



C7: SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)	
Last reviewed: January 2017	Next Review: January 2019
	Date: 10th January 2017

1. SEND DEPARTMENT

The SEND team of the school is:

- Member of the Senior Leadership Team with responsibility for SEND / Safeguarding
- Member of the Senior Leadership Team with responsibility for Intervention
- SEND Co-ordinator (SENDCo)
- SEND Staff: Consists of Assistant SENDCo, the care team and teaching assistants (TAs)
- SEND Governor.

All can be contacted at: The Hemel Hempstead School, Heath Lane, Hemel Hempstead, Herts. HP1 1TX. (Telephone: 01442 390100).

2. SCHOOL ETHOS

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. We believe that all children with special educational needs, whether physical, intellectual, social or emotional, should, wherever possible, be integrated in mainstream school. They will have access to appropriate educational provision to allow them to experience a broad and balanced curriculum. The Hemel Hempstead School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents and students are involved when SEND provision is being made for their child. The SEND department will also provide advice and support for all staff working with students who have special educational needs.

Our aim as a school is that all students are taught by committed, well qualified and well informed staff who ensure that all pupils, whatever their needs, maximise their potential academically and exit the school with appropriate qualifications prepared for the next stage in their education. Whilst at the school, students are encouraged to enjoy and achieve in the wide range of extra –curricular activities on offer, in order to promote health, self-esteem and to make a positive contribution to school life.

3. COMPLIANCE

The SEND Policy has been developed by the SENDCo, the Senior Leadership Team link teacher and the SEN Governor in consultation with students, parents, staff, governors and the local authority and is reviewed each year. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (Department for Education, 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012.

Parents can access all pertinent school policies via the school website. Other documents can be accessed via www.hertsdirect.org / www.gov.uk/government/organisations/department-for-education.

4. OBJECTIVES

- To ensure that SEND is viewed by staff as a whole school responsibility
- To ensure that all students have access to a broad and balanced curriculum



- To provide an environment that encourages learning and promotes student confidence
- 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 in their school career
- To fully support students identified as having SEND in a variety of ways
- To ensure that SEND students take as full a part as possible in all school activities
- To ensure that parents of SEND students are kept fully informed of their child's progress and attainment
- To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision.

5. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition

The term Special Educational Needs (SEN) has a legal definition which is set out in the Education Act 1996 and the Children and Families Act 2014. It applies to children who have learning difficulties or disabilities that make it significantly harder for them to learn or access education and facilities than most other children of their age. These special educational needs will be identified in terms of four main categories of need. These need/s will fall into one or more of the following four categories:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

Some children find it harder to learn than other children of the same age. Sometimes, it may be possible to help children by making small changes to teaching and support. Schools will try many different ways of helping students to learn and boost their progress. This will include adaptations to teaching methods and the resources used. Children and young people who have SEND tend to have more significant barriers to their learning. They do not necessarily have a disability and many disabled children and young people do not have special educational need. The term SEND covers a wide range of types of need:

- Specific learning difficulties
- Moderate learning difficulties
- Speech, language and communication need.
- Behavioural, emotional and social difficulties
- Autistic spectrum conditions
- Visual and hearing impairment
- Physical disability
- Multi-sensory impairment
- Multiple learning difficulties.

A diagnosis of need does not necessarily mean that a child has a SEND and will require SEND provision. Students with behavioural needs, English as an Additional Language (EAL) or who progress slowly and have low attainment may not necessarily have SEND. However, additional information and appropriate assessments, observations and strategies will be implemented as required for these students. Likewise the school monitors and provides extra support when required for other students who may be in receipt of pupil premium, are looked after children or who have health and welfare needs.



Identification

The school is committed to early identification of SEND and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014 and the Disability and Equality Act 2010. The school considers the needs of the whole child, which will include not just the special educational needs of the child or young person. A range of evidence is collected using standard assessment and monitoring processes, such as primary records, Key Stage 2 test scores and teacher assessment levels where appropriate, Cognitive Ability Tests (CATs) and baseline testing for Literacy and Numeracy. Classroom teachers' assessment and monitoring of students is also key to identifying students with SEND.

High quality teaching differentiated for individual students, is the first step in responding to students who have or may have SEND. Subject teachers are responsible for assessing and monitoring students' progress in their specific subject area, including students who access support from teaching assistants and specialist staff. Teachers will liaise with the SENDCo where progress falls below expectations. Students are only identified as having SEND if they do not make adequate progress after they have had all the interventions in addition to good quality personalised teaching.

