North Herts

Education Support Centre

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Special Education Needs Policy

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Chair of Management Committee	**D Hughes**
Policy reviewed by:	**H Emery**
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SEND stands for special educational needs and disability.

The current SEND Code of Practice 2015 defines students with SEND if they have a learning difficulty or disability which makes it much harder for them to learn than the majority of other pupils of the same age and require special educational provision to be made for them because they have a disability that 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 provisions. The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

The SEND code of practice sets out that schools have a duty to:
Use their best endeavors to meet the special educational needs of all children and young people in their school, including where children have social, emotional and mental health needs.
Adopt a graduated approach to making sure every pupil gets the support they need, with four key stages of action: assess, plan, do, and review and readjust where necessary.

All teachers are teachers of SEND. We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, teaching materials, teaching style and adaption. However, if the student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having special educational needs.

Some students find work difficult because their first language is not English. Difficulties related solely to learning English as an additional language are not SEN. They do not have special educational needs unless they also have a Learning difficulty

Guiding Principle
Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. The Centre's policy for helping students with SEN follows the guidelines set out in the Handbook for School entitled 'Education Act 1981 Special Educational Needs', the L.A. Special Needs Policy (September 1989), and 'A Curriculum for All – Special Educational Needs in the National Curriculum', (N.C.C 1989) A student centered approach is used reflecting each individual's ability, needs and interests together with available parent/carer help. This reflects the SEN & Disability Act 2001 which gives a stronger right for students with SEN to be educated in a mainstream setting. It also takes into account the Equality Act 2010 which states that educational establishments must make reasonable adjustments to prevent students with SEND being put at a substantial disadvantage and be able to fulfil their potential. Follows statutory guidance of SEND Code of Practice 0-25years (2015).

Aims & Objectives in making provision for students with SEND

- We value all the students in our Centre equally.
- To ensure that all students have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for students with difficulties and disabilities are the same as those for all students.

- It is the responsibility of all teachers to identify and meet the SEND of students. In this they can draw on the resources of the whole school.
- Every student is entitled to have their particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs and disability to join in with all the activities of the Centre.
- All students are entitled to experience success.
- To set suitable targets for students with SEND in consultation with student, parent/carer/carers and staff.
- Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- Effective special needs practice is good practice for all students.
- Any students may encounter difficulties in school at some stage.
- All special educational provision is more effective if students and parent/carers are fully involved.
- To seek the views of the student and take them into account.
- To acknowledge and draw on parent/carer knowledge and expertise in relation to their student.

This policy will contribute to achieving these objectives by ensuring that provision for students with SEND is a matter for the whole Centre and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/Co-ordination of provision
Provision for students with special educational needs is a matter for the Centre as a whole.

Management Committee
The management Committee have a duty imposed by law to:
- Do their best to ensure that the necessary provision is made for any student who has special educational needs
- Ensure that students' needs are made known to all who are likely to teach them
- Ensure that teachers in the Centre are aware of the importance of identifying, and providing for, those students who have special educational needs
- Consult the LA and the Management Committee bodies of other schools'/Management Committee of other Centre's, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a student with special educational needs and disability joins in the activities of the Centre together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources
- Ensure that parent/carers are notified of a decision by the Centre that SEND provision is being made for their student.

In doing so, the Management Committee will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. The Management

Committee will report to parent/carers annually on the implementation of their SEND policy.

The Head of Centre
The Head of Centre has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with SEND. The Executive Head teacher keeps the Management Committee fully informed and works closely with the school's staff team. The Executive Head teacher seeks out and shares best practice with the LA and other schools or Centre's.

The Centre Staff
All teachers are teachers of students with SEND and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for students with SEND.

The Special Educational Needs Co-ordinator
The Special Needs Co-ordinator is under the direction of the Head. She can be contacted on any school day. Her responsibilities include:

- Co-ordinating provision for students with special educational needs
- Maintaining the SEND Register
- Liaising with and advising fellow teachers
- Briefing all new staff.
- Updating staff regularly with current concerns
- Liaising with parent/carers of students with special educational needs
- Liaising with the Secondary school SENCO, educational psychologists, school nurse, speech and language therapists, Autism Advisory Service and other health services.
- Co-ordinating exam access arrangements as required

The SENCO meets regularly with SENCOs in other schools which enables her to keep up to date with current initiatives locally and nationally and to seek out and share best practice. The TDA standards for the role of SENCO profile are followed as are the guidelines suggested in the Hertfordshire SENCO profile and the Hertfordshire SEND Toolkit. The SENCO has attended and continues to attend courses run by HCC.

