



Policy Statement

On

**SPECIAL EDUCATIONAL NEEDS and  
DISABILITIES**

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## Key Staff involved in this policy

Role	Name(s)
SENCo / Director of SEND	Tracey Webb / Antonia Drysdale
Inclusion Director	Tony Heath
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## **INTRODUCTION**

This document is the Special Educational Needs (SEND) policy for Hinchingsbrooke School and is produced to comply with the SEND Code of Practice, 2014. Section 19 of the Children and Families Act of 2014 sets out the principles underpinning the legislation and guidance in the Code of Practice. The policy is designed to meet both statutory requirements with regard to SEND, and the day-to-day needs of stakeholders (parents/carers, LA, related agencies), staff and students.

This policy should be read in conjunction with:

ACES Trust SENDA Policy

Equality Policy

Supporting Students at School with Medical Conditions

Exam Access Arrangements Policy

Able, Gifted and Talented Policy

Accessibility Plan

SEND Information Report

Hinchingsbrooke school is an inclusive school with high expectations for all pupils in our care. We aim to inspire potential and enable success for all pupils and we welcome all pupils who can make the most of the opportunities that we offer and can flourish in the caring environment of our school.

## **OBJECTIVES IN MAKING PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

The Governing Body, Senior Leadership Team, Heads of Departments, all tutors and teachers, and all adults working directly with pupils in an educational capacity within the school have a responsibility to:

- Do their best to ensure that the necessary provision is made for any student who has SEND.
- Ensure that, where the 'responsible person' – the Principal or the appropriate governor – has been informed by the LA that a student has SEND, 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 SEND.
- 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.
- Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND. This is to be achieved as far as is reasonably practical and compatible with the student's special educational provision, the effective education of other students and the efficient use of resources.
- Report to parents on the implementation of the school's policy for students with SEND.
- Have regard to the SEND Code of Practice when carrying out its duties towards all students with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Ensure parents are fully involved in the developing and monitoring of the school's SEND policy.

- Ensure all governors, especially SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Ensure SEND is an integral part of the school development plan.
- Ensure the quality of SEND provision is continually monitored.

Day to day responsibility of the SEND provision within school is co-ordinated, organised and lead by the Director of SEND and the SEND Department.

**All teachers are teachers of pupils with SEND and all teachers have a responsibility to maintain up to date knowledge about the pupils in their care, to ensure their teaching approaches enable all pupils to achieve of their best, and to bring concerns to the Tutor, Head of Year or SEND Department.**

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)**

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is *additional to or different from that normally available in a differentiated curriculum*.

Pupils are regarded as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age.

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

**Communication and Interaction** - Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD)

**Cognition and Learning** - Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)

**Social, Emotional and Mental Health** - Mental health difficulties such as depression, self-harming, eating disorders etc, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder

**Sensory and/ or Physical Needs** - Hearing Impairment (HI), Visual Impairment (VI), Physical Disability (PD), Multi-Sensory Impairment (MSI).

### **THE LOCAL OFFER (CAMBRIDGESHIRE COUNTY COUNCIL)**

A Local Offer gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

The Cambridgeshire local offer directory can be found at:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

## THE ROLE OF THE SENCO

The Special Educational Needs & Disabilities Co-ordinator (SENCO) role is currently fulfilled by Tracey Webb and supported by Jamie Jones (Assistant Principal (SEND) and in collaboration with other SEND staff, the Principal and the Governing Body, she helps to determine the strategic development of the SEND 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 SEND policy and co-ordination of a specific provision made to support individual pupils with SEND including those that have EHC Plans
- Providing professional guidance to colleagues and working closely with staff, parents, and other agencies
- Having an awareness of the provision in the Local Offer and work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Identifying patterns in identification of SEND within the school and use these to reinforce the quality of Teaching
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Acting as a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and smooth transition is planned
- Working with the Principal and school governors to ensure that the school meets its responsibilities under The Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date.

## ADMISSIONS

Hinchingbrooke seeks to be able to admit students whatever their category of SEND within the resources available: those who already have an identifiable SEND, as well as identifying and providing for students not previously identified as having SEND. This includes students with and without Education, Health and Care Plans (EHCP).

Parents of children with EHCP's and SEND needs who wish to have them educated in a mainstream setting should only be refused this where the student's inclusion would be incompatible with parental wishes or the education of other students, and that incompatibility cannot be removed by taking '*reasonable adjustments*' as described by the Disability and Discrimination Act.