6. MANAGING PUPIL NEEDS ON THE SEND REGISTER

Parents, families, children and young people are fully involved in applying the Assess, Plan, Do, Review cycle in managing SEND provision within the school.

The SENDCo produces a register of students identified with SEND using information gathered from primary school records, teachers, discussions with parents and external agencies. This register is regularly updated and made available to all staff on the School Information Management System (SIMS) homepage and on the staff shared drive. Comprehensive records of all students on the SEND register are held securely in the SEND Department and must be treated by all staff as Strictly Confidential. The SEND team monitor the progress of students on the SEND register alongside teachers at half termly intervals. The team supports class teachers to improve their knowledge of SEND interventions and strategies in order to further progress students in the class with some students being withdrawn for specialist teaching sessions.

Students with statements of SEND or Education and Health Care Plans (EHCP) participate in a statutory annual review in school. Their progress and the support as outlined in their statement/plan will be discussed and the report issued by the LA will be completed and sent to all relevant parties. If a student is making insufficient progress, despite significant support and intervention at SEND support level, further advice and support from external professionals may be sought.

Inclusive access to every aspect of school life for all students with SEND is ensured by:

- Personalised differentiation within each subject area to enable students to follow the National Curriculum using inclusive teaching styles
- Active promotion of a positive view of learning difference. Classroom strategies for supporting students with SEND and guidelines for identification of these students are made available to teachers on the staff shared area
- Placing of students with SEND in teaching groups appropriate to their ability level
- Disapplication of some identified students with SEND in Key Stage 3 and Key Stage 4 from a subject for 1:1 specialist teaching within the SEND department
- Allocation of appropriate and flexible support to each student with a statement of SEND
- Raising expectations and achievements by developing teachers' skills and strategies through in-service training
- Partnership with the pastoral and academic teams in whole school initiatives
- Making the Exams Access Register available to all staff via the staff shared area. Access Arrangements for all external and internal examinations are put in place following the Qualifications and Curriculum Authority guidelines



- Extra-curricular support groups including a weekly Workshop where sixth formers, under the guidance of the SEND department, support weak and/or reluctant readers alongside students who struggle with basic numeracy in KS3. Weekly spelling catch-up groups in KS3 are delivered by specialist staff and a daily lunchtime Social Club is available for our most vulnerable students. Home learning is supported by TAs in school sessions held on four days after school
- Using external support services support to identify, assess and make provision for students with SEND
- Seeking advice from specialist advisory teaching services such as speech and language therapists, to fulfil the requirements for students with a statement of SEN / EHCP and contribute to the annual reviews of these students
- Arranging Common Assessment Framework (CAF) meetings which involve representation from all appropriate external agencies to ensure effective collaboration when identifying needs and making provision for our most vulnerable students
- Liaison with the Hertfordshire Youth Connexions Personal Advisor regarding all students with SEND.

The school aims to involve parents at all stages of their child's education and the SEND department encourages regular contact via email.

7. CRITERIA FOR EXITING THE SEND REGISTER

The decision to remove students from the SEND register will be made in consultation with parents and the individual concerned only when students have reached an appropriate level, consistently made good progress in line with expectations and no longer find it significantly more difficult to learn than their peers. A statement or EHCP may only be discontinued by the local authority when a student is deemed to have made sufficient progress.

8. SUPPORTING STUDENTS AND FAMILIES

The Local Authority (Hertfordshire County Council) makes a 'local offer' which contains information about services available in local areas for parents, children and young people aged 0-25 with SEND. Information regarding the Local Authority Local Offer can be found at

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

Information related to The Hemel Hempstead School provision for students with SEND and examples of other agencies which the school works with to support students and their families can be found in the SEND Information Report or 'school offer' at <http://www.hhs.herts.sch.uk/wp-content/uploads/2013/10/SEND-Information-Report-November-2014.pdf>

The school is a Hertfordshire Foundation School. All admissions to The Hemel Hempstead School are determined by Hertfordshire County Council. All details about admissions, including the Continuing Interest List, are held at Hertfordshire County Council. For information about the admissions process please call 0300 1234043 or visit the Herts Direct website: www.hertsdirect.org/admissions.

The Governing Body supports the Local Authority (LA) admissions criteria which do not discriminate against students with SEND, and its Admissions Policy has due regard to the guidance in the Code of Practice (2014) and the Children's and Families Act 2014.

