



Hardenhuish School

Special Educational Needs Policy

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(admin@hardenhuish.wilts.sch.uk)

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‘Our aim is that all children with Special Educational Needs will be fully integrated into the life of the school enabling them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other children and the efficient use of resources.’

1. Definition of Special Educational Needs (SEN)

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Section xviii of the SEND Code of Practice (2015) provides the following definition of special education provision: for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Section xv of SEND Code of Practice (2015) defines ‘parent’ as any adult who has legal responsibility for the welfare of the child. This definition is applied hereafter.

2. Principles

Hardenhuish School is focused on raising the achievement of all pupils, taking into account individual needs and enabling all to achieve their full potential. Pupils with special educational needs require special consideration so that they can access the school’s broad and balanced curriculum. All teachers are teachers of children with special educational needs and have a responsibility to meet these needs. They are advised and supported in achieving this by the Learning Support Department. Our aim is that all children with special educational needs will be fully integrated into the life of the school enabling them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other children and the efficient use of resources. The School uses its best endeavours to provide for all pupils a range of interventions appropriate to the needs of the individual.

SEN provision is coordinated by the SENCo (Special Educational Needs Coordinator). dgb@hardenhuish.wilts.sch.uk via the school’s main switchboard 01249 650693.

3. Objectives

- To identify and monitor pupils' individual needs from the earliest possible stage so that achievement can be raised quickly through appropriate provision.
- To work in close partnership with pupils and parents/carers to ensure that needs are recognised and met in a child centred way with a clear plan to Assess, Plan, Do and Review provision.
- To ensure that provision for pupils matches needs, takes account of the wishes and feelings of the pupils and maximises the opportunity for progress to be made.
- To ensure that all staff are aware of the procedures for identifying, supporting, and delivering the curriculum to pupils with special educational needs.
- When appropriate, to work in close partnership with outside agencies to support the needs and provision for pupils who have special educational needs.

4. Roles and responsibilities

4.1 The Governors' role

The Governing Body will do its best to ensure that the necessary provision is made for any child who has SEN. The Governing Body play an important part in developing and monitoring the school's SEN policy.

4.2 The SENCo's role

The school's Special Educational Needs Co-ordinator (SENCo) is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, 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 Local Authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher 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 pupils with SEN up to date.

The Learning Support Department is line managed by one of the Deputy Headteachers.

5. Staffing and facilities

5.1 Learning Support Department

The team consists of:

The Special Educational Needs Co-ordinator (SENCo) who is also the Head of Department.

- Deputy SENCo Part-time. NASENCo Award
- One SEN teachers who is suitably qualified and experienced to provide effective support for the range of pupils with SEN.
- One SEN pastoral Manager
- 1 full time equivalent Nurture Group Supervisor.
- A team of Teaching Assistants (TAs).
- TA manager
- 1 full time administrator.

The Learning Support Department is located in the House at the centre of the school site and has the following facilities:

- Suite of 3 small teaching rooms.
- One nurture room.
- One office where the pastoral manager is based.
- One office/meeting room.
- One administration office.
- Department kitchen.

5.2 The Key Centre

The Key Centre is a discrete team that works closely with the Learning Support Department to provide support for pupils with social, emotional and behavioural needs. The Key Centre team consists of:

- The Key Centre Leader who oversees the day to day running of the school's on and off-site alternative provision and manages the pastoral care of the Key Centre pupils.
- A small team of Pupil Key Workers who are suitably qualified and experienced to provide effective pastoral support and deliver 1:1 and small group teaching of English and maths as well as alternative provision including outdoor and vocational education.

The Key Centre is located in the west wing of the House and has the following facilities:

- One small classroom with interactive whiteboard.
- Two rooms for 1:1 or small group work, mentoring, craft work etc.
- A larger room for meetings and as a social space at break and lunch for staff and pupils.
- An office.
- A kitchen.

