



# Special Educational Needs and Disability Policy

## Reviewed: July 2022

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### GENERAL PRINCIPLES

At Hele's School we are committed to offering an inclusive ambitious curriculum to ensure the best possible progress for all our students whatever their needs or ability. All staff are expected to have high aspirations and expectations for all students in their care.

We believe that:

1. All students are entitled to a broad, balanced, relevant, and differentiated curriculum.
2. All students are entitled to be valued by all staff for the individual contribution they make and therefore, are entitled to experience success and feel positive about themselves.
3. All teachers are recognised as teachers of SEND and are entitled to regular training updates.
4. More able students also have special educational needs and may require special provision or consideration, even though the needs of these children are not guided by the SEND Code of Practice.
5. All students have the right to become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The Children and Families Act 2014 (SEND regulations 2014) states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities'. Thus, the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the Equality Act and not have SEND, and vice versa. It is also possible to be both disabled under the Equality Act and have SEND. As advised in the, SEND Code of Practice 2014, the school accepts that a medical diagnosis may mean that a child is disabled but not necessarily have SEND. In this case guidance set out in our Supporting Pupils with Medical Needs will be followed. (Statutory guidance on Supporting Pupils with Medical Needs 2014)

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

Students with SEND admitted to Hele's School could have difficulties with one or more of:

Hele's School Policy No:		Person/Group responsible:	LGB
Review Period:	Annual	Last review date:	July 2021
Related documentation:			



# Special Educational Needs and Disability Policy

## Reviewed: July 2021

---

- Cognition and Learning
- Communication and Interaction
- Social emotional mental health
- Sensory and/or physical

These may be children who:

1. Have a statement provided by the LA which will be converted to an Education and Health Care plan according to the 3-year rolling schedule provided by the LA.
2. Are recognised as have a learning difficulty that may be overcome by extra teaching support and differentiated resources or other support provided by the LA.
3. Are recognised to have emotional or mental health difficulties that may be overcome by extra support delivered within the classroom, specialised classroom management, pastoral intervention, support by the SEND department and access to support provided by the LA.
4. Have a physical difficulty or medical needs that impact upon their learning.
5. May have difficulty accessing the curriculum either through attendance, learning and/or emotional and behavioural difficulties and may require an individual learning /flexible package designed specifically to meet their needs.

### AIMS AND OBJECTIVES

The aims of this policy are:

- To ensure that the school complies with the requirements of the Children and Families Act 2014, the SEND Code of Practice 2014 and other statutory guidance and that these requirements are implemented effectively within the school.
- To ensure that every pupil with SEND has high aspirations and opportunities equal to other members of our community.

At Hele's School we aim to:

1. Ensure that students with special educational needs are given every opportunity to experience success, achievement and fulfilment in their work and we will ensure that students with SEND join in the activities of the School together with students who do not have SEND so far as that is reasonably practical and compatible with the students receiving the necessary special educational provision.
2. Provide educational and emotional support in a positive learning environment through a Person Centered Planning approach.
3. Ensure that staff and governors will operate a system which effectively identifies and monitors the performance of students with special educational needs; to conduct regular reviews of their progress and the provision made for them as outlined in the SEND Code of Practice.
4. Provide a system of inclusion for students who have difficulty accessing the curriculum.
5. Maintain, review and update a directory of students identified as having special educational needs and make these details available to all teaching and support staff.
6. Ensure that all staff and relevant outside agencies are aware of, and involved in, furthering the education of students with special educational needs.

Hele's School Policy No:		Person/Group responsible:	LGB
Review Period:	Annual	Last review date:	July 2021
Related documentation:			



## Special Educational Needs and Disability Policy Reviewed: July 2022

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7. Continue to develop effective primary school links providing transitional information and support for students with special educational needs through our programme of enhanced transition.
8. Involve parents through constructive dialogue and consultation about the education of their child.
9. To provide a safe, secure environment in which students can learn.
10. To foster acceptable attitudes of others towards students with special needs.
11. To ensure that any analysis of trends in terms of tracking educational progress, attendance or behaviour, includes SEN K and EHCP students as defined cohorts.

