

# HINCHINGBROOKE SCHOOL



## Policy Statement on **SPECIAL EDUCATIONAL NEEDS**

Drawn up by:

AJH

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## **INTRODUCTION**

This document is the Special Educational Needs (SEN) policy for Hinchingsbrooke School. It is designed to meet both statutory requirements with regard to SEN, and the day-to-day needs of stakeholders (parents, LA, related agencies), staff and students. The main body of the document is concerned with policies, processes and procedures. The appendices are designed to provide information to any interested parties about the nature of special educational needs, and operational details about the work of the Learning Support Department.

## **OBJECTIVES OF THE GOVERNING BODY IN MAKING PROVISION FOR STUDENTS WITH SPECIAL NEEDS.**

### **The Governing Body has to:**

- Do its best to ensure that the necessary provision is made for any student who has SEN.
- Ensure that, where the "responsible person" – the Headteacher or the appropriate governor – has been informed by the LA that a student has SEN, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have SEN.
- Consult the LA and the governing bodies of other schools, 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 SEN joins in the activities of the school together with students who do not have SEN, 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.
- Report to parents on the implementation of the school's policy for students with SEN.
- Have regard to the SEN Code of Practice when carrying out its duties towards all students with SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Ensure they are fully involved in the developing and monitoring of the school's SEN policy.
- Ensure all governors, especially SEN governors, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personal resources are deployed.
- Ensure SEN is an integral part of the school development plan.
- Ensure the quality of SEN provision is continually monitored.  
(Code of practice 1:21 and 1:22)

The link governor for Special Educational Needs at Hinchingsbrooke School is:

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## **AIMS AND OBJECTIVES OF THE SEN POLICY**

This policy document is produced in response to the new Special Needs Code of Practice 2001. The new code replaces the old code of 1994, (requested by the Education Act 1993) and is a response to the Education Act 1996 and the SEN Disability Act 2001. This policy also draws upon the information contained in the Children Act 1989, Disability and Discrimination Act 1995 Amended 2005 – Disability Equality duty 2005, Inclusive Schooling – Children with SEN (Dfes guidance) 2001 and the SEN Toolkit 2001.

### **Definition of SEN**

Children have a Learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the LA.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

The CODE OF PRACTICE suggests that it is helpful to see students' needs and requirements as falling within a number of broad areas:

- 1 Cognition and Learning
  - Specific Learning Difficulties (SpLD)
  - Moderate Learning Difficulties (MLD)
  - Severe Learning Difficulties (SLD)
  - Profound and Multiple Learning Difficulties (PMLD)
- 2 Behaviour, Emotional and Social Development (BESD)
- 3 Communication and Interaction
  - Speech, Language and Communication Needs (SLCN)
  - Autistic Spectrum Disorder (ASD)
- 4 Sensory and/or Physical
  - Hearing Impairment (HI)
  - Visual Impairment (VI)
  - Physical Disability (PD)
  - Multi-Sensory Impairment (MSI)

### **Fundamental Principles**

- A child with SEN should have their needs met.
- The SEN of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEN should be offered full access to a broad, balanced and relevant education.
- Meeting the needs of children and young people with SEN successfully requires partnership between all those involved – LAs, schools, parents, students, health and social care.

## **ADMISSIONS**

Hinchingbrooke admits all students with SEN. Those who already have an identifiable SEN, as well as identifying and providing for students not previously identified as having SEN. This includes students with and without statements.

Parents of statemented and SEN children who wish to have them educated in the mainstream should only be refused where the student's inclusion would be incompatible with parental wishes or the provision of efficient education of other students.

The decision not to educate a student who has a statement in a mainstream school, against parents wishes, is based upon being incompatible with the efficient education of others. That is:

- A student's behaviour systematically, persistently and significantly threatens the safety and/or learning of others
- A student's inclusion would mean, even with other support – eg a TA – that the teacher has to spend a greatly disproportionate amount of time with the student, in relation to the rest of the class.

Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be right at a particular point in time it does not prevent the student from being included successfully at a later stage. The views of the student must also be given due weight when considering whether or not they should be educated in a mainstream school.

The Disability Code of Practice states that it is now illegal for schools to discriminate against current and prospective students because of their disability. This disability could be physical, learning or behavioural. Therefore for all aspects of school life; admissions, education and associated services, and exclusions, governing bodies cannot treat disabled students less favourably and need to take reasonable steps to avoid putting disabled students at a substantial disadvantage.

The governing body has a duty to plan to increase the accessibility of the school by producing an Accessibility Plan (see separate Community Cohesion Policy and Accessibility Plan). This plan will cover the improvement of the physical environment for disabled students; increase the extent to which disabled students can participate in the school curriculum, and improve information provided to students with a disability in formats which take account of views expressed by students and parents. It will ensure that disabled students are not put at a substantial disadvantage in comparison to students who are not disabled. This is known as the "reasonable adjustment" duty.

If a parent believes discrimination has taken place they will be able to take action through the SEN and Disability Tribunal, or through admissions and exclusions appeals panels.

### **Primary Liaison**

When students transfer to secondary school the school will be in possession of all appropriate primary SEN records. Primary schools are required to transfer student records within 15 days of students ceasing to be registered at the primary school. The Learning Support Transition Team along with the Hoy7/Transition Manager will liaise to prepare for the incoming year group and to identify any SEN. Visits will be made (or contact) to each partner primary school. Hinchingbrooke staff will attend the annual review of any statemented student from Year 5 onwards and will also attend the review of any non-statemented student identified by the primary school as a very needy student with a high level of additional needs. This will allow both student and parent/carer to meet secondary school staff and to discuss any concerns prior to the transfer. Students are invited to attend Hinchingbrooke individually or in small groups (with and without parents/carers) to view the school and SEN department before the induction/taster days in the Summer Term prior to transfer.

The Learning Support Transition Team and HoY7 /Transition Manager will gather student details in liaison with primary school SENCOs and Year 6 class teachers. Information is collected from SEN registers, student pastoral and SEN files, details included in statements, annual reviews and IEPs. This liaison process will allow Hinchingsbrooke to produce a relevant record (in the form of an addition to the Alert Book or new IEP) that will support the student in their first term/year at secondary school.

The earlier action is taken to identify a students' needs, the quicker appropriate help and support can be provided. This will then allow the student to be more responsive and to have the opportunity to make good progress.

## **FINANCE AND RESOURCES**

### **Rooms**

The Learning Support Department is situated in six rooms in Middle School:

|          |                                       |
|----------|---------------------------------------|
| 104      | The department office                 |
| 108      | TA office                             |
| 103/103a | Meetings Rooms<br>The Inclusion Room  |
| 102      | KS4 Learning support classroom        |
| 109      | KS3 Learning support classroom        |
| 101      | School Health Centre and medical room |

Some rooms are open every morning before school starts for events such as the Breakfast Club. Room 102 is also open every break and four lunch times a week for students to visit. During these periods staff are always on duty and students are encouraged to seek support for work or to use the room as a social centre.

### **Staff**

The Learning Support Department is staffed in the following way:

#### Teachers:

|                                       |                   |
|---------------------------------------|-------------------|
| Assistant Head, Director of Inclusion | Tony Heath        |
| Learning Support Teacher              | Claire Hughes     |
| Learning Support Teacher              | Joy Billany       |
| Learning Support Manager              | Jenette Kingsbury |

#### Learning Support Teams (led by senior, Level 3 TA):

|  |                                |
|--|--------------------------------|
| <i>KS4 Step Team</i>                     | <i>Disability Team</i>         |
| Helen Banks (Team Leader)                | Sandra Lacey (Team Leader)     |
| Alison Goulding                          | Heather Broster                |
| Tennille Hartwell                        | Marion Grindrod                |
| Katherine Rolt                           | Lauren Reynolds                |
| Janet Dalton                             | Liz Stenning-White             |
| <i>Behaviour and Inclusion Room Team</i> | <i>Transition and ASC Team</i> |
| Linda Loakes (Team Leader)               | Jill Naire-Clark (Team Leader) |
| Karen Crampin                            | Helen Anthony                  |
| Abby Jordan                              | Heidi Morgan                   |
| Denise Newman                            |                                |
| Dee Younge                               |                                |