6. Admission arrangements

The admission arrangements for pupils with special needs but who do not have an Education, Health and Care Plan are the same as those for all pupils. Where a pupil has an Education, Health and Care Plan the Local Authority negotiates a place at the school of the parent's choice.

7. Identification and assessment of pupils

The school's arrangements for identifying pupils with SEN will have regard to procedures recommended in the Special Educational Needs Code of Practice (2015) and will follow a graduated approach, as outlined below.

Assessment of pupils' learning needs will take into account information from primary schools in particular information contained in any Individual Education Plans (IEPs) and 'My Support Plans' (a non-statutory document), from standardised testing results, National Curriculum assessments and other information provided by the Primary SENCo and/or Yr 6 Teacher.

At the start of Term 1, Year 7 pupils are tested using the Cognitive Abilities Test, a standardised reading comprehension and spelling test. Further testing is carried out for pupils who show a low or uneven spread of results or who have been high-lighted by their primary schools. Parents and staff are encouraged to share any concerns with the SENCo who will then use an 'Assess, Plan, Do, Review' **graduated** approach where appropriate.

There are 3 categories under which students receive support if they have an identified SEN – these are:

- Monitor
- SEN support
- Education, Health and Care Plan

7.1 Monitor group

Pupils who may require differentiated work in some subjects and for certain activities are monitored by teaching staff. Pupils who are monitored in this way do not receive specialist intervention but are known to the Learning Support Department.

If there is some concern that a pupil is showing signs of below expected progress:

- Information will be collected and considered.
- SEN team and all teachers who teach the pupil will be informed via the SEN Spreadsheet and Arbor.
- Progress will be monitored and reviewed half yearly.
- A meeting will be held with the SENCo, appropriate teachers and parents.

Roles and responsibilities

The Tutor takes the lead pastoral role in monitoring progress on a day-to-day basis using the school's monitoring systems which provide regular information. Learning Support monitors specific progress half yearly. Subject teachers provide necessary differentiation and Quality First Teaching within the normal curriculum framework.

7.2 SEN support category

Following the introduction of the Code of Practice (2015) there is one category of SEN called SEN Support; this replaces the previous categories of School Action and School Action Plus. Students in this category receive specialist intervention.

Special educational provision is 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.

If there is concern that a pupil is struggling significantly to make adequate progress and that the attainment gap with peers is widening, then the school will follow an **'Assess, Plan, Do, Review'** process:

- **Assess:** all relevant information will be assembled, and further assessments undertaken when needed.
- **Plan:** parents will be informed and given the opportunity to discuss and contribute to the plan.
- **Do:** a programme of study designed to improve the identified areas of difficulty will be implemented.
- **Review:** procedures for monitoring will be agreed and a review date set.

If there is still a concern that a pupil is struggling to make adequate progress and that the attainment gap with peers is widening, despite support levels being increased and targeted programmes of study are being followed, then a review meeting will take place to:

- Consult parents and pupils.
- Seek advice from outside specialists, including educational psychologists and specialist support teachers.
- Formulate a My Support Plan.
- Refer the pupil for Statutory Assessment, if appropriate.

Roles and responsibilities

The Learning Support Department takes a lead role in co-ordinating provision and formulating the programme of study. Subject teachers remain responsible for working with the child in the classroom and ensuring that differentiation is effective in allowing curriculum access, although in-class support will be allocated when appropriate as far as possible. The Learning Support Department will monitor and review the effectiveness of the programme of study and pupil progress. The Learning Support Department will work with parents and pupils, together with relevant outside specialists (from: Speech and Language Therapy, Educational Psychology, ASD outreach, ICT/SEN adviser, Hearing Impairment, Visual Impairment Sensory Impairment or medical services) will monitor and review the effectiveness of the agreed plan and pupil progress.

