

“Let all that you do be done in love” I Corinthians 16:14

Hanging Heaton C of E (VC) J & I School

SEN Policy

1 Introduction

Hanging Heaton School is committed to recognising the uniqueness of an individual and to acknowledging and developing the positive qualities that we all have regardless of race, religion, gender or special educational need to achieve their full potential. We are a school committed to the inclusion of all in everything we do and strive to ensure equal opportunities for all to achieve their best. Our school vision statement shared with stakeholders reflects this belief and what we aim to achieve:

- Our Christian values are an essential part of our school lives.
- We promote a positive, healthy lifestyle with respect for ourselves, others and the environment.
- We respect the beliefs and cultures of all communities.
- We all have individual gifts, talents, skills and abilities.
- We are all on a fun learning journey in order to achieve our full potential.
- We celebrate and share our successes and achievements.
- We work together in a safe and stimulating environment, having high expectations of ourselves and others.

This policy is written to reflect our vision of love and the chosen aims and Christian values of our school for this year:

Courage, Peace, Truthfulness, Respect and Reverence, Responsibility, Friendship

2 Special Education Co-ordinator

Mrs S Brooke-Mawson is the school's first point of contact for children with Special Educational Needs or Disabilities (SEND) and is the person responsible for managing the provision we make for children and young people with Special Educational Need (SEN). Mrs Brooke-Mawson is a fully qualified Special Educational Needs Co-ordinator (SENCo) and has the National Award for SEN qualification as well as a Master's degree in Teaching and Learning (Special Educational Needs). Mrs Brooke-Mawson is also Deputy Headteacher and so a member of the Senior Leadership Team in school and can be contacted at school on 01924 463035 or via email on susan.brooke-mawson@kirkleeseducation.uk.

3 Special Educational Needs Aims and Objectives

All staff and governors at the school will do their best to meet the (Special Educational) needs of all the pupils at the school. This will be achieved by:

- Admitting all pupils to the school on the basis of the Education Authority's and the school's admission procedures and welcoming all pupils, including those with SEN.
- Enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of the annual Care Guidance and Support Action Plan, which is an appendix to the School Development Plan, resources that are required to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their pupils through the provision of appropriate support, training, information and advice. Every teacher is a teacher of every child or young person including those with SEN.
- Developing a partnership between parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- Making best use of outside and community agencies involved in special educational needs through multi-agency partnership and other local initiatives (e.g. Additional Needs Partnerships) to the benefit of all pupils.

This policy complies with the statutory requirements in the SEN Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The School's Single Equality Plan
- The School's Access Plan
- The school's SEN information on the school website (SEN Report), accessed at <http://www.hangingheaton.co.uk/send.html>
- The LA Guidance - 'Children & Young People with SEN; Guidance - School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The School's Safeguarding Policy
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- NASEN HELP SHEET: UPDATING SEN POLICY for SCHOOLS 2014

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- Teacher standards 2012.

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with staff, SENCo, Senior Leadership Team, Governing Body (SEN Governor), parents and families.

4. Long Term Aim of this Policy - Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

5. Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. All staff within school are teachers of all children and are expected to create opportunities for appropriately differentiated work within the classroom. It is anticipated that all children are catered for within the normal classroom setting, irrespective of whether they have a Special Educational Need or Disability.

In some situations children may find that they need to have a little more support with their learning and we have a range of interventions in place in our school which may be used when we identify this. These are used as and when required depending on the specific needs of the child and may result in attending sessions each week with a trained member of staff. When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and encouraged to discuss this further if they need further clarification. This does not mean that the child is considered to have special educational needs or disabilities (SEND). If despite undergoing interventions the pupil does not make appropriate progress or if the pupil needs external support from

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other agencies and/or individualised activities, then they will be placed on the special educational needs register. A bespoke Individual Education Plan or Support Plan and will be created in conjunction with parents and pupils identifying the immediate next steps for action within school and identifying suggestions for support to help at home.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' - these alone do not constitute SEN).

