



Special Educational Needs and Disabilities Policy

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| Author/owner | J Davies |
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Statement of intent

The Governing Body and staff of Holywell Church of England School are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs or disabilities, have a common entitlement to a broad and balanced academic and social curriculum. This curriculum should be accessible and all students should be fully included in all aspects of school life.

We believe that:

- All children are entitled to relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it;
- Pupils who have special needs and/or disabilities should be supported wherever necessary to achieve full access to the whole school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources;
- Pupils should have individual programmes created for them to ensure that appropriate support, resources and opportunities are available to them.

This policy outlines the framework for Holywell Church of England School to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

Holywell will work with the Local Authority (LA) within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making;
- The identification of children's and young people's needs;

- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEND;
- Greater choice and control for young people and parents/carers over their support.

Within the framework of the school's curriculum, teachers are responsible for ensuring that pupils are offered work appropriate to their abilities, interests and learning styles. Progress of all SEND students is continually assessed and monitored by all staff; this then helps teachers to review planning, outcomes and differentiation within their subject areas.

Definition of SEND

In England, under the law, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her (Children and Families Act, 2014, Part 3, §20 (1) and the educational provision that is required to meet the needs is 'special'. According to the Children and Families Act, 2014, Part 3, §20 (2), a child or young person may be seen as having such a difficulty if s/he experiences

- significantly greater difficulty in learning than the majority of same-age peers, or
- s/he has a disability which prevents him (or her) from making use of (educational) facilities 'of a kind generally provided for' same-age peers in mainstream educational institutions.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This is defined as '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more'. 'Substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (2015, p16)*. This may include children and young people with long-term medical conditions for whom adjustments will be made as required by the Equality Act, 2010.

Roles and Responsibilities for Co-ordination of the SEND Policy

Name of People responsible for Co-ordination:

Mrs Jillian Davies (SENDCo) – jdavies@holywellschool.co.uk

Mrs Carri Brightman (Assistant SENDCo) – cbrightman@holywellschool.co.uk

Name of SEND Governor:

Mrs Isabel Turner

The SENDCo and Assistant SENDCo are responsible for:

The SENDCo, with the support of the Assistant SENDCo, has day-to-day responsibility for the operation of the SEND policy and coordination of the specific provision made to support individual children with SEND, including those who have Education, Health and Care Plans (EHCPs).

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies. The SENDCo should be aware of the provision in the Local Offer

and be able to work with professionals providing a support role to the family to ensure that children with additional needs receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the School's SEND policy;
- coordinating provision for children with additional educational needs or disabilities;
- liaising with the relevant designated teacher where a looked after pupil has additional needs or disabilities;
- advising on a graduated approach to providing SEND Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children on the SEND register;
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all children with additional needs or disabilities up to date.

All staff should be:

- involved in the development of the school's SEND policy;
- be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND;
- Responsible for the differentiation of resources and lesson materials to suit the needs of SEND students;
- Attend SENDCo led Continuing Professional Development (CPD) to enhance their understanding of students' needs and strategies that can be used to support individuals;
- Communicate progress to SENDCo and Assistant SENDCo to help with the writing of reports for reviews.

The Headteacher is responsible for:

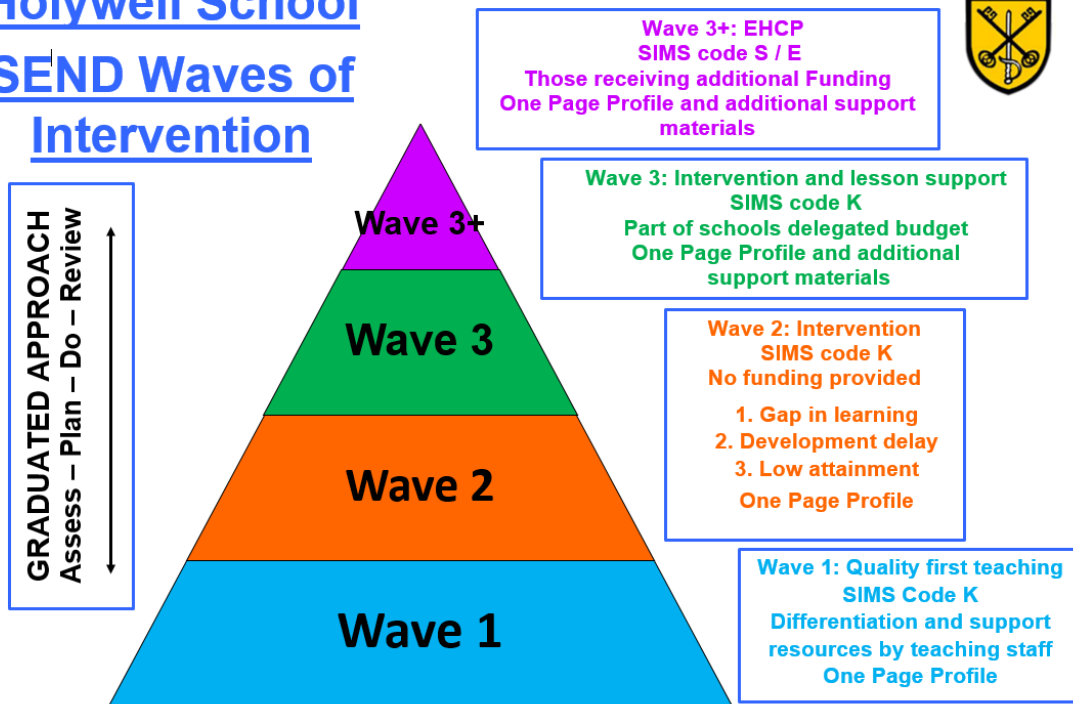
- developing, in co-operation with the governing body, SENDCo and all staff, the school's SEND policy and approach to provision of pupils with SEND;
- day-to-day management of all aspects of the school's work, including provision for children with additional needs or disabilities;
- keeping the governing body fully informed of SEND related issues;
- working closely with the SENDCo.

The Governing Body is responsible for:

- in co-operation with the Headteacher and SENDCo, developing and monitoring the school's SEND policy and approach to provision for pupils with additional needs or disabilities;
- ensuring SEND provision is an integral part of the school development plan;
- appointing a SEND Governor who meets regularly with the SENDCo and reports to the Governing Body. This Governor should have up-to-date information and be knowledgeable about the school's SEND provision, including how funding, equipment, and personnel resources are deployed. Frequent reports are made to the Governing Body.
- reporting annually to parents on the school's policy on SEND.

Holywell School

SEND Waves of Intervention



Admissions Arrangements

The School adheres to the admissions policy of the LA and therefore has no special provision under admissions arrangements for limiting or promoting access for pupils with special educational needs who are without Education, Health and Care Plans. It does, however, endeavour to provide appropriate support for pupils with a range of special educational needs and disabilities. The SENDCo and Assistant SENDCo are available to speak to students and parents about any concerns they may have about transition to this school and the provision the School can put in place to support the needs of individual students.

Identification of Special Educational Needs

The identification of students who may have additional learning needs or disabilities is built in to the overall approach of monitoring the progress and development of all pupils as specified in the Code of Practice 2015. Holywell Middle School will assess the skills and attainment levels of all pupils on entry. This may result in children who have previously had SEND support no longer requiring it and vice versa.

Where children are considered to be falling behind their peers, given their age and starting point, it should not be assumed that there may be need for SEND Support. However, additional teaching support should be provided. If pupils fail to make adequate progress, despite this focussed support, specific needs may be identified. The Code of Practice 2015 defines adequate progress to include progress which:

- is similar to that of peers starting from the same baseline;
- 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."

Once a need has been identified, students will be given a 'Wave of Intervention'. This is decided by the SENDCo, in cooperation with staff and parents/carers, and outlines the type of support that the individual student receives.

A Graduated Approach to SEND Support

All children within our care will have access to quality first teaching provided by each and every member of staff. All teachers are responsible and accountable for the progress and development of the pupils in their class/classes, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individuals and groups of pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

High quality teaching is promoted in our schools through performance management procedures, these may include:

- Learning walks
- Lesson observations
- Work scrutiny
- Structured conversations with staff
- Training
- Pupil progress meetings.

The school has systems for regularly observing, assessing and recording the progress of **all** children; this system is then used to identify children who may have additional needs.