Admissions and inclusions
Students with SEND are admitted to the Centre on the same basis as any other student.

Allocation of resources
The LA provides the Centre with an amount in its school budget towards meeting students' SEND. In addition, the Centre plans and provides for students with SEND from their main budget.

The school spends this money on:

- Teaching Assistants grades H3 to H5.
- Training for all teachers and teaching assistants so they can meet student's needs more effectively.
- Special books and equipment.

- Small group coaching in numeracy, literacy and study skills.
- Mentoring
- Reading programmes
- Personalised learning programmes

The details of how individual students receive support are recorded through subject department records.

Identification and assessment of students with special educational needs
All students are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. Students are assessed on entry to North Herts ESC using data provided by their previous school and information gained from All about me, strength and difficulties questionnaire (SDQ), LASS, numeracy, reading, spelling and comprehension tests. The majority of students will have their needs met through normal classroom arrangements and appropriate adaptive teaching.

The Management Committee will ensure that it makes appropriate provision for all students identified as having need of special educational provision. The Head Teacher and the Management Committee set targets and specific criteria for the success of the SEND policy.

The Management Committee reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEND.

Adaptive Teaching
Adaptive teaching emphasizes the need for teachers to personalise learning for their pupils. Adaptive teaching involves continuously assessing the strengths and needs of learners and adapting the pedagogy accordingly, for example, providing different levels of support, using different resources or adjusting the pace of instruction.

All students will receive help through adaption but if the student does not make adequate progress, the school will do more to help.

All staff are responsible for identifying students with special educational needs. The Head of Centre and staff team will work together to ensure that those students who may need additional or different support are identified at an early stage. The progress made by all students is regularly monitored and reviewed. Students are only identified as having special educational needs if additional or different action is being taken. The range of support that every student at the school can expect is shown below (also see appendix). Under the new SEND Code of Practice, any student with SEND will now be given code K to indicate that they have additional needs.

The student will get help that is either extra to and/or different from the help that the school usually gives students through adaptive teaching. If there are concerns that the student is not making adequate progress, the class teacher will discuss these concerns with the Head of Centre and staff team. Information will be gathered from all those involved in the student's education. The information gathered will help the school to decide what help may be needed. The help will be recorded in an Individual Education Plan (IEP). The IEP will only record that

which is additional to, or different from, the adapted curriculum and will focus on three or four individual targets that match the student's needs.

In summary the triggers indicating the need for intervention at K are that the young person who, despite receiving adaptive learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified are of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

If the student does not make adequate progress, the Centre may seek further advice and support from other specialists e.g. Educational Psychologist, Speech Therapist, Autism Advisory Service, Physiotherapist and Occupational Therapist. Students and parent/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

If a student demonstrates significant cause for concern, the school may request a statutory assessment for an EHC plan. Whilst the statutory assessment is being carried out, the student will continue to receive intensive SEND support.

In summary, the triggers indicating the need for intervention at a greater level than the usual K code support are despite having had an individualised programme and/or concentrated support under School Action, the student or young person:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected for their age group
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the student's own Learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes barriers to learning.

Education and Health Care Plans under the new Code of Practice. (EHCP)

A number of students may have Statements of SEND. These will be transferred over to EHCP paperwork according to the county timetable. In addition to the regular review of their support plans, their progress and the specific support outlined in their EHCP will be reviewed

annually and a report provided for the Local Education Authority. When students are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer.

The Centre will liaise with external agencies to arrange Transition Plans for students with EHCPs (and other students with SEND who may benefit from Transition Planning) in Year 9 and year 11 and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

If a student makes sufficient progress a EHCP may be discontinued by the Education Authority.

Complaints procedures
The Centre's complaint procedures are set out on the website.
Under the SEN and Disability Act 2001 parent/carers may seek advice on resolving disagreements the LA and/or the Independent Mediation Service. The Centre will make further information about this process available on request.

Arrangements for training and development of all staff including Support Assistants.
The Centre makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.

