

HOPE HIGH SCHOOL Carfield, Clay Brow, Skelmersdale WN8 9DP

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**SPECIAL EDUCATIONAL NEEDS**

**POLICY**

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| --- | --- |
| Policy | **SEN**  **Policy** |
| Updated | Updated October 2017 |
| Date of review | Reviewed July 2018 |

**Special Educational Needs Policy**

**2017**

**Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September2014) 3.65 and has been written with reference with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE Feb 2013
* SEND Code of Practice 0-25 (September2014)
* Schools SEN Information Report Regulations (2014 (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire’s Illustrative Regulations as a guide for schools completing SEN Information Report)
* Statutory guidance on supporting pupils at school with medical conditions (April 2014)
* The National Curriculum in England Key Stage three and four framework document (July 2014)
* Safeguarding Policy
* Accessibility Plan
* Teachers’ Standards (2012)

Our SEN policy has been created by the School’s SENCo in liaison with the SEN Governor, the School’s Senior Leadership Team, staff and parents of students with SEND. We have co-produced this policy in the spirit of current reforms to SEND.

**SENCo**

The named SENCo for Hope High School is Mr Lee Baines. (Clause 64 Children and Families Bill 2014).

Mr Baines can be contacted for queries regarding SEN at the following address:

Lee Baines

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**Special Educational Needs Policy.**

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)

**Initial Statement**

We at **Hope High** are committed to meeting the special educational needs of our pupils and ensuring that they make progress. In line with our mission statement we will meet the needs of all pupils by providing a focused and positive response to their needs.

**SCHOOL AIMS**

* Enable pupils to manage their behaviour in a socially acceptable way
* Allow them to function successfully on leaving school.
* Help pupils make healthy choices, stay safe and to support the development of their emotional wellbeing.
* Engage in a variety of curriculum and community opportunities that:
* Enable pupils to enjoy and achieve success as learners.
* Allow pupils time to develop an understanding and care for their environment.
* Promote and encourage pupils to make a positive contribution to the school community.
* Enable pupils to achieve the skills needed for economic wellbeing and to become independent and active citizens.

**Objectives**

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

**1) Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.**

1. To ensure that pupils are involved in the reviews of their IEPs, attend and contribute to their annual reviews.

**2) Ensure good working relationships with parents, carers and the community.**

a) To ensure that parents continue to attend annual reviews and target those who rarely do, if necessary changing the venue

3) **Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.**

1. That IEPs/Provision Maps are central to teaching and learning and embedded into the school assessment system.
2. As part of the whole school monitoring and evaluation consider effectiveness of the curriculum offered to pupils with special educational needs, specifically autism and SpLD .

4) **Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.**

1. Ensure all pupils are given appropriate support for examinations
2. Appropriate examinations are accessed for individuals to ensure they gain accreditation for all their work

## Code of Practice

The SEN Code of Practice (2014) offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that Hope High School will provide in line with the new Code of Practice.

## Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

* Communication and interaction
* Cognition and learning
* Behaviour, emotional and social development
* Sensory and/or physical
* Medical

## Identification and Assessment

“The law says that a child has special educational needs if he or she has:

* **A learning difficulty** (ie a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
* Special educational provision (ie provision additional to, or different from, that made generally for children of the same age in local schools).

Whether or not a child has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another.

"”(Excellence for all Children, DfEE, October 1997).

Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child’s difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child’s progress.

The child and parent/carer are involved throughout.

Any of the following may trigger a concern.

* Parents/carer
* Child
* Class teacher assessment
* Response/ length of time on SEN register
* Any of the support services mentioned later
* Records – transferred from another school
* Base line assessments
* SAT results
* In-house testing and assessment
* Records of achievement
* Special needs register
* Pupil tracking

In identifying children who may have special educational needs we can measure children’s progress by referring to:

* Their performance monitored by the teacher as part of ongoing observation and assessment
* The outcomes from baseline assessment results
* Their progress against the objectives specified using the assessment tools incorporated in the Assertive Mentoring Programme
* Their performance against the level descriptions within the National Curriculum at the end of a key stage
* Standardised screening or assessment tools.