### *EAL and Literacy Support Team*

Paula Palmer (Team Leader)  
Lorraine Dimmock  
Liz Erskine  
Helen Furguson  
Sadie Morris  
Anita Wisthal

### *Counselling (and MFL) Team*

Kathy Bradford (Team Leader)  
Sylvie Arnold  
Kathryn Duck  
Sylvie Strong

### *Isolation Room Manager*

Helen Walker

### *PE Team*

Jill Stevens (Team Leader)

### *Health Centre Manager*

Stuart Coppin-Crown

## **The Role of the SENCO**

The Special Educational Needs Co-ordinator (SENCO) in collaboration with other Learning Support staff, the Headteacher and the governing body, helps to determine the strategic development of the SEN policy and provision in the school. The SENCO seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs, by monitoring the quality of teaching and standards of student achievements, and by setting targets for improvement.

The SENCO's main responsibilities include:

- Overseeing the day to day operation of the School's SEN policy.
- Liaising with and advising fellow teachers.
- Managing the SEN team of teachers and teaching assistants, including timetables and inset.
- Co-ordinating the provision for students with SEN.
- Overseeing the records on all students with SEN, including reviews and annual reviews, IEPs, Alert Book, SEN register.
- Liaising with parents of students with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies.

## **Meetings**

- Weekly TA meetings (attended by all TAs and LS teachers)
- Learning support Department meetings (attended by all teachers and senior support staff /L3 TAS)
- Weekly KS3 and 4 Meetings (attended by Director of Inclusion, senior support staff /L3 TAs and HoY)
- Locality Team LARM (attended by Director of Inclusion)
- Hunts Net and HSEP Inclusion and SENCO Meetings (attended by LS teachers)

## **Funding**

There are 3 forms of finance for SEN:

### 1. LA Statements.

Full funding by the LA for all statements with hearing and visual impairments, severe learning difficulties and physical difficulties, medical hours and statements with allocations over 25 hours will also be funded in this way. The LA also funds additional hours over the first 15 hours for statements with less than 25 hours.

2. LA formula funding known as Additional Educational funding (AEN).

A formula calculated by a 30/70% split between free school meals and prior academic attainment. AEN is delegated to the school and is used to finance the first 15 hours of all statements (if above does not apply) and all school action and school action plus SEN students.

Learning Support Department capitation from the school budget  
(There are additional means of funding such as HSA bids.)

### **Training and inset**

A record is kept of all staff qualifications and in-service training. This is up-dated annually with this policy document.

### **IDENTIFICATION, ASSESSMENT AND PROVISION OF SEN**

All teachers are teachers of special needs and the teaching of such students is a whole school responsibility requiring a whole school response.

When a student transfers to secondary school any special educational needs will have been identified by the primary school through a statement, school action plus or school action. Some students may have identified needs whilst others will change over time.

### **School Action and School Action Plus**

There will be circumstances when a student is not making adequate progress using the differentiated resources already available in the mainstream school. This could be seen in poor literacy and numeracy; emotional and behavioural difficulties which interfere with their own learning or that of the class group; sensory or physical problems that impede the development of social relationships and cause barriers to learning and social development.

Thus some additional to or different from action will be needed using the support of the Learning Support Department. This student is then placed on the school's SEN and Inclusion Register at school Action (SA).

The student will be moved up to School Action Plus (SAP) when the school asks for advice and support from external agencies, both those provided by the LA and from outside as the student continues to make little or no progress in specific areas over a long period and difficulties are substantial despite the input of appropriate school based support. Outside agencies include: health professionals; social care; specialist LA support services; the Locality Team including In-school Support Teacher and Connexions.