Arrangements for partnership with parent/carers
The Centre will always inform parent/carers at the earliest stage, when their student is receiving help for their SEND. The use of "jargon" will be avoided to aid clear communication.

Parent/carers co-operation and involvement is encouraged and plays a key role in enabling students and young people with SEND to achieve their potential. The Centre recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. All parent/carers/carers of students with special educational needs will be treated as partners and supported to play an active and valued role in their student's education.

The Centre will provide information about the Parent/carer Partnership Service to all parent/carers of students with special educational needs. Information will be included in the termly newsletter and shared at termly parent/carer coffee mornings.

Parent/carers of any student identified with SEND may contact the Parent/carer Partnership Service for independent support and advice. Your student's class teacher/form tutor will work closely with parent/carers at all stages in his/her education and should be the first port of call in case of any difficulty.

If parent/carers have concerns, they should first talk to the form tutor. Parent/carers are invited to attend all reviews.

Student participation
Students and young people with special educational needs and disability often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged

to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans, discussions about choice of schools and transition processes.

Links with mainstream schools and special schools
Advanced planning for students in all years is essential to allow appropriate options to be considered. It will also be required for any student changing provision.

The Centre will liaise with external agencies to arrange Transition Plans for students with EHCPs (and other students with SEND who may benefit from Transition Planning) in Year 9 and year 11 and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

When students move to another school their records will be transferred to the next school within 15 days of the student ceasing to be registered, as required under the Education (Student Information) Regulations 2000.

Links with other agencies and voluntary organisations.
External support services play an important part in helping the Centre identify, assess and make provision for students with SEND.

The Centre receives regular visits from the nominated Attendance Improvement Officer for the area**.** In addition, the Centre may seek advice from specialist advisory teaching services for students with sensory impairment or physical difficulties. The Centre will also seek advice from the SALI advice line.

- The Speech and Language Therapist contributes to the reviews of students with significant speech and language difficulties
- The SfYP CEIAG 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 Autism Advisory Service contributes to the reviews of students with Autistic Spectrum conditions. Similarly, with the Visual Impairment Team and other external agencies as deemed necessary.

Success Criteria
The success of the education offered to students with SEND will be judged against the aims set out above. The policy will be reviewed annually and the Management Committee Board's Annual Report will report on the implementation of the policy.

All students will have demonstrated measurable progress. In evaluating the effectiveness of its SEND policy, additional targets have been set.
- Students demonstrate measurable progress. (Value Added Data)
- Spelling and reading tests are used by the Centre to track students' progress.
- All TAs new to the Centre will follow an induction and training programme.

Appendix 1

The following legislation and guidance is also relevant to this policy:

Equalities Act 2010	The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.
School Standards and Framework Act 1998	Section 42 requires that Management Committee annual report includes information on the implementation of the SEN policy.
Revised Code of Practice on the identification and assessment of special educational needs	2015
Students and Families Act – part 3	2014
Inclusive schooling – students with special educational needs	2001
Reasonable Adjustments for Disabled Pupils	2012
Working Together to Safeguard Students	2013
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	2001 Sets out LAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.
The Students Act 2004	Every Student Matters – Change for Students
Access to Opportunities and Services for all (2005)	Extended schools/Community Learning
The Data Protection Act 1998	
The Human Rights Act 1998	
The Mental Capacity Act Code of Practice: Protecting the Vulnerable	2005
The Students Act	1989
Supporting Pupils at School with Medical Conditions	2014

Appendix 2

Code of Practice Definition of Special Educational Needs
For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- A student or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice D.F.E. 2015)

Students have a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of students of the same age; or
b) have a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority

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

Special educational provision means:

a) education or training provision that is additional to or different from that made generally for other students or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. See Section 312, Education Act 1996

Definition of Disability

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. (Equality Act 2010)

See Section 1(1), Disability Discrimination Act 1995
It should be noted that students may fall within one or more of these definitions. Students with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

Appendix 3

'Adequate Progress'

The SEN Code of Practice (2015) states that adequate progress can be defined in a number of ways. For example, it might be progress which:

- Closes that attainment gap between the student and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the student's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the student's behaviour

*There are 2 additional points for the **secondary** phase of education:*

- Is likely to lead to accreditation
- Is likely to participate in further education