The revised Code no longer allows for the identification of behaviour to describe as SEN and school procedures for behaviour can be found in detail in the Positive Behaviour Policy.

6. A Graduated, Whole School Approach to SEN Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

The school takes the performance of all children very seriously. Results are closely monitored, lessons observed, books scrutinised and discussions are held with both staff and pupils to ensure that all our children including our most vulnerable ones are making the progress they should. Children deemed to be our most vulnerable (including SEN) are also analysed separately and their progress is reported to governors regularly.

All our classroom practices and training is geared towards ensuring inclusion in the classroom for all. We have dyslexia friendly classrooms, undergo regular

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training updates in a variety of areas (as driven by the needs of the children) and are reflective practitioners. Lesson observations always focus on the achievement of all within lessons and as such the provision our most vulnerable children receive is always monitored.

Where there is concern surrounding the progress of a child, the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support**. This will typically include:

- Involvement of the teacher
- Consideration of a range of material, e.g. national expectations of progress, formative assessments; assessment materials; specialised assessments from external agencies and information from previous settings.
- Involvement of both the child and their family.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance - School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place. How we deal with pupils on the SEN register will be considered case by case although will always be in conjunction with the parents or carers.

6.1 Assess, plan, do, review

The Code of Practice, Pg. 88 Section 6.37 onwards, suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Further details of school provision can be found in <http://www.hangingheaton.co.uk/send.html>. Taking this into account, in identifying a child who would benefit from SEN support we would consider:

What work has to be done before, by whom?

- The primary responsibility for the cycle is a whole school one. Each teacher is charged with the responsibility of teaching all children within their remit and as such has a responsibility for suggesting actions, underpinned by advice from the SENCo, where appropriate.
- Individual teachers have clear responsibility for evidencing progress and providing information as requested to the SENCo. Where outside

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agencies are involved they too are charged with the provision of support and information pertinent to their specialism.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

How does your school decide whether to make special educational provision?

This involves the teacher, parents and SENCO who consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, our schools draws on more specialised assessments from external agencies and professionals.

How is the decision made to place pupils on the register?

Once the steps identified above have been taken and children despite various levels of intervention and support are displaying any or all of the criteria below a decision is made, in conjunction with the parents, to place the child on SEN Support.

Identification of SEN may be characterised in the following:

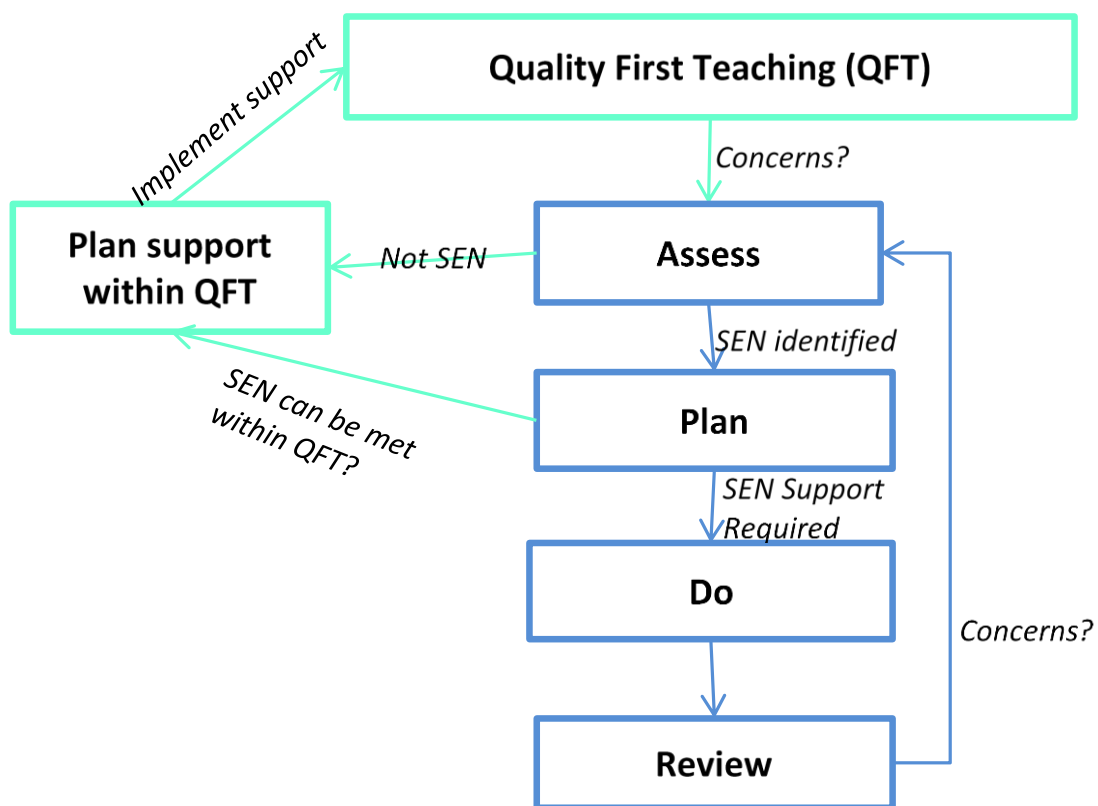
- significantly slower progress than that of peers starting from the same baseline
- failure to match or better previous rates of poor progress
- widening of the attainment gap.

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Assessment of a pupil for whom there are concerns about their progress, should include:

- known strengths and weakness
- what has worked / not worked
- formal and informal testing and observations
- involvement of specialists, as appropriate, such as Speech and Language Therapist, Educational Psychology, Kirklees Specialist Provision
- factors outside of school e.g. home life, home language etc.

Our process in summary can be seen as:



Each child at SEN support will have termly Individual Education Plans or a review of their Support Plan produced by the class teacher in conjunction with the SENCo and be part of a Provision Map updated half termly by the SENCo. Overall performance for this group of children will be analysed half termly by the teacher and SENCo and the progress of these children will be discussed at each Pupil Progress Meeting three times a year, together with the other children within each class.

What do we do if we are unable to meet the child's needs through our own provision and setting?

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In this case, support would be requested from the relevant specialist provision within the Local Authority. Standard procedures are in place to engage additional support or specialist services through the Single Point of Referral System, Specialist Provision Referral or by raising Single Assessment, all of which would need discussion and approval from parents prior to submission. Further details can be found on the schools SEN Report.

<http://www.hangingheaton.co.uk/send.html>

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need.

This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education, Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

7. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. Even if children do not meet the criteria for SEN support, additional provision in the form of focussed interventions would continue to be offered to accelerate progress.

8. Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards

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the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements are fully detailed in the School Prospectus on our website. - <http://www.hangingheaton.co.uk/Parent%20Handbook.pdf>
- Our arrangements for examination and assessment access which is the responsibility of our SENCo who oversees access to statutory testing.
- Our transition arrangements (from class to class, school to school, etc.), where bespoke plans are put in place to meet the needs of our children.
- Our school policy on managing medical conditions of pupils, a copy of which can be found on the website

9. Supporting Pupils at School with Medical Conditions

At Hanging Heaton C of E (VC) J & I School we recognise that children and young people 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 and young people 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 SEN and may have a statement, or Education, Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed. More details of which can be found in the school's Supporting pupils at school with medical conditions policy.

10. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. We monitor and evaluate the quality of provision of all children and young people in a variety of ways which include formal lesson observation, scrutiny of work, informal learning walks, analysis of progress made as well as discussions with the children. In terms of specific actions which relate to our SEND children we take the following additional action:

How are parents'/carers' views captured?

