



Special Educational Needs and Disabilities Policy



Hylands School

Working with the Kemnal Academies Trust

	Date	Review frequency/comments
This issue	September 2019	Annually (and any changes to the information occurring during the year should be updated as
Approved by Governing	October 2019	
Ratified by Governing	October 2019	
Next review date	September 2020	

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Compliance

Hylands School SEND Policy for students with special educational needs or disabilities is governed and informed by the statutory framework set out in

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education and skills Act 2006
- Equality Act 2010 advice for schools DfE February 2013
- Children's and Families Act 2014
- Statutory Guidance on supporting students at school with medical conditions April 2014
- SEN Code of Practice 2015
- Special Needs and Disability Regulations (linked to clause 64)
- Safeguarding Policy
- Anti-bullying policy
- Accessibility Plan

Aim

Our aim is to address the needs of all students with special educational needs and disabilities to help every child maximise their educational development, as set out in our curriculum policy statement. In this regard we will do our best to secure the necessary provision for any student who has Special Educational Needs, within the limitations of our resources. The SEND Policy is reviewed every year by the Governing Body.

The policy details how Hylands School will use its best endeavours to ensure that teachers in the school are able to identify and provide for students with special educational needs and disabilities in order to ensure students meet their potential.

The Special Educational Needs and Disabilities Code of Practice 2015 states that:

"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.

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

-has a significantly greater difficulty in learning than the majority of others of the same age, or

-has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

SEND and Disability Code of Practice 2015



Disability

The Equality Act (2010) states that a person has a disability if:

“They have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out day-to-day activities.”

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible, monitor negative incidents and promote positive attitudes to people with disabilities. Not all students with a disability will have special educational needs.

Inclusion

We believe that all our students are individuals and should be valued and respected for their diverse talents and uniqueness. We encourage all our students to use their talents and give their best and we encourage equal access and opportunities for this to happen.

School Implementation

Overall responsibility for SEND and Inclusion	Andrew Parry
SLT Responsible for overseeing the SEND department	Hannah Norton-Lawrence
SENDCO	Hannah Norton-Lawrence
Designated Teacher for Looked After Children	Hannah Norton-Lawrence
Safeguarding Lead	Hannah Norton-Lawrence
SEN Governor	Clare Norton

All members of staff share a responsibility to meet students' special educational needs. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response. Hylands School is committed to welcoming all students. Adjustments will be made where needed and where possible to enable all students for whom Hylands School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be made on an individual basis.

The role of the SENDCo

The SEND Coordinator (SENDCo), in collaboration with the head teacher, senior leadership team and governing body, play a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND. The key responsibilities of the SENDCo include:



- Overseeing the day-to-day operation of the school's SEND policy and overseeing the meeting of students' medical needs
- Liaising with and advising fellow teachers
- Managing the SEND team including teaching assistants, coordinating provision for students with special educational needs and overseeing the records on all students with special educational needs, including the SEND register
- Liaising with parents of students with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including specialist teachers, the educational psychology services, Information Advice and Guidance (formerly transitions pathways), health and social care and voluntary bodies.
- Liaise with SENDCos of other schools
- Monitoring and supporting Looked After Children

Fundamental Principles

Hylands School aims to ensure that:

- Teachers are aware of the importance of early identification and of providing intervention for students with SEND whom they teach
- Students with SEND will have their needs met
- Student views are taken into account
- Partnerships with parents/carers play a key role in supporting their child's education and enabling them to achieve their potential. The school will support parents/carers through the process of transition and adjustment
- Students with SEND are offered full access wherever possible to a broad and balanced education
- Students with SEND will have full access to all school activities so far as it is reasonably practical and adaptations are made to meet the needs of the student
- The school works in partnership with external agencies to meet the needs of the students

Aims of Special Needs Support

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a SEND Coordinator (SENDCo) who will work in line with the SEND Inclusion Policy
5. To provide support and advice for all staff working with special educational needs students



Identification of SEND and Graduated Response

Hylands School works with students, parents/carers, staff and governors to identify and address any barriers to inclusion and to embed inclusive practices. It is our aim that effective systems are operated in conjunction with other agencies as part of a co-ordinated and graduated approach to early identification and intervention. Information on whether students may have additional needs can come from a variety of sources such as:

- feeder primary schools
- National Curriculum Key Stage 2 and 3 results and records that indicate levels of attainment in reading and spelling data
- baseline information – subject specific
- referrals from students, parents, subject teachers or outside agencies
- In house screening e.g. Accelerated Reader, Hodder, LUCID
- observations and assessments from the SENDCo, outside agencies or an educational psychologist
- teacher observations
- student concerns

Triggers for Action

The Learning Support department follows the guidelines of the SEND Code of Practice: 0 – 25 and in doing so takes into consideration:

- reading, spelling and/or thinking skills which are significantly below other students of the same age and students are not closing the gap
- physical/sensory needs which require special provision over and above what most students require, in order for the student to gain access to the curriculum
- consistently below expected progress across the curriculum
- emotional/behavioural needs which require significantly more time and structured support than students of the same age
- referrals from members of staff, form tutors
- outside agency referrals including GPs, Consultants, Paediatricians, EWMHS etc



Provision

Teaching such students is a whole school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and improves their learning. This may include:

- extra time for assessments
- differentiated materials
- texts enlarged or reduced in size
- use of computer for written work where appropriate
- small group intervention such as literacy or numeracy
- special arrangements for tests/examinations e.g. extra time or readers
- positive behaviour programmes
- social skills groups
- adaptations to individual timetables
- in class support
- early identification and primary school work
- use of the Haven

Identifying Special Educational Needs

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them, i.e. which is in addition to or different from routine curriculum planning. The term SEND encompasses a wide range of types of need. There are four broad areas of need described in the Code of Practice 2015. These are:

Communication and Interaction

These students have difficulty in communicating with others and may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives. Some of these students may have a diagnosis of ASD and experience particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when students learn at a slower pace than their peers even with appropriate differentiation. The category includes Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.



Social, emotional and mental health difficulties

Some students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The definition of disability encompasses a broader range of impairments than might be commonly assumed, including students with autism, those with Tourette's syndrome and those with communication difficulties.

The Special educational needs and disability code of practice: 0 to 25 years 2015 states that:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.”

Schools should assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. As part of this process, the needs of the whole child will be considered, not just the special educational needs of the student.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress of all students. These should seek to identify students making less than expected progress given their age and individual circumstances.



Monitoring student progress (Assessment)

Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENDCo to consider what else might be done. Hylands School follows the criteria for SEND Support specified by The Kemnal Academy Trust. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

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

Statutory Assessment of SEND

For a few students the help given by the school may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LEA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- The school's action already taken
- Progress reviews for the students
- Records of regular reviews and their outcomes
- The student's health including the student's medical history where relevant
- Attainment levels in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- Views of the parents and of the student
- Involvement of other professionals
- Any involvement by the social care or education welfare service



When the Local Authority receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment. Following a successful outcome to this process the school will then implement the necessary steps to enable the student to achieve the best possible educational outcomes.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from special educational needs.

Supporting students at school with medical needs

Hylands School recognises that students at school with medical conditions should be properly supported so that they have full access to education where ever possible, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed
- Relevant staff are made aware of the student's condition and supply staff are fully briefed
- Where necessary staff receive suitable training
- Cover arrangements are in place when staff are absent
- Risk assessments are undertaken for school visits, holidays and other activities outside of the normal timetable
- Procedures are in place to cover any transitional arrangements between schools to ensure that the student's needs are met at the time of transition. In other cases, such as a new diagnosis or students moving to a new school mid-term, every effort is made to ensure that arrangements are put in place within two weeks

Health Care Plans

Students with medical needs have a health care plan in place that is drawn up with healthcare professionals, parents and the student themselves. Individual healthcare plans can help to ensure that the school effectively supports students with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed, and are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex.



However, not all students will require one. The school, healthcare professional and parent should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate.