The decision not to educate a student who has an EHCP in a mainstream school, against parent's 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 support, 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 SEND Code of Practice states that it is illegal for schools to discriminate against current and prospective students because of their disability. 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 Equality Act (2010) states that this is an *anticipatory and continuing duty*.

If a parent believes discrimination has taken place they can take action through the school complaints procedures in the first instance and then with the Health, Education and Social Care Chamber of the first-tier Tribunal, or through admissions and exclusions appeals panels. However, the first step parent/carers should make when they have a concern is to contact the school directly.

## **PRIMARY LIAISON**

When students transfer to secondary school, the school will liaise with the primary school to ensure we are in possession of all appropriate primary SEND records.

Primary schools are required to transfer student records within 15 days of students ceasing to be registered at the primary school. The SEND Transition Team, along with the Head of Year 7/Transition Manager, will liaise to prepare for the incoming year group and to identify any SEND needs. Contact will be made, usually through a visit, to each partner primary school. Hinchingsbrooke staff will attend the annual review of any student with an EHCP from Year 5 onwards, when invited, and will also attend the review of any other student identified by the primary school as having 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 Hinchingsbrooke individually or in small groups (with and without parents/carers) to view the school and SEND department before the induction/taster days in the Summer Term prior to transfer.

The SEND Transition Team and Head of Y7 /Transition Manager will gather student details in liaison with primary school SENCOs and Year 6 class teachers. Information is collected from SEND registers, student pastoral and SEND files, details included in EHCP's, annual reviews and Assess, Plan, Do, Review paperwork and Pupil Profiles. This liaison process will allow Hinchingsbrooke to produce a relevant Pen Portrait or note of information in the SEND List or Support List. This will enable all staff to fully support the student in their first term/year at secondary school and beyond.

## **SEND IDENTIFICATION**

We ensure that every child in Year 7 is screened at the start of the school year. This screening includes analysing Cognitive Attainment Tests, Access Reading Tests Data, Lucid Screening and Key Stage 2 SATS results. If it is felt that further testing is required parents will be contacted and a referral made to the SENCO for further investigation. This investigation will initially involve reviewing past records, consultation with teachers and classroom observations. The SENCO will then review these findings and decide on next steps. If further investigation is required the SENCO may decide to make a referral

to the Inclusion Team or appropriate Head of Year; authorise further testing or make a referral to an external professional such as a Speech and Language Therapist or Educational Psychologist.

If the SENCO authorises further investigation the following is a sample of the tests that may be used;

Wide Range Intelligence Test (WRIT)

Wide Range Achievement Test 4 (WRAT4)

Comprehensive Test of Phonological Processing (CTOPP)

Test of Word Reading Efficiency (TOWRE)

British Picture Vocabulary Scale (BPVS)

Detailed Assessment of Speed of Handwriting (DASH)

Test of Memory and Learning (TOMAL)

Academic Achievement Battery (AAB)

Autism Spectrum Rating Scales (ASRS)

### **ON-GOING IDENTIFICATION, MONITORING AND PROVISION**

**All teachers are teachers of SEND and this is seen as a whole school responsibility requiring a whole school response. It is our aim that the overwhelming majority of needs will be met by access to quality first teaching.**

When a student transfers to secondary school any special educational needs may have been identified by the primary school through an EHCP or School SEND Support. Some students may have established needs whilst others will change over time.

There will be circumstances when a pupil is not making adequate progress using the differentiated resources already available in the mainstream classroom. This could be seen in poor rates of progress with literacy and numeracy or low reading scores achieved in a school based reading assessment; 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; lack of progress over time where school based interventions have taken place.

Any member of staff who wishes to highlight a concern to the SEND Department can do so using the school's 'Early Alert' process. This enables them to share concerns regarding a pupil and next steps or further provision to be planned if appropriate. All Early Alert paperwork is available on the school shared area and accessible at any time.

These cases will be reviewed with the Head of Year or other relevant members or staff and further investigation or support may be put into place. This will usually take the form of an Assess, Plan, Do, Review support, target setting and monitoring process. One cycle of APDR is usually planned a minimum of 6 weeks before it is reviewed, and next steps planned.

When an ongoing concern is highlighted the school identifies, implements and reviews the most appropriate intervention for each individual student. These interventions may take place in the classroom as a part of the general adjustments made for a pupil, or within a small group or on a one to one basis. This may be delivered by a Teacher or Teaching Assistant. These range from adapted



teaching techniques in the mainstream classroom to specific interventions to support students with particular academic or learning needs, for instance a group of children who may have reading difficulties.