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Parents are asked to contribute in both the creation of the specific plan and its evaluation. Parents are given this option in the form of completing a form or in meeting with the class teacher and SENCo. In addition regular questionnaires are issued to parents to obtain their views on the services provided.

How do you obtain the views of children and young people?

Children are encouraged to join in with the creation and review of their plans and are involved in their own target setting activities half termly. In addition each child in school completes a Pupil Voice questionnaire annually where they give their opinion about various aspects of school life.

What is the role of the Governing Body in the evaluation process?

The Governing Body are involved in the collation of information in a series of different ways, through Learning Walks in school, discussions with children and parents through to reviewing the analysis completed by school which identifies the performance of our most vulnerable children. The member of the governing body with responsibility for SEND has regular meetings with the SENCo.

What do you do with the information you gather?

All information relating to SEND is retained centrally. Any reports issued to Governors are anonymised to ensure that privacy is maintained.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

11. Resources

a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

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Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

Element 1 Core Educational Funding Mainstream per pupil funding (AWPU)

Element 2 Schools Block Funding Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.

Element 3 High Needs Top Up. Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3)

(b) Professional Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The school's SENCO regularly attends the Kirklees LA's SENCO network meetings in order to keep up to date with local and national issues in SEND

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We are also part of the Additional Needs Partnerships within the local pyramid of schools.

12. Roles and Responsibilities

- The SEN Governor is Mrs E Exley. She meets with the SENCO and monitor the progress of pupils/students with SEN
- The school employs six support staff. They carry out a range of roles across the school including classroom support, leading interventions and also close working with SEN children. They are line managed by Mrs Potter and Mrs Brooke-Mawson. They work closely with the class teachers who oversee their work and plan with them.
- The Designated Leader for Safeguarding is Mrs Potter with Mrs Brooke-Mawson as deputy.
- The member of staff responsible for Looked After Children is Mrs Brooke-Mawson.
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Mrs Potter with Mrs Brooke-Mawson as deputy.

13. Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored in a locked cabinet in the Headteacher's office. SEN information is retained in this locked cabinet whilst the child is in this school. Documentation passing in transition is normally passed over at a face to face meeting or hand delivered wherever possible. Alternatively the information is sent securely by recorded delivery and a receipt obtained.

14. Reviewing the Policy

This policy will be reviewed annually.

15. Accessibility - Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

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- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Parents/carers can contact key staff by contacting the school on 01924 436035 or via email on office.hangingheaton@kirkleeseducation.uk. The school has an open door policy and the Headteacher can be contacted at any time.

16. Dealing with Complaints

The school has a complaints procedure which can be made available on request, details of which can be found on the website.

17. Bullying

At Hanging Heaton C of E (VC) J & I School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEN. We consider annually the effects of bullying in our anti bullying week activities and encourage and promote whole school working in a variety of ways. Further details of can be found in our Safeguarding Policy and Positive Behaviour and Anti bullying Policy.

18. Attachments

The following can be reviewed in conjunction with this document:

- SEN information report - <http://www.hangingheaton.co.uk/send.html>
- The LA Guidance - 'Children & Young People with SEN; Guidance - School Based Support' - <http://www.kirklees.gov.uk/you-kmc/partners/childrenFamilies/learning/sen.aspx?hid=d7ec3d46b2aa4efaefe22007156e7db#document>
- Positive Behaviour and Anti Bullying Policy
<http://www.hangingheaton.co.uk/POSITIVE%20BEHAVIOUR%20AND%20ANTI%20bullying.pdf>
- Access plan - <http://www.hangingheaton.co.uk/Accessplan.pdf>

Date of Policy: September 2018

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Reviewed September 2019

Reviewed September 2020

Reviewed September 2021

Review Date September 2022

Senior Member of Staff Responsible Mrs J Potter

Designated Member of Staff Mrs S Brooke-Mawson

Governor responsible Mrs E Exley