This system includes reference to information provided by:

- Regular and frequent data analysis
- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education, Health and Care plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Information provided by parents, carers and the pupil
- Information provided by teachers and departments.

Based on the Schools observations and assessment data and following a discussion between the class teachers, Head of Year (HOY), SENDCo and parent, children may be recorded as needing either additional support or learning opportunities. These children and young people are recorded as having SEND Support on the school information system (SIMS).

If school support has not had the appropriate impact, then a referral can be made to specialist external agencies and professionals for further assessment and advice. All members of staff and parents can raise their concerns to the SENDCo and/or appropriate member of Senior Leadership Team (SLT), who will then decide how to proceed.

The School takes steps to apply the *Assess-Plan-Do-Review* cycle as indicated in the Code of Practice 2015 section 6.40-6.51. The School will use a variety of assessment and organisational tools, conversations with teachers, support staff, parents and learners to carry out the process

effectively. If through the *Assess-Plan-Do-Review* cycle, it is found that the child or young person has not made adequate progress, then additional measures will be put in place. If adequate support has been put in place over a prolonged period of time without any success, then an application for an Education, Health and Care Needs Assessment may be made to the Local Authority. In considering whether an Education, Health and Care Needs Assessment is necessary, the Local Authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, they have not made expected progress.

If the child or young person has reached their desired outcomes they will no longer be documented on the school system as having SEND Support.

Assess

The SENDCo, Assistant SENDCo and relevant teaching staff will establish a clear analysis of the pupil's needs over the course of the first half term. This will draw on teacher assessments and experience of the pupil, as well as information from the school's own assessment systems for tracking pupil progress and attainment. It will also draw on the individual's development in comparison to their peers, the views of the child and parents. Liaison with external support services will take place as appropriate and observations will be carried out if needed.

Plan

Where possible, the views of the child and parents will be obtained, usually at a meeting with the SENDCo and HOY. A one page profile will be created, outlining areas of difficulty and strategies the staff can use to support these needs in lessons.

Do

The form tutor and subject teachers, with support from the SENDCo, will remain responsible for the implementation of the one page profile targets and monitoring the impact of interventions. The support and interventions provided will be delivered by appropriate members of staff and will have evidence of reliable outcomes.

Review

One page profiles will be reviewed at three points within the academic year and the impact of support and interventions monitored. The SENDCo, with the support of teaching staff and form tutors, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes. Pupil and parent/carer views will inform the review process and adaptations will be made depending on the success of the intervention. If the relevant progress has been made, the student may not need this intervention to continue.

Provision

Special educational provision is defined in the Code of Practice 2015 as educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services. Special educational needs and provision can be considered as falling under four broad areas.

The SEND Code of Practice 2015 (section 6.25-6.32) identifies four areas of need:

- Communication and Interaction
- Cognition and Learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

It may not be uncommon for a child or young person to have needs from a combination of these areas and so there will be overlaps in the provisions put in place to support these.

Some students may have other needs such as English as an additional language or behavioural difficulties. Whilst these difficulties will be addressed, they are not in themselves a special educational need. (Section 6.18/6.21)

Factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues may manifest through challenging behaviour. In these cases, a special educational need may be identified. Support will be put in place to ensure that these difficulties do not have a negative impact on the learning of the individual.

Resources

- Provision for SEND will be funded from the School's Central Budget together with any additional funds that the LA allocates for this purpose.
- Support is funded through a combination of EHCP and school resources. Specialist teaching staff and learning support staff are deployed according to individual need as directed by the Headteacher and SENDCo. A variety of approaches are used:
 - In class support
 - Individual support / tuition
 - Small group support and intervention
- The SEND Department holds a SEND budget which is allocated annually.
- Some resources may be acquired through identification of need within a child's EHCP.
- Subject departments also fund specialist resources dependent on need.

Involving Specialists

Where a pupil fails to make adequate progress, despite receiving appropriate support targeted at the areas of need, it will be considered whether advice from specialist outside agencies is required. Parents will always be notified of this decision. Holywell works with a number of different agencies to seek advice on how best to support individuals with SEND.

Education Health and Care Plans

The majority of children and young people with SEND will have their needs met within the school. Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools, an assessment for an Education Health and Care Plan may be requested. Schools apply to the Local Authority for consideration of this assessment. Parents also have the right to apply for an assessment of Education, Health and Care on behalf of their child.

