



Special Educational Needs Policy

Contents

Mission Statement	page 4
1. Aims and objectives	page 4
2. Responsibility for the coordination for SEND provision	page 5
3. Arrangements for coordinating SEND provision	page 5
4. Admission Arrangements	page 6
5. Specialist SEND provision	page 6
6. Facilities for students with SEND	page 6
7. Allocation of resources for students with SEND	page 7
8. Identification of students needs	page 7
9. Access to the curriculum, information and associated services	page 9
10. Inclusion of students with SEND	page 10
11. Evaluating the success of provision	page 10
12. Medical procedures	page 10
13. Complaints procedure	page 11
14. In service training (CPD)	page 11
15. Links to support services	page 11
16. Working in partnerships with parents	page 11
17. Links with other schools	page 12

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them 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.

Details about the new reforms that are introduced in September 2014 and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

Reforms have seen Statements of Special Educational Needs for those students with more complex needs being replaced with Education, Health and Care plans. Those students with lower banded Statements have been converted to Haslingden High School support plans.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

Our overarching aim is Achievement for All: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century. At Haslingden, success is defined in its widest sense: in students achieving appropriate qualifications, in equipping them with the skills to be lifelong learners and in developing each individual into a confident, well rounded adult. Every student is encouraged to achieve their best in the pursuit of excellence. High quality teaching and learning, taking place in a safe, supportive environment provides the basis upon which our students grow.

1. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives

- **Staff members seek to identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and primary schools prior to the student's entry into the school.
- **Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers and the LSF will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Line Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the student's needs cannot be met by the school alone. Haslingden High School will seek external advice from the support services.
- **Create a school environment where students can contribute to their own learning.** This means encouraging relationships with adults in school where students feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all students at regular intervals. Student participation is encouraged through school by wider opportunities such as school council, educational visits, after school clubs and sports teams.

Extra Curricular Activities

Haslingden High School recognises the benefits of extracurricular activities that are conceptualised and implemented in ways that allow all students to actively participate. We encourage students to become involved with a wide range of activities, allowing students to find a group that is meaningful to them. These include before and after school activities and residential trips.

The benefits of our extra-curricular activities include:

- Learning time management and prioritising
- Getting involved in diverse interests
- Learning about long-term commitments
- Making a contribution
- Raising self esteem
- Building solid relationships skills

The Learning Support Faculty offers homework club which allows students to work in a supportive environment out of school hours. Familiarity with the TAs is a positive benefit and students are in an environment where they feel safe and relaxed. The TAs have knowledge and experience to guide the students with their homework and it is also a way of helping students to settle in, easing the transition process.

2. Responsibility for the coordination for SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr M Jackson (Head teacher).
- The person co-ordinating the day to day provision of education for students with SEND is Mrs S Duplain (qualified at National SENCo Award Level)

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual students.

All staff can access:

- The Haslingden High School SEND policy
- A copy of the full list of students with additional needs.
- Guidance on identification of SEND in the Code of Practice
- Information on individual students' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Haslingden High Schools SEND Local Officer

In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students within the classroom.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

4. Admission Arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Specialist SEND Provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

6. Facilities for students with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Accessibility and Inclusion

Haslingden High School and Sixth Form aims to promote high standards and academic achievement. The school is committed to a vision of ensuring equality of education and opportunity for people with disabilities, including students, staff, parents, carers, governors, contractors and all who have the use of the services provided by the school, or who may wish to do so in the future.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability, and to participate fully in the life of the school.

The achievements of students with disabilities will be monitored and we will continue to strive to raise standards and ensure that there is inclusive teaching across the School. We will try to remove any and all attitudinal, physical or organisational barriers in the school, which may prevent any student from being included and achieving.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible, and to this end will consult with all users of the school including those with disabilities.

In developing and achieving our vision, we will actively support and deliver the six elements of the general duty:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive approach
- Encouraging participation
- Taking steps to meet the needs of people with disabilities, even if this requires more favourable treatment.

The Governing body of Haslingden High School takes full responsibility for the Disability Equality Scheme and its effectiveness, and in so doing delegates the day-to-day implementation of the DES to the headteacher.

At Haslingden High School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

7. Allocation of resources for students with SEND

All students with SEND will have access to Element 1 and 2 of a school's budget. Some students with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO and parents to agree how the allocation of resources is used.

8. Identification of students needs

Identification

All children with additional needs are recorded annually on the SEND register, details of which are submitted to all staff. Parents, carers and teachers collaborate to provide for the needs of individual students, as outlined in student profiles. The process is managed by the SENCO in conjunction with the deputies and head teacher. The families and designated professionals also play an important part in ensuring that students' individual needs are catered for.

Parents or carers of children with disabilities or additional needs are expected to notify the school of these at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised.

As part of the admission process, primary schools notify Haslingden High School of any known additional needs of their students who are in the transition process. The SENCO meets with parents who wish to discuss further the accessibility of the curriculum to ensure that reasonable adjustments can be made to facilitate this. In determining this, the school may advise additional assessments for further clarification.