**Quality First Teaching**

The first stage in the process of ensuring that children with SEN achieve their full potential is providing quality first teaching, differentiated for individual students.

At Hope High School, we aim to provide students with high quality lessons that are engaging and tailored to their ability/needs by the class teacher/subject specialist. Additional intervention and support cannot compensate for a lack of good quality teaching. It is important to note that all teachers are teachers of students with SEN, and teachers are responsible for and accountable for the progress and development of the students in their classes.

The progress of students is closely monitored each half-term using the Assertive Mentoring model, aimed at identifying those most at risk of underachievement, and providing early intervention strategies in order to support vulnerable students. This also includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable students, and their knowledge of the SEN most frequently encountered.

**Roles and Responsibilities**

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At **Hope High School** this role is undertaken by **Mrs Ann Clark** who meets regularly with the Head and SENCO.

For roles of governing body see Special Educational Needs Code of Practice(2014) Section 6:3, 92.

The Head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan. The SENCo will co-ordinate provision for statemented pupils. (See CoP 2014 Section 6:79)

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with additional special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

**Admissions**

Pupils will be admitted to **Hope High School** in line with the school's admissions' policy.

The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction/transition meetings and parent visits to work closely with parents to ascertain whether a child has been identified as having additional special educational needs alongside SEMH needs.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

**Access for Disabled**

To ensure access for pupils or parents with disabilities the school has reviewed provision as part of the School’s Accessibility Plan.

**Resources**

The governors will ensure that the needs of pupils are met by employing a SENCO. The Head and SENCO will use the child's statement and LEA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that money is allocated to the development of resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

**Identification, Assessment, Reviews.**

**On Entry**

When children are first admitted to the school all SEN information will be shared. Form tutors and support staff should read the statement and share information at the first debrief.

All new admissions should be assessed by all staff within two weeks of arrival.

**Teacher Referral**

If a teacher has a concern about a child they should speak to the SENCO and the form tutor, filling out the necessary in-house documentation stating their concerns.

## School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. This is Hope High School’s Wave 2 Intervention. Whatever the level of pupils’ difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways ie:-

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

If a child’s progress is inadequate the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies.

If Wave 2 interventions are unsuccessful, it will be necessary for further action to take place, in order to enable the pupil to learn more effectively. This comes in the form of 1:1 or 1:2 intensive support from a specialist teacher. These sessions help to support the student into making rapid progress. This is Hope High School’s Wave 3 intervention.

At Hope High School if, after we have taken action to meet the learning difficulties of a child, the child’s needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then a decision may be taken to request support from external support services, both those provided by the LEA and by outside agencies, in consultation with parents.

## Graduated Response

Interventions as described above will encompass an array of strategies and embody the following principles:

* Provision for a child with special educational needs should match the nature of their needs
* There should be regular recording of a child’s special educational needs, the action taken and the outcomes.

**Curriculum, assessment monitoring and assertive mentoring**

The subject leaders and the assessment co-ordinator will monitor the attainment and progress of pupils as part of their role and additional attention should be paid to pupils with additional SEN. They will ensure that the SENCO is kept fully informed and if they have a concern they will raise it with the SENCo and the form tutor.

Pupil progress meetings will be held half-termly, where each student’s progress will be scrutinised. This focus on pupil achievement through the use of the Assertive Mentoring Programme will highlight key areas for improvement in a timely fashion, enabling teachers and support staff to respond accordingly.

**IEP reviews (timescales)**

IEPs will be reviewed regularly and parents will be invited to share their views on how they feel their child is progressing against the set targets. A copy of the IEP will be sent home after each half term as part of the Assertive Mentoring Programme, as well as after each review. Parents’ views are welcomed, and will be sought by Mentors before the document is sent out. Currently formal reviews of IEPs are undertaken every half term; this does not prevent targets being changed sooner, but if they are, new targets should be shared with all staff immediately.

