



HASTINGS HIGH SCHOOL

SEND POLICY

DOCUMENT CONTROL

Version	09/2017
Document owner	SENDCo
Governors oversight committee	Full Governing Board
Status	Approved
Most recent update	Updated September 2017
Date approved	11 October 2017 by FGB
Next review due	When national guidance changes



VISION AND VALUES

To ensure all pupils can access education to achieve their potential.

DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for 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.

A child under compulsory school age has Special Educational Needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Leicestershire Provision

The way in which provision and support is made has changed for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 and came into force on the 1st September 2014. A new SEND Code of Practice accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

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

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 Leicestershire 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. This can be found at <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

Hastings High School has its own Local Offer which can be found on the School website.

OBJECTIVES

- **Staff members seek to identify the needs of pupils with SEND as early as possible.**
This is most effectively done by gathering information from parents, education, health, care services and previous schools prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be coordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and where possible, all pupils' needs are catered for.
- **Work with parents and/or carers 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 pupils' needs cannot be met by the school alone.** Hastings High School will seek further support from outside agencies e.g. SENA, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Autism Outreach Service, Community Paediatrician Service, HBEP (Hinckley and Bosworth Education Partnership) and Supporting Leicestershire Families (SLF)
- **Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions.**
This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school in both subject areas and within their form group. Hastings' community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life. Opportunities such as, School productions for music and drama. School Learning Opportunities, residential and one day trips and visits. In addition to taking part in local community events.

ADMISSION ARRANGEMENTS

The admission arrangements for all pupils 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. Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered where necessary.



FACILITIES FOR PUPILS WITH SEND

The school complies with all relevant accessibility requirements, please see the school's Accessibility Plan for more details.

IDENTIFICATION OF PUPILS NEEDS

Identification:

See definition of **Special Educational Needs** at start of policy.

The school believes in a graduated approach in that **'Every Teacher is a Teacher of SEND'** and that **Quality First Teaching** is **'The baseline of learning for all pupils'**.

The school uses a Wave based system to determine the level of need.

- Concerns are identified by the classroom teacher and discussed with the Head of Department or Head of Year.
- A decision is made to request additional support from the SEND Team.
- A decision is made to test the pupil in the area of concern outlined.
- A Wave meeting then decides the level of need.
- Review Meetings: Pupils can move up and down Waves depending upon decisions made at Wave meetings.

Wave 1 – 'Ones to Watch' – identified by staff or through transition into the School as having concerns over progress or ability that QFT is unable to address alone.

Wave 2 – 'Identified area of need' – the pupils needs have been identified and signposted but no formal diagnosis has been made. This could typically include dyslexic tendencies, ASD traits or a numeracy difficulty.

Wave 3 – 'Diagnosed Learning Difficulty or Disability' – the pupils needs have been identified and detailed by a professional to give a formal diagnosis. This could typically include a diagnosis of SLD – dyslexia, ASD or any diagnosed disability (e.g. cystic fibrosis).

Wave 4 – 'EHCP/Statement of Educational Need' – the pupils needs have been set out formally in an Educational Health and Care Plan. Learning Support Assistant hours are derived from statutory guidance.



SEND Provision Mapping:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Support Register. The aim of formally identifying a pupil with SEND is to help our school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process as indicated above based upon:

- Assess
- Plan
- Do
- Review

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

Pupil Passports

Pupils identified to be Wave 2, 3 or 4 will each have a Pupil Passport identifying the area of need, strengths, pupil views and information on how best to effectively support within the classroom.

INTERVENTIONS

The School operates a Tiered system to identify the level of intervention.

Tier 1 – QFT – all pupils are able to make progress met by the teachers Quality First Teaching through effective planning and differentiation.

Tier 2 – General LSA Support – pupils require the support of an additional adult for targeted support. This would/could be in lessons and/or morning registration for general support.

Tier 3 – Specific Targeted Support with an LSA or Intervention Team – pupils would require specific support, in areas such as academic, social or emotional need. Pupils may receive this at any point during the school day.

Tier 4 – ‘Specific one-to-one support with Intervention Team’ – pupils identified as having an EHCP/Statement and/or requiring specialised one-to-one support. Pupils may receive this at any point during the school day. This could include intervention taking place within the mainstream classroom.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment should be made to discuss this with the SENDCo, Form Tutor, Head of Year, or member of the Leadership Team who will be able to offer advice on formal procedures for complaint if necessary.



IN-SERVICE TRAINING (CPL)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo seeks the support of the Local Educational Psychology Service or any other relevant specialist agencies when a need for specialist training is identified. The SEND Team and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues. The SENDCo attends relevant SEND courses, and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants/Learning Support Assistants are offered training opportunities through a range of local agencies working with specific students at the school.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

LINKS WITH OTHER SCHOOLS

The school works in partnership with other schools in the local area and across the county.

Transition

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENDCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, pupil and staff views follow the actions of a Review Meeting.