



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

POLICY FOLDER: HILLCREST SHIFNAL SCHOOL

CONTENTS	Page
1.0 SCHOOL ARRANGMENTS	1
2.0 THE SEND AIMS OF THE SCHOOL.....	1
3.0 DEFINITIONS.....	2
4.0 ROLES AND RESPONSIBILITIES	2
5.0 IDENTIFICATION, ASSESSMENT AND REVIEW	4
6.0 INTERVENTION AND PROVISION	5
7.0 RECORD KEEPING	6
8.0 INDIVIDUAL PUPIL PLAN	6
9.0 REQUEST FOR STATUTORY ASSESSMENT.....	7
10.0 ANNUAL REVIEWS	7
11.0 CURRICULUM ACCESS	8
12.0 STAFF DEVELOPMENT AND APPRASISAL.....	8
13.0 LINKS WITH EXTERNAL AGENCIES AND OUTSIDE SUPPORT.....	9
14.0 PARTNERSHIP WITH PARENTS AND CARERS	9
15.0 VOICE OF THE CHILD	9

1.0 SCHOOL ARRANGMENTS

This policy is to be read in conjunction with the Equality Statement, and Accessibility Plan

At Hillcrest Shifnal School we value the abilities and achievements of all our students, and are committed to providing for each student the best possible environment for learning. It should be noted that as a specialist school for young people with social, emotional and Mental Health difficulties, all of our students are on the SEND register and the majority of students have an Education Health Care Plan.

This policy recognises the entitlement of all students to a balanced, broadly based curriculum, relevant to students' needs. Our SEND policy reinforces the need for teaching that is Sensitive to and takes account of the complex needs of our students, whilst providing an appropriately modified, robust and challenging curriculum that is tailored to the needs of the individual child. The Governors, Head Teacher and senior Leadership Team will ensure that appropriate provision will be made for all our students.

2.0 THE SEND AIMS OF THE SCHOOL

- To ensure that all students have access to a broad, balanced curriculum, which is modified as appropriate
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible; usually upon entry to the School, based on information from a student's mainstream school
- To ensure that students with SEND take as full a part as possible in all School activities



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

POLICY FOLDER: HILLCREST SHIFNAL SCHOOL

- To ensure that carers and parents of students with SEND are kept fully informed of their child's progress and attainment
- To ensure that students with SEND are involved, in decisions affecting their future SEND provision
- To provide a contribution to ascertain a clear pathway to support students with SEND up to the age of 25.

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some students, we believe that much can be done to overcome them by carers/parents, teachers and students working together.

3.0 DEFINITIONS

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities. The term SEND is used in this Code across the 0-25 age range but includes.

Disabled children and young people

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

4.0 ROLES AND RESPONSIBILITIES

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The Role of SENDCo

The SENDCo plays a crucial role in the School's SEND provision. This involves working with the Local Authorities and Leadership Team to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers and education support staff
- Managing classroom support
- Overseeing students' records
- Liaising with parents/ carers
- Making a contribution to INSET
- Liaising with schools, external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- SEND is the responsibility of all teachers. The Revised Code of Practice for SEND states that *'all teachers are teachers of SEND'* This means that all teachers are responsible for planning and making provision for SEND students within their class with advice and support from the SENDCo
- Teaching and non-teaching staff are committed to keep the SENDCo well informed about students' progress
- All teachers have access to information about students with SEND

THE ROLE OF THE SENIOR MANAGEMENT TEAM and SCHOOL LEADERSHIP TEAM:

Responsibilities to students with SEND include:

- Ensuring that provision is of a high standard
- Ensuring that a 'responsible person' is identified to inform about the EHCP all those involved with teaching and supporting students with EHCPs
- Ensuring that students with SEND are fully involved in School activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEND policy

THE ROLE OF THE CLASS TEACHER and SUPPORT STAFF

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

Being aware of the School's procedures for the identification and assessment of, and subsequent provision for students with SEND

- Being accountable for the progress made by SEND students in their subjects
- Collaborating with the SENDCo to decide the action required to assist the student to progress



- Working with the SENDCO to collect all available information on the student
- In collaboration with the SENDCo, develop individual learning targets.
- Working with students on a daily basis to deliver the INDIVIDUAL LEARNING TARGETS targets within differentiated planning
- Developing constructive relationships with carers and parents
- Being involved in the development and review of the School's SEND policy

THE ROLE OF THE HEAD TEACHER

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the School including the SEND provision
- Keeping the SENDior Management Team well informed about SEND within the School
- Working closely with the SENDCo
- Informing carers/parents of the fact that SEND provision has been made for their child
- Ensuring that the School has clear and flexible strategies for working with carers/parents, and that these strategies encourage involvement in their child's education
- Ensuring that the new Code of Practice 2014 is implemented across the School.

Co-ordinating and managing provision

The new Code of Practice recognises the SENDCo's 'Key role in determining the strategic development of the SEND policy and provision in the Centre in order to raise the achievement of children with SEND'

Admission arrangements

The Head Teacher and Senior Management Team believe that the admissions criteria should not discriminate against students with SEND and have due regard for the practice advocated in the Code of Practice in relation to the Equality Act 2010

5.0 IDENTIFICATION, ASSESSMENT AND REVIEW

The new Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The SEND Code of Practice 2014 makes it clear that all teachers are responsible for the progress of students with SEND in their class. All teachers are responsible for identifying students with SEND and, in collaboration with the SENDCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for SEND provision.

EARLY IDENTIFICATION



Early identification of students with SEND is a priority. Data obtained from Local Authorities and previous schools informs the School about a student's needs and place on the SEND Register. The School will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by our Educational Psychologist during observation and assessment
- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Standardised screening or assessment tools such as:
- Screening /diagnostic tests
- Reports or observations
- Records from previous schools
- Information from parents/ carers
- National Curriculum results
- Student portfolios

6.0 INTERVENTION AND PROVISION

NATURE OF INTERVENTION

The SENDCo in collaboration with the class teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to support services for advice on strategies, equipment, or staff training

SEND PROVISION

On entry to the School, each student's available attainment data from previous school will be scrutinised by staff. Additional entry assessments will be conducted by our Educational Psychologist and SENDCo, as well as in most subjects. This will help to inform staff of a child's aptitudes, abilities, and attainments, and will be used to ensure continuity in learning. The records kept on each student helps the School to design appropriate differentiated learning programmes.

For students with identified SEND the SENDCo/ class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve carers/parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the School are:

- Full-time education in classes, with additional help and support by class teacher/ subject teachers through a differentiated curriculum
- Periods of support within our Student Support Services with specialist staff



- Targeted 1:1 support in lessons

MONITORING STUDENT PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour

If a student's class teacher, in consultation with carers/parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCo. The SENDCo and teacher will review the approaches adopted. Where additional support to that of normal class provision is required, it will be provided through further assessment and consultation with the company's Clinical Team who provide a range of additional support services including an educational psychologist, clinical psychologist, psychotherapists, SALT and OT.

The majority of students attending Hillcrest Shifnal School are recognised as having Special Educational Needs, which clearly identifies progress objectives and the educational provision necessary to meet these objectives. In the unusual event that a EHCP is not already in place, at time of admission, the School will liaise with carers/ parents and the social worker to ascertain if it is appropriate to request that a statutory assessment of the student's educational needs be considered. In such an event, the School will co-operate fully with the local authority, in providing the necessary data and other information to facilitate this process.

7.0 RECORD KEEPING

The School will record the steps taken to meet students' individual needs via the annual review. The SENDCo will maintain the records and ensure access to them. In addition to the usual records, the student's profile will include:

- Information from parents/ carers
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/ social services
- Information from other agencies

Teaching students with SEND is a whole-school responsibility. The core of teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support. The progress of all students attending Young Hillcrest Shifnal School are monitored carefully through a variety of means including regular assessment, internal case conferences, statutory reviews such as Looked After Children Reviews, Annual Reviews, Personal Education Plan Reviews and Tutor/ Keyworker/ Parent meetings, which take place termly.

8.0 INDIVIDUAL PUPIL PLAN



Individual Pupil Plans are an integral part of the School's delivery of the Code of Practice. They are reviewed formally, twice yearly, usually as part of the Personal Education Plan (PEP) where a student is 'looked after', as part of the Annual Review and/or as part of the tutor/ keyworker/ parent meeting which takes place on a regular basis, for all students. Additionally, informal review takes place through internal case conferences and teacher assessment. Daily communication about students' progress, through morning telephone handover and whole staff meetings, also contributes to the ongoing review of the Pupil Plan, which is a working document and subject to update at any time.

Pupil Plans include the following information:

- 3 Short-term targets, which are linked to the objectives of the EHCP where applicable
- Strategies for the Student
- Strategies for the teacher
- Provision made available and know methods of teaching or behaviour management that work for the individual
- Date for review
- Success criteria
- The outcomes recorded at review

9.0 REQUEST FOR STATUTORY ASSESSMENT

The School will request a Statutory Assessment from the relevant LA when, despite an individualised programme of sustained intervention within the school support category, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent/ carer or outside agency.

The School will have the following information available:

- The action followed with respect to school support
- The student's Individual Pupil Plan
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Level of attainment in relation to National Curriculum/KS 4 and 5 Curriculum
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and our Educational Psychologist
- The views of parents/ carers
- Where possible, the views of the child
- Social Services reports
- Any other involvement by professionals

A EHCP will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what a school can offer. However, the School recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP

A EHCP will include details of learning objectives or outcomes for the student. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/student consultation
- Set out in the Student's Pupil Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

10.0 ANNUAL REVIEWS



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

POLICY FOLDER: HILLCREST SHIFNAL SCHOOL

EHCPs must be reviewed annually. The LA will inform the Head Teacher/ SENDCo at the beginning of each school term of the students requiring reviews. The SENDCo will organise these reviews and invite:

- The student's parent/ carer
- The student if appropriate
- The relevant teacher/ Tutor
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Head Teacher/ SENDCo considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the Pupil Plan targets
- Review the provision made for the student in the context of the National Curriculum or KS4 and 5 Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code, the SENDCo will ensure that a report of the annual review meeting is sent, with any supporting documentation, to the LEA. The School recognises the responsibility of the relevant LEA in deciding whether to maintain, amend, or cease an EHCP Education Health Care Plans (EHCPs)

11.0 CURRICULUM ACCESS

The School strives to be inclusive, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all students

We have adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are fully integrated into classes. Every effort is made to ensure that they have full access to the curriculum on offer and are integrated into all aspects of the School.

Evaluating success

The success of the School's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo and subject teachers
- Analysis of student tracking data and test results
- Consideration of each student's success in meeting Pupil Plan targets
- School self-evaluation and self-review

In evaluating the success of this policy, the Centre will consider the views of:

- Teachers
- Parents/ Carers
- Students
- External professionals

12.0 STAFF DEVELOPMENT AND APPRAISAL



All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with students with SEND. As a routine part of staff development, INSET requirements in SEND will be assessed. Staff new to the School will be given training on the SEND policy as part of their induction.

13.0 LINKS WITH EXTERNAL AGENCIES AND OUTSIDE SUPPORT

The School recognises the important contribution that our internal and external support services make in assisting to identify, assess, and provide for students with SEND. When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists
- Medical officers, including our own Professional Clinical Multi-disciplinary Team
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Social Services
- Future Focus

14.0 PARTNERSHIP WITH PARENTS AND CARERS

We have always firmly believed in developing a strong partnership with parents and carers and that this will enable students with SEND to achieve their potential. The School recognises that parents and carers have a unique overview of the student's needs and how best to support them, and that this gives them a key role in the partnership. This is further reflected in the New 2014 Code of Practice.

'Parents and carers hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP)

The School will make available, to all parents of students with SEND, details of the Parent Partnership service available through the LA. The SEND Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP)

Children and families need to be at the centre of every discussion and be a part of the decision making process.

15.0 VOICE OF THE CHILD

The new Code includes a chapter on pupil participation.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years.



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

POLICY FOLDER: HILLCREST SHIFNAL SCHOOL

Under the New Code (2014) Children and Parents have a direct say in what their needs are and how they can be best addressed, which in turn should inform policy.

In addition, students over the age of 16 should be directly asked for their views and input on their own education.

References

- The Revised SEND Code of Practice (September 2014)
- Children and Families Act 2014
- Equality Act 2012
- Care Act 2014

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