It is possible that during a student's education, he or she may become disabled; his or her additional needs may first be identified or they may become more serious. Regular communication between parents and staff is vital in order to ensure that the student's participation in school is maximised. If, for any reason, Haslingden High School can no longer provide an environment suitable for the student to participate and thrive, parents will be consulted and, where appropriate, the move of the student to another educational establishment will be requested.

A graduated approach:

Quality First Teaching

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The students' teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as necessary for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward and this could include external agency provision.
- f) If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) 'Drop ins' are available to those parents and students who hold a statement of educational/support plan in order to discuss progress & intervention.
- i) Parents evenings and review days are used to monitor and assess the progress being made by the students.

SEND Support

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

At present, LSF is staffed by the SENCO and a number of full time and part time teaching assistants (TAs) with a variety of skills, expertise and levels. Support offered is 'shared support' promoting independent learning of students.

LSF offers a range of extra-curricular support to help any student who we feel would benefit from the classes/sessions and these are all highlighted on the school's SEND provision map.

Homework Club is available to any student who benefits from support from TAs to help them with their homework in a safe and secure environment.

Exam access is available to students who meet the criteria. All students who are entitled to exam access complete their exams within the LSF with TA support available. Exam access includes: extra time, modified papers, word processing, prompts, scribes, supervised rest breaks and readers.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is requested by the school, parent or professional person linked with the child. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process the local authority has to make a decision, either to issue an EHC Plan or the school to put a support plan in place.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Educational Psychologist
- Health professionals

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

- a) Following Statutory Assessment an EHC Plan will be provided by the relevant Council, only if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. However, interim reviews can take place anytime throughout the academic year as required.

9. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum as far as possible.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided through CPD sessions. Staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.

Teaching assistant deployment is effective and it is important at Haslingden High School that both teacher and teaching assistant work together with the aim that all the students in the class are learning throughout the lesson.

Appropriate individual targets are set for each student and achievements are celebrated at all levels.

10. Inclusion of students with SEND

The Headteacher and SENCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students, from external support services.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year. This is done in the form of an annual parent and student questionnaire, discussion and through progress meetings with parents.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded within the LSF provision map.

12. Medical procedures

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Haslingden High School has developed policies on managing medicines and has put in place effective management systems to support individual students with medical needs and this can be found in the school medical policy.

Students with medical needs have the same rights to admission as any other students. Most of our students with medical needs are able to attend school regularly and can take extra care in

supervising some activities to make sure these students and others are not put at risk. All staff have access to medical information of all students identified as having medical needs.

Haslingden High School plan the transition of students with medical needs to ensure accessibility. Prescription medicines are all kept in the school office and are managed and supervised by the office staff. The school has a robust system of record keeping so that medicines are stored, managed and administered safely with written agreement from parents.

Some students who have more complex health needs that require more support, have individual care plans and support staff are made aware of the care on any support call. First Aid staff have regular training to keep up-to-date with any procedures in place.

Haslingden High School has access to various health and therapy specialists where this is required.

13. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

14. In service training (CPD)

We recognise the need to train all our staff on school SEND issues and aim to keep all school staff up to date with relevant developments in teaching practice in relation to the needs of students with SEND. The SENCO attends SENCO clusters and SEND courses, to keep up to date with SEND changes and feeds this information back to which staff it concerns.

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

16. Working in partnerships with parents

We fully recognise the importance of close liaison between school and home in effectively providing support for a child's education.

Parents are able to access a 'who's who' guide from the school website and can communicate with key staff through email, via the student or by phone.

Parents receive a termly whole school report on the child's academic achievement and the progress they are making. An annual parents' evening for each year group also allows parents to discuss their child's progress with individual subject teachers. Additionally, our Review Day allows parents to

meet with their child's form tutor to discuss the progress that they are making. Parents are welcome to contact the school at any time via email, phone and letter or in person.

An annual EHCP review meeting/support plan reviews allow parents and students to discuss the student's progress and to review the existing interventions that are in place.

Haslingden High School holds an annual open evening for prospective students to visit our school and also meet our staff.

What Help and Support is available for the Family?

Haslingden High School recognises the positive impact of involving parents in their child's education. For parents who may need support, a Young People's Service adviser is available to help with the completion of forms and paperwork. Parents can access this support through either the LSF or the Pastoral Team. The staff at Haslingden High School will help parents with any difficulties they may be experiencing.

The dedicated information advice and support service is for children and young people with special educational needs and disabilities and their families. The service is impartial, confidential and free. It can help parents or children gather, understand and interpret information and apply it to their own situation. The service can be accessed independently and they can offer support around

- The local offer
- Local policy and practice
- Education law on SEN and related law on disability, health and social care
- Personalisation and personal budgets

17. Links with other schools

The school works in partnership with other schools within and outside three Local Authorities. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Signed _____ (Name)
(Headteacher)

Date _____

Signed _____ (Name)
(SENCO)

Date _____

Signed _____ (Name)
(SEND Governor)

Date _____

This policy will be reviewed annually.