The SEND information report is updated annually and is available for all parents on our school website and contains the information set out in the Special Educational Needs and Disability regulations 2014.

All teachers in Hele's School are teachers of students with SEND and differentiated quality first teaching is a priority for all pupils, including those with SEND. As such, Hele's School adopts a whole school approach to SEND which involves all the staff, adhering to a model of good practice. The staff at Hele's School are committed to identifying and providing for the needs of all students in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the LA. Training for teachers and support staff is of high priority and staff have direct access to the SENDCo for advice and guidance regarding the teaching of SEND students.

Hele's School adopts and applies the principles outlined in the Graduated approach:

- Provides a clear and structured approach for helping children and young people access their learning environment
- Provides step by step guidance for the systematic gathering of evidence
- Is used to gather information from a range of individuals involved in supporting children and young people, including parent and child
- Creates an expectation that all schools adopt a comprehensive and consistent approach to meeting the needs of children and young people
- Ensures that 'high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND' (SEND Code Jan 15 para 6.37)
- Ensures that access to support is equitable and based upon a cycle of assess, plan, do, review, as set out in the Code of Practice.
- Is incorporated within the process of academic progress reviews for individual children and young people
- Considers the young person's voice throughout

Hele's School operates an Equal Opportunities Policy for students with SEND who are afforded the same rights as other children. This includes both those students with a statement of SEND (EHC Plan) and others with recognised SEND needs.

### SUPPORT PROVIDED BY OUTSIDE AGENCIES

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs:

Hele's School Policy No:		Person/Group responsible:	LGB
Review Period:	Annual	Last review date:	July 2021
Related documentation:			



## Special Educational Needs and Disability Policy Reviewed: July 2022

- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
- In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Multi-agency liaison meetings, with representation from the Youth Service, Health, the Educational Psychology Service and the Education Welfare Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- The Careers South West Adviser is invited to attend all Annual Reviews in Year 9 in order to contribute to the first Transition Plan, and then to the subsequent reviews of the Transition Plan.
- The Communication Interaction Team (C.I.T) for students with speech, language and communication difficulties or on the autistic spectrum works regularly with students on their caseload either individually or on a group basis.

### THE ORGANISATION OF SPECIALS NEEDS PROVISION

#### ACCESS TO THE CURRICULUM

All students with special educational needs have full access to the National Curriculum unless otherwise stated in a statement of special need (EHC plan) issued by the LA.

- All teachers are teachers of SEND through the provision of effective quality first teaching.
- Progress, behaviour and attendance data of SEND children is monitored and reviewed regularly by key staff.
- The needs of SEND students are met in the classroom through in-class support and differentiation and through individual and flexible learning packages.
- Effective Learning Support Assistants specifically support SEND students as well as providing whole class support or intervention for other identified students.
- The SENDCo may withdraw some students with special educational needs from class to provide a differentiated approach either as individuals or as part of a small target group in the context of the inclusive curriculum (short term)
- Students may be supported at break-time and lunchtime in the SEND department.
- Special arrangements are made for students with difficulties who fit the exam board criteria for GCSE exams in Key Stage 4. Students for whom concessions would apply are identified on entry to school and are encouraged to incorporate a variety of strategies into their normal way of working. Exam concessions may include 25% additional time, use of a scribe and/or reader or a laptop.
- SEND students are encouraged to make an active contribution to the life of the school and are actively involved in the recruitment of new staff and in student voice work.

#### DISABLED ACCESS AND PROVISION

Children with physical disabilities have full access to the curriculum and are fully integrated into all aspects of School life. Every effort is made to ensure that no child is discriminated against. Our Access Plan is published on our school website and is updated annually. All buildings are compliant under the DDA.

Access to the curriculum is provided by a combination of curriculum support, technical support, physical support and advice from outside agencies. Curriculum, technical and physical support may be delivered by one or more adults working within the School.

