting students' needs when they are identified as having SEN. Once a potential SEN has been identified four types of action will be taken to put support in place – Assess, Plan, Do, Review.

Assess – the Learning Hub team will look at the students' experience, progress, attainment, behaviour, development plus parental and student view (including external advice when relevant).

Plan – if support is to be provided parents, the Hub team and teachers will agree the support to be made available plus intended impact and date for review.

Do – Hub team and subject teachers will work closely together around agreed interventions.

Review – a review of effectiveness and impact will take place including the student and their parents.

There are four categories of need that will be considered:

- Communication and Interaction.
- Cognition and Learning.
- Social Emotional and Mental Health.
- Sensory and or Physical Needs.

The resulting action plan may incorporate specialist strategies. These may be implemented by the class teacher and/or involve other adults.

Where a child continues to make little or no progress over a sustained period despite well founded SEN support the school (in consultation with parents) may involve specialist support.

Request for Statutory Assessment - Education, Health and Care Plan

EHCP's have replaced Statements of SEN. When the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to a mainstream school the Local Authority must conduct an assessment of education, health and care needs. The EHCP assessment will be based on:

- Views, wishes and feelings of the child and parents.
- Evidence of academic attainment, progress and actions being taken.
- Information on the nature extent and cause of SEN and evidence of physical, social, emotional and health needs.
- An assessment will not always lead to a plan.

Content of EHC Plan

Where a plan is agreed it will contain information on:

- The views, interests and aspirations of the child and their parents or young person.
- The child or young person's SEN.
- The outcomes sought for the child or the young person, including outcomes for adult life where appropriate.
- The special educational provision required by the child or the young person.
- Any health or social care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having SEN.
- The name and type of the school, post-16 institution or other institution or the type of school or other institution to be attended by the child or young person where no such institution is named.
- Where there is a personal budget, the details of this and the outcomes to which it is intended to contribute.
- The advice and information gathered during the assessment (in appendices). There should be a list of this advice and information.

In addition, where the child or young person is in or beyond year 9, the EHC plan **must** include the provision required by the child or young person to assist in preparation for adulthood and independent living, for example, support for finding employment, housing or for participation in society.

Review of EHCP

Formal reviews will take place at least annually. If a child's SEN changes a review will be held as soon as possible to ensure provision is appropriate.

The LA and school will co-operate to ensure that:

- The child's parents, the young person, a school representative, the ISEND caseworker, Health Service representative and Social Care representative are invited (plus others as required).
- Information will be sought and gathered in preparation.
- The meeting will be focused on the child/young person's progress toward outcomes specified in plan and changes that might need to be made to help that process further.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
- working effectively with all other agencies supporting children and their parents.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- making parents and carers feel welcome.
- providing all information in an accessible way.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for the child.
- making parents and carers aware of the Parent Partnership services.

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. Where appropriate all students are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning.
- identify their own needs and learn about learning (*self-assessment and self-evaluation, Assessment for Learning*).
- share in individual target setting across the curriculum.
- self-review their progress and set new targets.

In addition, students who are identified as having SEN are invited to participate in:

- Additional needs plans.
- Representation on college council.
- EHCP Plans and annual reviews.
- Information Passports
- Pupil voice meetings as required.

Special Provision/Enhanced Resource Facility – ASD Facility

The school has a specialist ASD facility. The staff have ASD specific expertise and the ASD lead (Carole Gorman) has a high level of experience and knowledge regard best practice. Places within the ASD facility are allocated through the ISEND team.

Links with Education Support Services

We aim to maintain useful contact with support services in Children's Services. For students on the SEN register any one of our link services may be involved.

INSET

In order to maintain and develop the quality of our provision, whole school and Hub department staff are asked to undertake appropriate training.

Complaints

If there are any complaints relating to the provision for students with SEN these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Review of the SEN Policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the College Improvement Plan.

Appendix 1 Reasonable Adjustments

Schools have had a duty to provide reasonable adjustments for disabled pupils since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person. The Equality Act 2010, states that a person has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.

There are three elements to the reasonable adjustments duty outlined in the Equality Act 2010. These relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features

The duty in relation to provisions, criteria and practices covers the way in which a school operates on a day to day basis, including its decisions and actions.

The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled pupil.

The Equality Act 2010 does not define what is 'reasonable', which allows flexibility for different sets of circumstances. Therefore, what is reasonable in one set of circumstances, may not be reasonable in another.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Examples of some of the factors that are likely to be taken into account when considering what adjustments are reasonable for a school to make are:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil

- The practicability of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

Taken from Equality and Human Rights Commission published 2015

HCC is an inclusive school, where students' needs are well known. To secure best outcomes for our students, we personalise reasonable adjustments to meet individual need. The effectiveness of the reasonable adjustment is carefully monitored.

Without intending to be exhaustive, the following are some of the reasonable adjustments:

- Providing coloured overlays to students
- Allowing students to use the lift in reception
- Allowing students to type instead of handwriting an extended piece of work
- Handouts to be printed in large font
- Handouts to be printed on coloured paper
- Specific and personalised adjustments to the school's uniform policy
- Toilet passes
- Specific and personalised adjustments to the school's behaviour policy eg. time out cards
- Seating plans to enable lip reading
- Seating plans to support hearing impaired students
- Use of subtitles on videos to support hearing impaired students
- Seating plans to limit environmental stimulation
- Pass to support movement around school site at quieter times
- Examination arrangements

Behaviour Management

At HCC we have a very clear and consistent behaviour policy. The fundamental aim of the policy is to ensure all students are able to learn in a disruption free environment in all their lessons. The system provides very clear boundaries which are consistently maintained in a calm, focused and respectful manner. We place great value on the student teacher relationship and want to ensure all students are known, supported and make excellent progress.

There are students who struggle to regulate and control their behaviour in the classroom. This may be because of specific, diagnosed needs identified by outside agencies or it may be because of specific known needs that impact the student.

We ensure clear policy and practice regarding reasonable adjustment to support students who find it difficult to conform to the behavioural expectations.

We have a list of students who have diagnosed Special Educational Needs – this list is circulated to staff with generic strategies relating to the need and specific strategies to support the individual. This list does change over time.

We also have a list of students who have a known vulnerability. This may be due to family difficulties, social situations or that the student is on a waiting list for a diagnosis. Information is shared by staff using school software systems and updated on a regular basis to support the student in class.

Students on both lists are supported through the pastoral and SEND teams. Their care, provision and support is discussed regularly at our bi - weekly Student Support meetings and 3 x per year at SEN register reviews. In addition, Additional Needs Plan reviews take place as required and referrals to outside agencies are made to access specialist support.

We put in place reasonable adjustments for students on the diagnosed or vulnerable lists. Examples of reasonable adjustments to support behaviour would include:

- Key/link worker meeting 1:1 with the student to review the week's behaviour and look at strategies to help
- Student passport sent through to all teachers outlining the concerns and suggesting strategies to support
- Pastoral or TA support in the lessons
- Break and Lunch support
- Careful consideration to seating plans.
- Managed timetable
- Referral to alternative provision
- Referral to ESBAS, CLASS, Ed Psych, Schools Health Team, CAMHS
- Use of ASPIRE, Learning Hub.

The reasonable adjustment plan will be decided on a case by case basis by the SENCO, ASD lead, ASPIRE lead and/or House Leader/PSA. This plan will be communicated internally to staff and also to parents / carers.

This policy was writtenMay 2020

Ratified by GovernorsReview date: