



The Hyde School
Special Educational Needs and Disabilities
(SEND) Policy

September 2014

SENCO: Siân Morris

The requirement for NASENCo qualification does not apply as Ms Morris has been a SENCo since 2005.

As the Deputy Headteacher, Ms Morris is also a member of the Senior Leadership Team.

Governor with responsibility for SEN and Inclusion: Amita Raval

For any queries contact the school on 020 8205 8707.

School beliefs and values

Here at The Hyde we believe that every child is able to achieve their full potential with appropriate support to meet their individual needs. Every teacher is a teacher of every child, including those with SEND.

This policy reflects the 2014 SEND Code of Practice 0-25 guidance.

Aims

We aim to:

- Raise achievement for all pupils, including those with SEND;
- Accelerate the rate of progress for all pupils, including those with SEND;
- Provide tailored support and interventions which enable and challenge children with SEND to meet their full potential;
- Secure positive academic, social and emotional outcomes for pupils with SEND.
- Promote an inclusive and supportive learning environment for all pupils, regardless of need.

Objectives

1. To identify and provide for pupils who have special educational needs and / or additional needs.
2. To work within the guidance provided in the SEND Code of Practice (2014).
3. To operate a “whole pupil, whole school” approach to the management and provision of support for SEN.
4. To have a Special Educational Needs Co-ordinator (SENCo) to oversee, co-ordinate and manage provision.
5. To provide support and advice for all staff working with pupils with special educational needs.
6. To remove barriers which impact on progress and achievement.

Identifying Special Educational Needs

Teachers are responsible for the progress and development of all children in their class, including pupils accessing support from teaching assistants or specialist staff. All children have an entitlement to quality first teaching which is appropriately adapted to meet their needs. The quality of teaching for all pupils is regularly reviewed. This includes reviewing and developing teachers’ understanding of

strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need.

- The teacher and SENCo will consider all information about the child;
- Concerns will be discussed with the pupil and family;
- Further assessments / observations may be carried out in school;
- Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals.
- Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made.
- A decision will be made about whether the school can meet the need from what is ordinarily available in the school, or whether additional provision is needed.
- Progress will be reviewed at least termly and adaptations or alterations made to the provision.

The SEND Code of Practice (2014) describes four broad areas of need (P.86 onwards):

Communication and interaction

Children may have difficulty communicating with others, saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with autism are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which may impact on learning. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), who are likely to need specialist support to access education

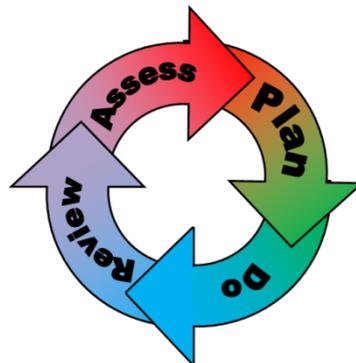
Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their

Sometimes children's progress and / or attainment may be affected by issues that are not SEN. These include:

- Disability (schools are required to make "reasonable adjustments" for pupils with disabilities);
- Poor attendance and / or punctuality;
- Health and welfare, e.g. chronic health conditions such as sickle cell;
- Family issues such as bereavement;
- Children learning English as an additional language;
- Children known to be more vulnerable to underachievement including children in receipt of Pupil Premium and Looked After Children.

A Graduated Response to SEN Support

The school uses the **Assess Plan Do Review** model detailed in the SEND Code of Practice (P.90).



- High quality teaching, differentiated for all pupils, is the first step in responding to pupils who have or may have a SEN. The quality of teaching is regularly reviewed through lesson observations and staff performance appraisals, and the impact on pupil progress reviewed each half term.
- Staff receive regular training on how to support children with high incidence SEN, as well as additional training to address the needs of specific groups or individual pupils within the school.

- Additional support or interventions may be put in place for children making slower than expected progress or who are underachieving before a SEN is formally identified.
- Children with SEN are identified as early as possible using the approach above.
- The school has access to a comprehensive range of external specialists who can offer additional support and advice, including health agencies, educational psychology support and CAMHS support. We also have a school based speech therapist.
- Pupils and families are involved throughout the process.

Managing Pupils' Needs (SEN Support)

Provision for pupils with SEN (SEN Support) is carefully matched to group and individual needs, following progress review. This is recorded in a school provision map which is reviewed at least termly. There is an emphasis on flexibility and early response.

Progress of groups and individual pupils is tracked through half termly pupil progress meetings and through termly intervention reviews. For children with a level of need requiring support above that ordinarily available, or children who have a statement of SEN or an Education and Health Care Plan, an individual provision map will record outcomes and next steps. This will be reviewed at least termly.

Each intervention has a clear timeframe (usually ten weeks). Baseline assessments are made at the start of any intervention, and pupils are reassessed at the end to measure the impact. A decision is then made to:

- Discontinue the intervention;
- Provide an alternative intervention;
- Provide a similar intervention.

Where possible the interventions are evidence-based, with a proven research basis for their effectiveness. Examples of interventions currently used include TalkBoost, Project X, WriteAway Together and 1st Class@Number2.

It is the responsibility of the class teacher to provide evidence of progress. In addition, staff running additional interventions are expected to record outcomes throughout the programme, and provide a summary of progress at the end.

The Hyde subscribes to Barnet's local offer, which is a description of what is ordinarily available in local schools to support children with a range of SEN. The school receives funding to provide additional support from its delegated budget, which we can use to meet the needs of the majority of children with SEN.

For a minority of children, we may be unable to fully meet their needs through the provision ordinarily available in the school. This may be because:

- They need a higher level of support than we are able to provide, e.g. if they have severe difficulties with learning or need a high level of supervision;
- They need support from specialist professionals, e.g. if they have a hearing or visual impairment;
- They are not making sufficient progress despite high quality teaching and evidence of appropriate intervention and support over time.

Involving external agencies

Where the school considers that an external professional or agency should be involved, this will be discussed with the family. No referral will be made to any agency without the agreement of the family. Contents of referral forms and letters will be shared with parents prior to referral and a copy given to the family.

The school may request permission to refer to one or more of the following agencies:

Health – health visitor, school nurse, child development clinic, audiology, speech and language therapy, occupational therapy, physiotherapy, CAMHS, Primary Project.

Education – Educational Psychology team, Specialist Team (advisory teachers for SEN).

Social Care – Children and Families, Intensive Family Focus Team, CAF team.

Referral processes vary slightly between agencies and across boroughs. Some require the completion of a single referral form, while others need additional evidence or require the completion of a Common Assessment Form (CAF).

Any advice received will be shared with the family and staff working with the child, and incorporated in the provision for that pupil. The impact will be measured through pupil progress meetings and through discussions with families.

A small minority of children have needs that cannot be fully met from the school's available resources. In these cases the school or parent can make a request for additional funding from the local authority's high needs block funding via an Education and Health Care Plan. Requests must include:

- A detailed description of the child's strengths and difficulties;
- The impact the difficulties are having on their progress and achievement;
- What additional support has been provided in school, and what the impact has been;

- Which external professionals or agencies have been involved, and how their advice has been implemented;
- Views of the child and family;
- What additional support is necessary and how this will impact on the outcomes for the child.

Further information for parents wishing to request assessment for an Education and Health Care Plan for their child is available from the SENCo.

For children who start school with a high level of need, or who have a change in circumstance which may result in a SEN, the school may make a bid to Barnet's contingency fund. This provides additional funding for a short period of time to enable appropriate support to be put in place quickly. A request for an Education and Health Care Plan may then be considered.

Criteria for Exiting SEN Register

Some children may need support as a result of a SEN throughout their school careers. Others may need support for a shorter period of time. Children may be removed from the school's SEN register if:

- Concerns about their progress or attainment are no longer present, e.g. if they have caught up with peers, or if they are making progress in line with or at a faster rate than their peers;
- Strategies put in place have sufficiently reduced or removed the barriers to learning, e.g. strategies to support learners with dyslexia;
- There has been a change in the child's needs, e.g. their difficulties are no longer impacting significantly on their learning.

Supporting Pupils and Families

The school works closely with families and other agencies to ensure the child and family are supported.

The Barnet local offer details what support and provision is ordinarily available in Barnet schools for children with a range of SEND.

Further information about the school can be found in The Hyde's SEN information report on the school website (required by Regulation 51, Part 3, section 69(3) (a) of the Children and Families Act).

Details of admission arrangements can be found in the directory of Barnet schools. We operate an inclusive admissions policy, and no child will be automatically refused a place as the result of any SEN or disability.

Bullying

We will not tolerate bullying of any child at The Hyde and take steps to ensure that all children feel safe and secure at school. We have an incredibly inclusive ethos where everybody feels valued and accepted. We take any incidents of bullying extremely seriously and deal with them quickly. We also have a team of trained Mini Mentors who provide peer support to children who need it.

All children with SEND are fully included in the life of the school, from lessons and assemblies to school trips and external events. Our pupils are taught that we all have strengths and areas where we need help, and they are encouraged to ask for and offer help when it is needed. We place a strong emphasis on personal challenge, and on celebrating success. We also participate in national awareness events, such as Jeans for Genes day.

We want all our pupils, including those with SEND, to develop independence and resilience in their learning and in life. This means we use support flexibly, so that children have opportunities to work independently with peers and to make mistakes, as well as being offered support when they need it.

We have a number of strategies and tools which we can employ to address the needs of particular groups or individuals, including pupils with speech and language difficulties, pupils with autism spectrum conditions (ASC) and pupils with emotional and behavioural needs. This includes teaching children how to stand up for themselves, and how to reduce the risk of being bullied, such as using social media safely.

For further information see Bullying policy (available on request).

Access Arrangements

Access arrangements for national standardised assessments tests (SATs) are arranged according to the needs of individual children. In year 2, access arrangements are made internally. In year 6 a number of access arrangements may apply, including additional breaks, time extensions and access to large print papers. Access arrangements are the responsibility of the assistant head / senior leader working in the appropriate phase, and are overseen by the Headteacher and deputy.

Transition

In order to ensure a smooth transition to each phase of education, we have a number of systems in place.

- From class to class – a handover meeting is held to share information about all pupils. Pupils have the opportunity to participate in Class Swap before the end of the academic year. Additional visits for the pupil and receiving staff may be arranged if appropriate. Some children may also be given a Transition

book with pictures of staff and their new classroom to look at over the summer.

- Additional arrangements are made for children transferring from Reception to Key Stage 1 and Key Sage 1 to Key Stage 2. This may include opportunities to use a different playground, familiarisation activities with staff and older peers, and meetings to outline curriculum content and expectations.
- Most secondary schools have transition plans for year 6 pupils, including visiting pupils in primary school and opportunities to meet their new tutor and form at the receiving school. For some children, additional visits or Transition Booklets may be used. Where appropriate, secondary school staff will be invited to annual reviews of children in year 6 who have statements or EHC plans.
- Information relating to the SEND of pupils is passed to the new school where this is known. For pupils who leave the country, or who leave the school without a new school to go to, records will be kept for one year and then destroyed.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Arrangements for pupils with medical conditions are dependent on the individual needs of the child. The school liaises closely with the school nurse and other health professionals to ensure that medical care plans are up to date and medication is available in school. We have a large number of staff who are trained First Aiders and staff will undertake additional medical training as required.

For further information, see Managing Medical Conditions policy (available on request).

Training and Resources

Provision for SEND is funded in several different ways. The school receives funding as part of its' delegated budget which is used to fund "ordinarily available" provision. This may include additional teaching or support staff, equipment or training for staff.

The school receives additional funding for children who have a statement of SEN or an EHC plan from the local authority where the child lives. Funding in these cases is

attached to the particular child and must be spent in a way that supports them appropriately.

The school also receives Pupil Premium funding for looked after children, and children in receipt of free school meals. Some of these children also have SEND, so part of the Pupil Premium funding is used to enhance the provision the school is able to offer. This includes funding our school speech and language therapist, and purchasing additional support from the Educational Psychology and Health and Emotional Well-being Teams.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are required to undertake training and development. Some training is generic, and addresses high incidence needs such as speech and language difficulties; other training is bespoke to meet the needs of individual members of staff and the children they are working with.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO attends Barnet's SENCO network meetings on a termly basis in order to keep up to date with local and national updates in SEND, in addition to other events such as conferences and seminars. The school has strong links with Barnet's SEN and specialist teams, and with other Elliott Foundation schools.

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, including those with SEND. This is done in a variety of ways including lesson observations, pupil progress reviews, seeking views of parents through Parent View and questionnaires, open school events and coffee mornings, and seeking views of pupils through school council and through annual reviews of pupils with a statement of SEN or an EHC Plan.

The SENCO regularly attends governors' meetings to update governors on SEN and inclusion. There is a named governor responsible for SEND and inclusion who visits the school regularly.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Dealing with Complaints

Any concerns or complaints regarding children with SEND should be first raised with the class teacher or the member of staff involved. If this does not resolve the issue, please contact the SENCo / Deputy Head or another member of the Senior Leadership Team.

For further information please see Complaints Policies and Procedures (available on request).

Roles and Responsibilities

The Inclusion Team consists of:

SENCO: Siân Morris, MA, PG Dip, BA Hons with QTS

Ms Morris is also the Deputy Headteacher and a member of the Senior Leadership Team. She is part of the school's Child Protection Team. Ms Morris is the designated teacher for Looked After Children and is responsible for the management of the Pupil Premium Grant together with the Headteacher. She is seconded one day a week to Barnet's Specialist Team as an advisory teacher for autism.

Governor with responsibility for SEND and Inclusion: Amita Raval

Mrs Raval is the named governor for SEN and Inclusion. She is an extremely experienced speech and language therapist with a particular expertise in children learning English as an additional language, and an interest in inclusion.

School Speech and Language Therapist: Charlotte Brassett

Miss Brassett is employed by the school through Pupil Premium funding to address the high level of speech and language needs within our school, and enable rapid intervention to be put in place for children with the greatest need.

Level 3 Teaching Assistant with responsibility for children learning English as an additional language: Pratibha Kundera

Mrs Kundera is responsible for supporting new arrivals to the school, particularly those who are new to English. She also works with children whose English is developing, with a focus on communication and literacy development.

Learning Mentor: Lisa Pratchett

Mrs Pratchett provides pastoral, emotional and social support to children who may need it. She also oversees attendance and works as part of the Child Protection Team.

Teaching Assistants

We have a large team of teaching assistants who work in various capacities across the school. Some work exclusively with individual children or small groups, while others work as general class teaching assistants. Some fulfil both roles. Ms Morris line manages all the teaching assistants and is responsible for the performance appraisals of teaching assistants working with individual children.

Accessibility Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

For further information see Accessibility Plan.

Storing and Managing Information

Records for children with SEND are stored and maintained by the SENCo. Paper information is stored in a locked cupboard, while electronic data is stored securely on the school system or the SENCo's laptop. Information is shared with staff working with children on a need to know basis. Class teachers and support staff are responsible for storing any documents shared in a secure place.

See school policy on Information Management / confidentiality policy for further details (available on request).

Reviewing the Policy

This policy was written in response to the new SEND Code of Practice 2014. It will be reviewed at least annually.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE, Feb 2013
- SEND Code of Practice 0 – 25, DfE, June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Relevant Information

- The Hyde SEN Information Report, available at www.thehydeschool.co.uk
- Accessibility Plan
- School policies referred to in SEN policy
- Barnet Local Offer

Glossary of Terms

Annual review: the review of an EHC plan or statement of SEN which the local authority must make as a minimum every 12 months.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parent Partnership Services: Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Special Educational Needs (SEN): A child or young person has SEN 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.