Hele's School Policy No:		Person/Group responsible:	LGB
Review Period:	Annual	Last review date:	July 2021
Related documentation:			



## Special Educational Needs and Disability Policy Reviewed: July 2022

---

Classroom teachers are offered advice on how to adapt the learning environment to maximise learning potential for all students with disabilities.

### IDENTIFICATION, ASSESSMENT AND REVIEW OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Hele's School is committed to early identification of special educational need in line with the Code of Practice 2014.

Students are identified as having special education needs either by having an EHC or through a system of referral within the School. These referrals may come from teachers, parents, outside agencies or the students themselves. Enhanced transition arrangements exist with Primary Schools to share needs and strategies that have been successful within their setting. All students take part in baseline assessments in Year 7. These alongside other assessments may also lead to a referral. SEND support follows the criteria identified in the Graduated Approach. This is a four-part cycle of Assess-Plan-Do-Review through which previous actions are revisited, refined and revised with a growing understanding of the students' needs to make good progress. The graduated approach is implemented which draws on a succession of detailed strategies and specialist expertise appropriate to the young person. Students and their families are fully involved in this process as their ownership is paramount.

Once referred, and if identified as having SEND, the student is placed on the SEND Register and his/her progress is monitored and reviewed following the staged approach laid out by the SEND Code of Practice. In the first instance, Hele's School uses the term Graduated Response to show how a student moves from quality first teaching to early identification of need through the schools 'watch' list, then on to the SEND register at SEND Support (K) and a Learning Plan with targets is created.

Students identified as SEND support receive input from the SEND department. Information regarding the child's barriers to learning are reported to all teachers and Learning Assistants through a detailed pen portrait which is written with the student and shared with them, their parents and teaching staff and updated annually where appropriate. The Learning Plan includes a range of the following: classroom organisation and management, in-class support by teacher, withdrawal for individual/small group work, home/School liaison, behaviour modification programmes, specialist resources and alternative teaching strategies as well as personal information about the student's specific needs and interests. The tutor meets with students at least 3 times per year to review the strategies and targets in place.

In addition, there may well be some involvement from an outside agency, such as the Educational Psychologist, who will assess the child and provide a detailed report for both school and the child's parents, outlining the child's needs and providing the school with guidance. Other agencies may also be involved.

### REQUESTS FOR AN EHC PLAN

At this stage it will have been decided by the school, parents and outside agencies that the needs of the student can only be met through an Education and Health Care Plan. The student will have progressed through the previous stages (early help/SEND support/ EHC pathway) with little progress made even with the additional support provided by the school and outside agencies. Information is gathered by the school in partnership with the Educational Psychologist, Health, parents and any other professionals working with the student. A request for an EHC plan is then made to the LA who

Hele's School Policy No:		Person/Group responsible:	LGB
Review Period:	Annual	Last review date:	July 2021
Related documentation:			



## Special Educational Needs and Disability Policy Reviewed: July 2022

will decide whether to go ahead with a formal assessment conducted by a designated EHC plan assessor.

### EDUCATION AND HEALTH CARE PLAN

A student at this stage will have had a formal assessment, and the LA will have issued an EHC plan outlining the child's needs. The LA may also provide additional resources to enable the school to meet those needs. All students with An EHC plan will have a Support Plan and this, along with the statement provision, is reviewed at the meeting which is attended by a representative from the LA and involves the child, parents and SENDCo, as well as other outside agencies working with the student. Students in Year 9 will have a transitional review. This meeting is arranged specifically to look at planning a successful future transition and Careers SW attends. Careers SW continues to attend and/or input into Annual Reviews students with an EHCP in Years 10 and 11.

### THE REVIEW PROCEDURE

Apart from the Annual Review for students with an EHC plan, all students on the SEND Register have their progress monitored and reviewed with them three times a year.

Students may move through the Code of Practice stages in either direction. The school will work hard to ensure that students are fully aware of the individual targets on their plans. Steps will be taken to ensure that students are involved in decisions which are taken regarding their education through a person- centred planning approach.