In order to decide what information should be recorded on health care plans the school considers the following:

- the medical condition, its triggers, signs, symptoms and treatments
- the student's resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons
- specific support for the student's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions
- the level of support needed, (some students will be able to take responsibility for their own health needs), including in emergencies. If a student is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring
- who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the student's medical condition from a healthcare professional; and cover arrangements for when they are unavailable
- who in the school needs to be aware of the child's condition and the support required
- arrangements for written permission from parents and the head teacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours
- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that can make it possible for the child to participate, e.g. risk assessments
- where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition; and
- what to do in an emergency, including whom to contact, and contingency arrangements. Some students may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan
- the governing body ensures that the school's policy clearly identifies the roles and responsibilities of
- all those involved in the arrangements made to support students at school with medical conditions



Liaison with outside agencies

The school supports a multi-disciplinary approach to maximise the educational provision for students. There are many agencies and support services who can help to identify, assess and provide support for students with additional needs. Such agencies and support services include specialist teachers and other professionals. The school has a named nurse to whom referrals are made in accordance with the procedures for assessment.

The school has worked, and continues to work, with the following services, although the list is not exhaustive:

- Educational Psychology Service
- Emotional Wellbeing and Mental Health Service (EWMHS formerly CAMHS)
- SEN and Children with Additional Needs (SENCAN)
- Missing Education and Child Employment Service (MECES)
- Children's Social Care (CSC)
- General Practitioners and Specialist Consultants
- Catch 22
- Local Delivery Group
- Essex Young People Drug and Alcohol Services (EYPDAS)
- Specialist Teacher Team
- Youth Offending Team (YOT)
- Safer Places
- Children's Society
- Family Solutions
- Victim Support
- MIND
- South Essex Rape and Incest Centre
- OPAL
- DBIT
- CARA

SEN INSET (in-service training and education)

- The SENDCo will attend appropriate courses and conferences as they arise
- A member of the SEND team will attend meetings arranged by the Local Authority and other outside agencies
- Other teachers and teaching assistants will attend SEND courses which interest and have a particular bearing on students they are supporting
- Regular staff development sessions will focus on whole school priorities and provide opportunities to learn how to support students with SEND more effectively



Arrangements for Partnership with Parents/Carers

Every effort is made to maintain close liaison with parents/carers of all students. Meetings are held each term. Staff and parents/carers work together to support students identified as having additional needs. At the review meeting a student's strengths and weaknesses are discussed. Suggestions are made as to how parents/carers can help at home. Regular consultation days provide opportunities to discuss concerns and progress. Communications between school and home ensure that any concerns are promptly acted on. All students or parents/carers requiring information in formats other than print can have this provided (e.g. student information is provided in Braille).

Partnership with students

The school encourages students to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the students are encouraged to participate in the decision-making process reflects their growing maturity. They are encouraged to focus on outcomes and then to identify short term targets to work towards reaching their goals.

Accessibility

The school has an accessibility plan that is monitored each year. Classrooms, wherever possible, are laid out to allow access. All out-of-school activities are planned in an attempt to ensure the participation of the whole range of students. A large proportion of the school is wheelchair accessible. Parking is also provided. Special arrangements in school to improve accessibility include:

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- High visibility paint on staircases
- Lifts to access Science laboratories, Food technology rooms and English Department
- Disabled toilets
- Disabled parking
- Access to the 'Haven'



Bullying

Hylands School makes every effort to reduce the risk of bullying of vulnerable students within the school community. All students are aware that bullying is unacceptable and will not be tolerated. They are encouraged to seek help and support if bullying occurs. Any reported incidents of bullying are dealt with effectively and rapidly and in accordance with the school's bullying policy. Staff work with students affected by bullying in a range of ways to equip them with the skills and knowledge to counter and deal with bullying. All students have access to Pastoral Support Managers who take the lead in dealing with any incidents. A bullying log is used to identify the seriousness and type of bullying.

Complaints

In the case of complaint regarding special needs provision, the procedure outlined in the school complaints policy will be followed.

Evaluating the success of the SEND Policy

The following procedures provide evaluative points for assessing the effectiveness of the SEND Policy

- Senior Leadership Team Meetings
- Student Assessments for review meetings
- Student and parent/carer views recorded at review meetings
- Collation of Value Added assessment data
- Parent Voice via Parent Forum Meetings
- Audit of SEND Provision by Kemnal Academy Trust
- Audit of SEND provision by the school governors
- Staff awareness of all individual students' needs are identified in the Departmental Feed Forward documents
- Success of the identification process at an early stage
- Academic progress of students with special educational needs
- Improved behaviour of the students, where this is appropriate
- The number of students participating in reading intervention
- Monitoring of pupil attendance
- Number of exclusions of SEND students
- Students' awareness of their targets and achievements