7.3 Education, Health and Care Plan

The Local Authority will issue an Education, Health and Care Plan (EHCP) when a pupil's level of need is either so complex or so severe as to require further action. As a consequence, the numbers of pupils for whom an Education, Health and Care Plan is needed are very few. The Education, Health and Care Plan is monitored annually by the Local Authority via the Annual Review. A Special Education Needs and Disabilities (SEND) lead worker will be allocated by the Local Authority to every child who has an EHCP; the idea being that pupils and families will have a single point of contact who will help to liaise between agencies and who will get to know the pupil over many years.

8. Arrangements for delivering provision for pupils with SEN

8.1 In-class support

In-class support will be targeted within the timetable to maximise curriculum access and consequently pupil progress. The Learning Support Department aims to give consistency of support personnel across class groups and where practicable within subject areas.

TAs support pupils and their work under the direction of the class teacher. Specific pupils may be their focus however it is expected that they will assist other pupils.

8.2 Withdrawal from mainstream teaching

8.2.1 Literacy and numeracy intervention

Pupils with SEN spend the majority of their time in mainstream lessons with their peers. However, withdrawal lessons provide regular intervention opportunities to ensure that they can develop their core skills especially in literacy and numeracy. Care is taken to minimise the impact of withdrawing a pupil on their wider curriculum and whenever possible withdrawal from English, maths and science is avoided. In a small number of cases, pupils requiring regular literacy intervention may be withdrawn from a Modern Foreign Language. The Learning Support Department generally commonly withdraws pupils for literacy support if pupils have a spelling and/or reading age below 9:06 years. Various types of intervention are delivered in this time including small class teaching with a specialist literacy teacher. Pupils above these levels who still have residual literacy issues are monitored twice yearly in order to ensure that progress is being made.

All pupils are taught numeracy within the Maths Department in sets arranged by prior attainment with support provided by the TA team. Pupils requiring additional numeracy intervention may be withdrawn from a small number of lessons each week for a limited period of time to complete a numeracy intervention programme.

8.2.2 Withdrawal for support from the Key Centre

There are essentially three groups of pupils who access support from Key Centre:

i) Those whose curriculum is based entirely in the Key Centre or off-site.

For these pupils and others who have significant alternative provision, the Key Centre is their base and it is here that they each receive a full-time bespoke curriculum. This could consist of:

- GCSE and/or functional maths and English.
- Science delivered by a specialist science teacher.
- Arts Award.
- BTEC business.
- A range of outdoor opportunities.
- Work-based learning.
- Externally provided vocational provision.
- Post 16 education and employment preparation.
- Cookery and life skills.

ii) Those who follow a largely mainstream curriculum with monitoring, support and intervention as required.

In this on-going capacity we allocate the best suited key worker to the pupil. Support can include:

- Time out or targeted withdrawal from a subject so that time can be spent in the Key Centre working on issues and challenges which act as barriers to learning.
- One or two days of re-tracking when the young person is exclusively in the Key Centre and works through the problems, re-builds relationships and is prepared to return to mainstream classes.
- In class targeted support.

iii) Those who are referred to join a 5- or 6-week course with identified outcomes as a preventative/developmental measure.

In this preventative capacity the Key Centre offers 5- or 6-week courses of water or woodland based activities to young people whose communication skills, teamwork skills or social confidence need development. These courses are currently targeted at Key Stage 3 pupils. There is also a Step-by-Step Programme to develop identified social skills. This is followed up by 1:1 work as and when required. This course is aimed at pupils in Key Stage 3.

9. Allocation of resources to pupils with special educational needs

- Hardenhuish School, in common with all Wiltshire secondary schools, has Enhanced Learning Provision to meet higher level needs within Cognition and Learning, Specific Learning Difficulties (Dyslexia) and Moderate Learning Difficulties and Social Communication Difficulties. The Local Authority places pupils in this provision. The provision is integrated into the Learning Support Department and is managed by the SENCo.
- Wiltshire Local Authority will consider the allocation of a funding banding within their matrix to support a pupil's provision.
- Inclusion provision for pupils with social, emotional and mental health difficulties is managed by the SENCo and Key Centre Leader and programmes available include social skills, anger management, behaviour programmes and self-esteem programmes. Counselling is also provided for some pupils.
- Under the Revised Code of Practice, the special educational needs of pupils will normally be met in mainstream schools. Hardenhuish admits pupils with Education, Health and Care Plans (known as a 'My Plan' in Wiltshire) for a wide range of learning difficulties.
- The SENCo liaises with the Deputy Headteacher responsible for timetabling to secure, where possible, arrangements that maximise the efficient disposition of support staff.

10. Training

There are regular opportunities for staff training throughout the year; this is delivered by the SENCo, specialist teachers, educational psychologists and specialist advisors. Teaching assistants meet with the SENCo as a team regularly throughout the year.

11. Links with:

i) Parents

Parents of children with special educational needs at SEN support or with an Education, Health and Care Plan (My Plan) are involved at all stages of the proposed interventions designed to support their child's learning and are offered the opportunity to meet with a member of the Learning Support Department 3 times a year at PPCEs and other meetings arranged via Learning Support. Parents are actively encouraged to contact the SENCo if they have any concerns or require information on their child's progress. The Learning Support Department attend Parents and Pupil Consultation Evenings and Annual Review Meetings. The SENCo also attends Year 5 and 6 Annual Review Meetings of pupils with Education, Health and Care Plans likely to be transferring to Hardenhuish.

ii) Support Agencies

The Learning Support Department works co-operatively with all agencies including health and social services. Regular contact with the Educational Psychology Service and specialist advisors is maintained.

iii) Primary Schools and Further Education Colleges/Sixth Form transfers / University

The school liaises with primary schools to ensure a smooth transition into secondary education for pupils with SEN, and with 16+ establishments to ensure a smooth onward journey. The school will also provide support and guidance to students with a history of SEN who are going on to University regarding how they can access support there. Any pupil with an Education, Health and Care Plan may continue to have support through this until the age of 25.

12. Criteria for evaluating success

The work of the Learning Support Department will be evaluated annually against the objectives stated in Section 3 and measured using the following indicators:

- The quality of pupil identification and monitoring
 - Pupil records exist showing a range of indicators of need for each pupil.
 - SEN Pupil profiles exist and added to through the key stages.
 - The quality of partnership with pupils and parents/carers to ensure needs are recognised and met.
 - Contact with pupils and parents/carers at Annual Review meetings, Parents and Pupil Consultation evenings, key stage meetings and meetings with SENCo/SEN teacher.
- The quality of pupil progress, measured by:
 - Gains in literacy (standardised testing).
 - The School's regular reporting procedures.
 - The amount of intervention required to allow pupils to access the curriculum effectively.
 - KS3 Teacher Assessments and GCSE results.
 - Post 16 destinations.
 - Progress 8 and Attainment 8.
- The quality of staff awareness of SEN procedures:
 - SEN strategies and information are available on Arbor for every child with SEN.
 - In service training is provided for selected groups of teachers.
 - SEN policy is available to staff.
 - There is an SEN input to teacher's induction.
 - Key Centre Manager attends Learning Managers' meetings.
 - Through staff appraisal procedures.
- The quality of the work in partnership with outside agencies
 - Regular planning meetings.
 - Pupil Centred meetings

The SENCo will be responsible for leading continuing self-evaluation of the Learning Support Department.

It may also be appropriate to refer to the following school documents:

- SEN Information Record.
- Anti-bullying Policy.
- Equalities Policy.
- Accessibility Plan.
- Safeguarding and Child Protection Policy.

Also see

- Wiltshire's Local Offer – available from the website <https://localoffer.wiltshire.gov.uk/>

13. Complaints procedure

Any parent dissatisfied with an aspect of SEN provision should first seek to discuss it with the SENCo by letter or phone or in person. If concerns remain parent/carer should contact the Headteacher. If it is not felt that the school is not addressing the concerns the Governor with responsibility for SEN should be contacted who will bring the matter to Governors' attention if necessary. The Local Authority may also be contacted.