Literacy and Numeracy subject leaders and form tutors will contribute to IEPs in liaison with pupils. The SENCO will be responsible for ensuring that they are completed to a high standard, on time and that they are circulated to all staff. The SENCO is also responsible for ensuring that they are reviewed and that there is a link between the targets on the IEPs, statement objectives and weekly targets. The SENCO should also ensure that progress on IEP targets are reviewed on the success and concerns sheet by all staff.

**EHC Plan Reviews**

Education, Health and Care Plan reviews are held annually. To these, the SEND officer, WPEH representative, Schools Medical Officer, EP, YOT worker, Social worker (where applicable), and parents will be invited. The form tutor also should attend bringing with them anything that the pupil has identified as wanting to be shared at the meeting e.g., work, certificates etc. The SENCO is responsible for the organisation, delivery and follow up to Annual Reviews and the links between them and the IEPs. The SENCO will ensure that banding is reviewed regularly in liaison with the SEND officer and the EP.

**Curriculum**

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

The curriculum at Hope High School is planned to cater for a wide range of ability and also to accommodate different learning styles, with a particular emphasis on the kinesthetic. The curriculum should be appropriately differentiated to meet individual needs. The curriculum is also enriched in order to motivate and stimulate pupils.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

* Setting suitable learning challenges
* Responding to pupils’ diverse needs
* Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## Classroom Organisation

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by:-

1. Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.
2. Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.
3. Parents, carers, grandparents and other adults can provide invaluable help in the classroom with children with learning difficulties, helping to develop oracy, working with the computer, and developing individual skills. All parents of children are welcomed in school. Some of our parents have had unpleasant experiences of school themselves, and may requirement to encouragement to engage.
4. Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical classroom organisation depending on size and make-up of the class.

## Managing Children

Behavioural difficulties are usually complex. Poor work attitudes and under-achievement, poor concentration levels, miss-match of work to child, personal and home problems, lack of appropriate resources, movement around the room/school, unstructured days, constant change are some of the factors that need to be addressed.

## Code of Conduct

We adhere to a whole school expectation that all staff and pupils alike, accept responsibility for our own actions and learn/choose to act in an acceptable way. Children have a right to learn, and staff have a right to teach.

## Class Rules

All teachers have classroom rules that adhere to the school ethos whilst also displaying the pupil voice of the class. These should be few in number and on display in the classroom. Staff remind the whole class of their commitment to these regularly and involve them in decisions about class life.

## Managing Challenging Behaviour

Hope High School is an SEMH (Social, Emotional and Mental Health) School. Managing student’s behaviour needs effectively, and helping students to learn to manage and control their own behaviours is a very important aspect of our school’s ethos.

It is very important that staff should deescalate a situation before a child’s needs become acute, in monitoring progress, counselling and reinforcing the positive approach. All staff should be aware of their students’ barriers to learning, possible behaviour triggers, positive handling plans and risk assessments, in order to manage behaviour issues effectively.

It may be appropriate to inform other members of staff including all support staff, when a particular strategy is being employed with a child.

## Seclusion and Exclusion from school

Occasionally, a child finds the following of our school rules very hard and continually behaves in an unacceptable way, putting others or themselves at risk or disrupting others persistently, despite the best efforts of staff and the use of the school support systems.

In these circumstances, students may be isolated from their peers and expected to work 1:1 with staff, earning their way back into their peer group. This internal seclusion means that the student is present in school, but separated from their group, and as such is not ‘rewarded’ for unacceptable behaviour with a ‘day off school’. This puts the onerous on the pupil to modify their behaviour in order to be socially accepted back into school systems and highlights the importance of maintaining appropriate behaviour and social skills in society, both in and out of school.

In extreme circumstances, the child may be excluded from school for a set number of days. The school follows Lancashire Education guidelines and informs The Chair of Governors and the authority. Parents are given reasons for the exclusion and contact numbers.