For both SA and SAP the student's difficulties, strengths, weaknesses, targets and resources needed are recorded in one of a number of documents including: an entry in the school's Alert Book (this is a summary document allowing a class teacher to easily identify students within their class who have SEN/disabilities); a Provision Map; an Individual Education Plan (IEP); Pastoral Support Plan (PSP) or care plan. The aim is to:

- Close the attainment gap between the student and their peers;
- Prevent the attainment gap widening;
- Match or better the student's previous rate of progress;
- Ensure access to the full curriculum;
- Demonstrate improvement in the student's behaviour.

## **Statutory Assessment and Statement**

For a very small number of students progress will continue to be insufficient. School in consultation with outside agencies and parents could then decide to request a statutory assessment. The LA will then request reports from all professionals involved in the student's education and then may have cause to issue a statement of SEN. (See SEN Code of Practice chapters 7 and 8 for details.) A statement will be issued if the student's needs cannot be met by the school's resources alone.

If a statement is issued then it will need to be reviewed annually by the Learning Support Department. This review ensures that at least once a year parents, student, the LA, school and all professionals involved consider the student's progress over the past year in meeting the objectives specified in the statement and to collate and record information that the school and other professionals can use in planning their support for the student. The statement is monitored and evaluated and if necessary amended. Or, if the statement objectives have been achieved the LA can make the decision that it is no longer necessary to maintain the statement.

The annual review held in Year 9 is especially significant in preparing the student's transition to further education, work based training, higher education and adult life summarised in a Transition Plan with attendance and input from Connexions and if necessary health and social care.

## **Secondary School Assessment and Organisation of SEN**

Students with additional needs/SEN can be supported through:

- Whole school differentiated curriculum
- Placement in appropriate ability groups
- In-class support by a TA
- Withdrawal into small teaching groups taught by a TA or teacher
- Withdrawal into specialist facilities eg Inclusion Room
- One to one or group sessions with specialist outside agencies e.g. Secondary Support Teacher
- Support from key workers to all statemented students and specific SAP students
- Support from a TA co-tutor to all Year 7 SEN students
- Year 7 reading support at registration or by withdrawal from one lesson a week
- KS3 disapplication from MFL and placement on an intensive literacy (and numeracy) programme called Multiskills.
- KS4 option of dropping a GCSE for attendance in Learning Support to improve eg coursework or to attend extended work-experience
- Placement on the KS4 vocational Step course with access to college and work experience
- Part-time timetables for behavioural or medical needs

A very small number of students will find that, despite all the support structures in place at school, they are unable to complete their education at a mainstream secondary school. These students can be referred to the Secondary Support and Inclusion Service for education at KS3 Hartford and KS4 The Amber Centre. Some students will remain at these Pupil Referral Unit (PRU) facilities. Other students will spend some time at these centres and will then return to mainstream school via, time in the Inclusion Room, Learning Support classrooms and then mainstream classes with in-class support. Successful reintegration is based upon close liaison between staff at the support centres and SEN staff at mainstream school.

## **WORKING IN PARTNERSHIP WITH PARENTS AND STUDENTS**

Partnership with parents plays a key role in promoting a culture of cooperation between parents, school, the LA and other agencies. This is important in enabling students and young people with SEN to achieve their potential. Parents play an active and valued role in their child's education. Their knowledge and views are central in the student's needs and progress.

Parents will always be informed when their child has been identified as having a SEN. The parents will always be fully involved and consulted (receiving copies of all school paperwork) and will be encouraged to participate in their child's education and when any specialist measures are requested. Parents also have a responsibility to communicate effectively with professionals, communicating regularly with school and alerting them to any concerns and to fulfil any obligations under the home-school agreements.