### SUPPORT FOR SOCIAL, EMOTIONAL AND MENTAL HEALTH

Students with SEMH needs at Hele's School are supported in a range of ways and initially by class teachers, tutors and Pastoral Support Managers. Again, a graduated approach is offered, and all students are reviewed according to baseline criteria twice yearly. Additional support for identified students may include a referral for a bespoke programme of work, a referral to a counsellor, a CAMHS referral and triangulation, an Early Help Assessment (EHAT) process, Family Group Conferencing, Parenting Support or CIT delivery. In extreme cases a referral to ACE Health and Welfare or S19 panel may be appropriate. Some students may be offered social skills groups and peer and/adult mentors.

### PARENTAL and PUPIL INVOLVEMENT

Parents of all students at Hele's School, and the students themselves, are actively encouraged to become involved in the education process. Such parents are invited to keep in close contact with the school, particularly with their child's teachers and Head of House and, if the child has special educational needs, with the SENDCo, through formal and informal discussion.

Parents will always be informed when an external agency becomes involved with their child.

Parents of children who take medication should contact the school. They should note that generally, except in exceptional circumstances, the children are responsible for their own medication and parents are responsible for providing it. (Supporting Pupils in School with Medical conditions policy). If parents wish to register a complaint, full detail of the complaint's procedures can be found on our school website.

Hele's School Policy No:		Person/Group responsible:	LGB
Review Period:	Annual	Last review date:	July 2021
Related documentation:			



# Special Educational Needs and Disability Policy

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---

### EVALUATING IMPACT

This policy will be reviewed annually. Evidence will be gathered by the member of the school leadership team with the overview of SEND, and through monitoring the policy in the following ways:

1. Academic progress of students with SEND.
2. Behaviour and Attendance Key performance indicators for children with SEND.
3. The increase in the level of inclusion achieved within the school setting.
4. The evaluation of the impact of any intervention programmes.
5. Consultation/review meetings with parents.
6. Student awareness and acknowledgement of their targets and achievements.

### GDPR - STORING AND MANAGING INFORMATION

All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families. The SENDCO understands that elements of special educational needs data are sensitive, and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy).

Explicit consent is always sought from parents/carers for the following: Involvement of outside professionals to observe/assess or work with their child e.g., Educational Psychologist; Speech & Language Therapist; SEND Specialists. Inclusion in the school's award-winning Well-Being Programme e.g. 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy The SENDCO ensures that all sensitive personal information, about individual pupils and/or their families, e.g. their SEND file, is stored securely and is not freely accessible.

The SENDCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure emails. When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENDCO not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school. The SENDCO ensures that no sensitive, personal data about individual pupils with SENDCO is visible anywhere in the school including, offices; staffroom; classrooms, unless it is required for Safeguarding e.g., medical needs such as allergies, in which case, explicit consent is gained

### SAFEGUARDING

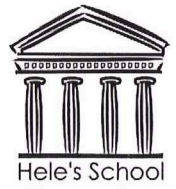
Hele's School recognises and understands that SEND children and families are vulnerable and at a higher risk (see the school's Safeguarding Policy).

Hele's School Policy No:		Person/Group responsible:	LGB
Review Period:	Annual	Last review date:	July 2021
Related documentation:			

# Special Educational Needs and Disability Policy

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---



Hele's School Policy No:		Person/Group responsible:	<b>LGB</b>
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Related documentation:			



# Special Educational Needs and Disability Policy

## Reviewed: July 2021

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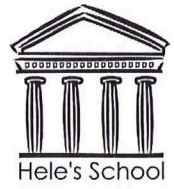


Hele's School Policy No:		Person/Group responsible:	<b>LGB</b>
Review Period:	<b>Annual</b>	Last review date:	<b>July 2021</b>
Related documentation:			

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Hele's School Policy No:		Person/Group responsible:	<b>LGB</b>
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