**Access and Integration to the full life of the School**

## All pupils are encouraged to take part in every aspect of school life. Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All have access to National Curriculum subjects at the appropriate stage and programme of study. Pupils at Hope High School are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers. (See Inclusion Policy)

**Success Criteria**

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| --- | --- |
| Quantitative Judgements | Qualitative Judgements |
| * Assessment co-ordinator monitoring of progress * NC levels/SATS/functional skills/GCSEs/BTECs etc * Attitudes scales * IEP targets met * Meeting statement objectives | * Staff views * Parental views * Pupil views - especially with the emphasis on pupil participation * Adviser view – monitoring visits * Community views  Area Office/EPS |

## “At Risk Register”

Mrs Helen Dunbavin (Headteacher) is responsible for Child Protection issues as the Designated Senior Leader (DSL), Mr Dan Hames Deputy DSL, Mrs Lucy O’Kane Deputy DSL and Mr Lee Baines (SENCo). All confidential paperwork is kept in the Head’s office.

## Whole School Staffing

The class teacher accepts responsibility within the day to day management of their class for meeting the needs of all their children. If a trainee teacher is working within the body of the class, then it is beneficial for the class teacher to spend a greater proportion of their time assisting with the special needs within. We have Teaching Assistants providing good support in all classes. They excel at helping develop skills in all areas. Parents too have an invaluable role to play within our school listening/talking to children, supporting groups and individual children under the direction of the teacher.

**Partnership with Parents (all those with parental responsibility)**

Parents 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 ways of supporting them. All schools should ensure that decisions taken regarding students with SEN “are informed by the insights of the parents of those children, and the young people themselves”

(Special Educational Needs Code of Practice September 2014 p.25; 1.25)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child’s needs.

To make communications effective professionals should:

* Acknowledge and draw on parental knowledge and expertise in relation to their child
* Focus on the children’s strengths as well as areas of additional need
* Recognise the personal and emotional investment of parents and be aware of their feelings
* Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
* Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
* Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
* Recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is “flagged” as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

“A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.”

(Education Act 1996 Section 332A)

SENCO/Head, class teachers and SEN support talk both informally/formally to parents in school, may write, telephone or home visit if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their children’s education. They should:

* Communicate regularly with their child’s school and alert them to any concerns they have about their child’s learning or provision
* Fulfil their obligations under home-school agreements that set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school’s decision to request a statutory assessment.

## Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs and this may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP’s, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

**Complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will arrange a meeting.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor **Mrs Ann Clark**. The Chair of Governors, **Mrs Ann Clark** will be involved after other avenues to resolve the situation have been exhausted.

**Training**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO.

The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

The literacy and Numeracy subject leaders will update themselves on SEN provision and practice.

The Assessment Co-ordinator will ensure that assessment is used to diagnose additional difficulties.

Other teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by in school in service training and by Staff attending relevant external training courses.

**Outside Agencies Including Health Services**

**(See Code of Practice 2014 6:58 – 6:61)**

Those who should be included for consideration in this section are:

* Education – LEIS/EPS/adviser
* Health – nurse, doctor, Occupational Therapist, Speech and Language Therapist , Physiotherapist, Psychiatrist
* Social Services
* Parent Partnership
* EMA, GRT, etc.
* ELAC
* YOTs
* Police/PCSO

**The Use of Information Communication Technology**

ICT is a very useful tool for all children, but can be an invaluable resource for a child with learning difficulties. Once again, peer group or independent use is encouraged. Word processors and specific programmes are used in all areas of school.

**Links**

Hope High School has close links with local mainstream and special schools: through teachers, curriculum provision and pupils attending them.

**Evaluation**

Evaluation of the success of this policy requires evidence of:

1. Increased parental and pupil involvement.
2. Careful monitoring of targets achieved against those set in the IEP.
3. Early identification of SEN.
4. Improvement in standards of achievement by individual children as determined by formal and informal assessment.
5. Staff/governor development with In-Service training.
6. Further developing links with other schools and agencies and within the community.
7. Increased points scores KS2 to KS3 and KS4.

The SEN policy will be reviewed annually through consultation with the school community and the school Governing body.