LAs must arrange for any parent with a child with SEN, with or without a statement, to be provided with advice and information about matters relating to those needs. The Parent Partnership Service is the LA organisation to support parents to ensure they have information, advice and guidance in relation to the SEN of their children so they can make appropriate, informed decisions.

To contact the PPS in Cambridgeshire:  
PSS, Box ELH 1201, Castle Court, Cambridge, CB3 0AP  
Parent Partnership Officer, Sharon Camilletti  
E-mail: Sharon.camilletti@Cambridgeshire.gov.uk

Parents have a right to a Conciliation Service to help resolve differences with schools or LA services.

The LA will make arrangements for an independent person to avoid or resolve disagreements between authorities/schools and parents in the form of disagreement resolution services. This will usually be through the PPS. Parents still have the right to use the formal procedure of the Exclusions Appeal Panel and the Admissions Appeal Panel for claims of discrimination, admissions and permanent exclusions. There is the final option of using the appeal procedure of the Special Educational Needs and Disability Tribunal, (SENDIST).

## **Student Participation**

Article 12 and 13 of the UN Convention on the Rights of the Child:

- To receive and make known information
- To express an opinion and have it taken into account
- To have that opinion given due weight

"Children who are capable of forming views, have a right to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to age, maturity and capability of the child."

All students should be involved from the start of the procedure in identifying their additional needs/SEN. Their views should be listened to and recorded. The student may use an advocate, a peer or professional to help them. There must be a balance between giving the student a voice and encouraging them to make informed decisions, and overburdening them with decision making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support. Home-school agreements offer an important opportunity to ensure that students as well as parents understand their rights and responsibilities. Sensitivity, honesty and mutual respect are the hallmarks of good practice.

## **WORKING IN PARTNERSHIP WITH OTHER AGENCIES**

School will work collaboratively with other services to provide an integrated high quality, holistic approach to the needs of the student. We currently arrange bi-weekly meetings with the Locality Manager of the Office of Children and Young People's Service (OCYPS). We also regularly meet with other outside agencies to provide services of:

- LA support services

- Hearing Support and Visual Impairment Services, Primary and Secondary Support Services, Educational Psychology Service, Education Welfare Service
- The Connexions Service
- The police
- Health Services: School doctor and nurse, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, Child and Adolescent Mental Health Service (CAMHS), Family GP
- Social Care
- Looked After Children: Children looked after by the local authority need a Care Plan, which sets out long term objectives and will incorporate a Personal Educational Plan which will include information on the SEN of the student

Further contact details are available upon request.

### **EVALUATING SUCCESS OF THE SEN POLICY**

As with all policies, the SEN Policy should be subject to a regular cycle of monitoring, evaluation and review. The governing body must, on at least an annual basis, consider, and report on, the effectiveness of the school's work on behalf of students with SEN. Learning Support will also annually evaluate its work through its departmental SEF and contribution to the whole school SEF.

This will include:

- Continuation of an inclusive school ethos and culture that works towards students with additional needs/SEN/disabilities making academic progress and who take an active part in the life of the school including extra-curricular activities; where attendance and exclusion data is analysed and accounted for; where student voice and parental views are valued, listened to and action taken; and where students not in education, employment or training (NEETs) are reduced and post 16 placements are appropriate and successful;
- Value for money is evident in the allocation and deployment of resources including staffing;
- The number of visits made and feedback from outside agencies;
- Reports from OFSTED and HMI.

### **COMPLAINTS PROCEDURE**

If parents have complaints about the way in which the needs of their child are being met, the first point of contact should be the Headteacher and/or the governing body. If after this parents are still not satisfied they should approach the LA. Parents are encouraged to access advice from the Parent Partnership Scheme. For example, they may support the parent in a request for statutory assessment.

If the complaint is specifically about SEN provision parents can look to disagreement resolution. This is an entirely voluntary process that brings people together with an independent neutral party or facilitator. It is designed to achieve a resolution of differences between parents, school and LA about the provision being made for their child's SEN. This does not affect a parents' rights to appeal to the SEN and Disability Tribunal.