Where an EHC Plan is agreed, the SENDCo will be responsible for the implementation and monitoring of the plan. The targets from this plan will be used to form part of the Student Learning Plan which will be used by all teaching staff to ensure the needs of the individual are met. A formal review of the plan will take place annually and all external agencies involved in the EHC Plan will be invited to attend. There will be an interim meeting at the Spring Term Parents' Evening conducted

with the SENDCo, child and parents. Contact with the SENDCo/Assistant SENDCo can be ongoing throughout the year and additional reviews can take place earlier in the term if problem areas are identified.

Looked After Children with SEND

Looked after children (LAC) with SEND will have a designated safeguarding officer who will work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff. The local authority will instigate a Care Plan, which includes a Personal Education Plan (PEP) and Health Plan, which will assess and set out the child's education and health needs. The school will work closely with other professionals as appropriate to the child's needs.

Improving Practice and Staff Training

As stated by the Code of Practice 2015, the School will take a structured approach to engaging parents and children, tracking and measuring progress of pupils with SEND, supporting the delivery of high quality teaching, and support and intervention. The SENDCo or other appropriate professionals will deliver training to meet staff and pupil need as appropriate. Holywell School frequently communicates with and applies the advice of the following services:

- Educational psychologists
- Mental health services
- Autism advisory teachers
- Specialist teacher of the deaf
- CHUMS emotional well-being
- Occupational Therapists
- Visual Impairment Team

Links with other Schools

Our partner Lower Schools are a supportive and welcome contact. Liaison takes place via the Head, Deputy Head, Head of Year Five and the SENDCo/Assistant SENDCo. An induction programme for Year Four pupils coming to School operates in order to establish a welcoming environment. The SENDCo attends the last review in the Lower School for pupils with an EHC Plan when this is possible. Additional meetings are set up so that the SENDCo or Assistant SENDCo can visit the Lower School to see the child in an environment that is familiar to them.

Liaison takes place with the Upper School via the Head, The Deputy Head, the Head of KS3 and the SENDCo/Assistant SENDCo. The procedure for the passing on of SEND information is well established. Regular meetings are held throughout the year between the SENDCo's to ensure up to date procedures are shared and transition arrangements are in place well in advance of the move to Upper School.

Liaison with schools in our phase takes place via the SENDCos who are involved in extensive two-way information sharing to ensure adequate information is available regarding any individual pupil and their particular needs.

Funding for SEND Support

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools' forum. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide, high quality appropriate support from

the whole of its budget. It is for schools as part of their normal budget planning, to determine their approach to using their resources to support the progress of children and young people with SEND. The SENDCo, Head Teacher and Governing Body use a strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Details of specific interventions and the criteria that is met to receive this targeted support is included in the *School's Local Offer* which is published on our website.

Role of parents

The school recognises the importance of the role of parents and aims to work in partnership with pupils and parents/carers. In working with parents the school aims to:

- acknowledge and draw on parental knowledge and expertise in relation to their child;
- foster good lines of communication, including enabling parents to feel confident in raising concerns they may have about their child's learning or provision;
- focus on the child's strengths as well as areas of additional need;
- recognise the personal and emotional investment of parents and be aware of their feelings;
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings;
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respect the differing needs parents themselves may have, for example a disability or communication or linguistic barriers;
- recognise the need for flexibility in the timing and structure of meetings.

Links with External Agencies

The support of the following external agencies is available to the school:

- Assessment and Monitoring Service
- Educational Psychology Service
- Learning Support Service
- Greys Education Centre Behaviour Support
- Service for Sensory Impairment and Communication Difficulties
- Speech Therapists
- School Nurse
- Medical Officer
- Inclusion Officer
- Education Welfare Officers (EWO)
- Child and Mental Health (CAMH)
- Child and Family
- Visual Impairment Team
- ASD Advisory Team

Complaints Procedure

The SEND complaints procedure is in line with the school's complaint procedure. The SENDCo will put parents in touch with Parent/Partnership Service. Issues regarding an EHCP will be raised at a the EHCP review.

Policies associated with our SEND Policy

- Curriculum
- Assessment for Learning

- Equality, Access and Community Cohesion
- School admissions
- Safeguarding