### **STATUTORY ASSESSMENT AND EDUCATION, HEALTH AND CARE PLANS**

For a very small number of pupils' 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 provide an Education, Health and Care Plan. An EHCP will be issued if the pupil's needs cannot be met by the school's resources alone.

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

### **SEND SUPPORT ORGANISATION**

At Hinchbrook School we organise our monitoring of pupils' with SEND or Additional Learning Needs using a graduated approach. This is organised in the following way:

**Wave 1** – Pupils who require specific differentiation within the normal classroom provision and may have exam access arrangements in place.

**Wave 2** – Pupils on the SEND Support List who have additional learning needs and require provision that is additional to or different from that normally available in a differentiated curriculum.

**Wave 3** – Pupils on the SEND List who have an EHCP. These pupils will have an individualised Pen Portrait created to share their specific support needs with all staff that teach them and may have an APDR (Assess, Plan, Do, Review) drawn up for them termly to monitor their progress against outcomes set in their EHCP.

The waved SEND Lists for each year group are available on the school shared area and available for all staff to access at any time.

The school information system – ARBOR– also enables a pupil with SEND to be identified on a register via a flag. Further information on each pupil can be gained via a Pen Portrait or their records in ARBOR.

### **WORKING IN PARTNERSHIP WITH PARENTS/CARERS AND PUPILS**

Partnership with parents/carers plays a key role in promoting a culture of cooperation between parents/carers, school, the LA and other agencies. This is important in enabling pupils and young people with SEND to achieve their potential. Parents/carers 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/Carers will always be informed when their child has been identified as having a SEND. The parents/carers will always be fully involved and consulted and will be encouraged to participate in their child's education. When any specialist measures are requested their consent must be given and can be withdrawn. Parents/Carers also have a responsibility to communicate effectively with

professionals, communicate 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 SEND, with or without an EHCP, 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 SEND needs of their children so they can make appropriate, informed decisions.

To contact the SENDIASS/Parent Partnership Service in Cambridgeshire:

Cambridgeshire County Council, SH1212, Shire Hall, Cambridge, CB3 0AP

E-mail: [ppo@cambridgeshire.gov.uk](mailto:ppo@cambridgeshire.gov.uk)

Telephone: 01223 699241

### **PUPIL PARTICIPATION**

All pupils should be involved from the start of the procedure in identifying their additional needs/SEND. 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. Sensitivity, honesty and mutual respect are the hallmarks of good practice.

Hinchingbrooke School actively encourages student participation in school life, ensuring that students identified with SEND have representation on student bodies such as the student council, have a voice in 'Room with a View' sampling of student opinion and organising student-centred meetings and annual reviews.

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

The School will liaise and work collaboratively with other services to provide an integrated high quality, holistic approach to the needs of the student. In co-ordinating between services, the tool is an *Early Help Assessment*. This helps practitioners access different services to co-ordinate and plan their interventions. We also regularly liaise or meet with other outside agencies that provide services of

- LA support services
- Hearing Support and Visual Impairment Services,
- Primary and Secondary Support Services,
- Educational Psychology Service,
- Education Welfare Service
- The Youth Support 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
- School paediatrician and nurses

- 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 (PEP) which will include information on the SEND of the student if appropriate.

## **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 SENCO. If the situation remains unresolved parents have the right to make a formal complaint to the Principal and, if still not satisfied, the Governing Body using the school's complaints policy.

Parents are encouraged to access advice from the Parent Partnership Scheme. For example, they may support the parent in a request for statutory assessment. Alternatively, they may access independent support from SENDIASS/Parent Partnership. They can be contacted via their website [www.cambridgeshire.gov.uk/SENDIASS](http://www.cambridgeshire.gov.uk/SENDIASS) or by phoning on 01223 699241.

## **EVALUATING THE SUCCESS OF THE SEND POLICY**

As with all policies, the SEND Policy should be subject to a regular cycle of monitoring, evaluation and review. Governors regularly consider SEND issues across all of their policies and the effectiveness of the school in this area. The school's response to SEND is contained in this policy and published on the website.

The SEND Department will also annually evaluate its work through its departmental Self Evaluation Form (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/SEND making academic progress and who take an active part in the life of the school including extra-curricular activities; where student progress is measured via assessment and exams including GCSE and A Level results; attendance and exclusion data is analysed and accounted for; where student voice and parental views are valued, listened to and action taken; and where the number of students not in education, employment or training (NEETs) is 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.
- Internal Monitoring and Evaluation procedures including use of the Provision Map; work scrutiny, student voice, lesson observations and drop-ins etc.

A yearly action plan for SEND is drawn up which is reviewed termly to ensure that provision is systematically developing and improving over time.