Parents or carers seeking the admission of a student with a Statement of SEND or an EHCP are advised to approach the school well in advance to ensure appropriate consultations can take place.



Other students who are receiving SEN support at their current school are considered for admission by the LA using the same admissions criteria as for non-SEND students.

The school has forged strong links with numerous external agencies and will engage with them and parents, if appropriate, to fully support the needs of both the student and the family. (See SEN Information Report)

Transition from primary to secondary school, from class to class, across key stages, between secondary schools and to post 16 is supported by the SEND team in conjunction with the pastoral team to ensure that all teachers and parties are aware of the needs of individual students. Students and parents will be fully involved and kept informed about proposed interventions and the involvement of these agencies. The school will liaise with the Connexions Service and other agencies to arrange Transition Plans from Years 9 - 13, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process. When students move to another school during Key Stage 3 and 4, their records will be transferred to that school within 15 days of the student being removed from our registers, as required under the Education (Pupil Information) Regulations 2009.

Students needing Access Arrangements for exams such as extra time, a laptop or a scribe will be assessed in school by a suitably qualified professional and the appropriate arrangements applied for.

9. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students 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 SEND and may have a statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

For medical issues and administration of medicine there are two matrons and a team qualified in First Aid. The school successfully supports students with a range of medical conditions and will apply for Exceptional Needs Funding if required to enable the needs of students to be met. All teaching staff are Epi-pen trained and all TAs are fully trained to provide personal care for those students who need help in that area. All staff are trained in child protection.

The school also provides two in-house counsellors and KS3/4/5 Learning Mentors. Students with severe emotional/mental health needs may be referred to outside agencies such as Child and Mental Health Services, via the school's Designated Senior Person – Child Protection (DSP).

The school works closely with many external agencies such as the Local Authority specialist teachers for Physical, Hearing and Visual Impairment and the Physiotherapy and Occupational Therapy services to support students with medical conditions. The school has a physiotherapy room with a hoist and Closimat toilet and all TAs are trained in lifting and handling in order to provide personal care for those students who require this provision.

10. MONITORING AND EVALUATION OF SEND

a) Individual Progress of Students



Teachers of students with special needs will use all the currently employed methods of monitoring and evaluating progress, which include tests and examination results, performance in class, practical assessments and reports. Assessments are conducted every half term with student data being analysed by Heads of Department and the Senior Leadership Team as well as by the class teachers. The SENDCo analyses and tracks this data for those students on the SEND register in order that support and interventions are targeted appropriately and ensures that the curriculum appropriately meets the needs of those students with SEND.

b) Impact of Interventions

Targeted interventions are monitored by ongoing process of assessment, monitoring and evaluation involving class teachers, SEND teachers, Teaching Assistants, students and parents. A member of the Senior Leadership Team has responsibility for Intervention and works closely with the SEND department overseeing the effective implementation of interventions for students not on the SEND register while the Deputy Head monitors the impact of interventions for students on the SEND register via an audit system which monitors progress made against set targets.

Key performance indicators include:

- Consideration of each pupil's success in meeting targets
- Progress made by students with SEND based upon starting points i.e. do students with SEND progress make good progress across each Key Stage/Key Stages
- Attainment to be measured by the standard of students' work shown by test and examination work at the end of each Key Stage i.e. whether students with SEND achieve national thresholds (e.g. Level 5+ English and Maths at KS3; 5A*-C incl. English and Mathematics at KS4)
- Whether students with SEND achieve as well as their peers
- Engagement of students in lessons and evidence of independent learning as measured by lesson observation data
- Positive behaviour as measured by a sustained reduction in the number of students with SEND serving fixed term exclusions
- The level of student involvement as measured by the number of students with SEND who are involved in student leadership and extra-curricular activities.

Other interventions involve outside agencies supporting students on the SEND register. In these instances the SEND department will liaise with the agency, parents and students.

c) Policy Implementation and Review

Implementation of the Special Needs Policy is the responsibility of the whole teaching and support staff, with the help and oversight of the SENDCo and Heads of Department. Reports will be compiled periodically, and submitted to staff, Senior Leadership Team and the Governing Body, along with recommended amendments to the policy. The views of both students and parents will be sought when identifying improvements that need to be made in terms of SEND provision and implementation of the policy. The policy will be reviewed annually.

11. TRAINING AND RESOURCES

Funding and resources

The school is funded by the Local Authority (LA) through a formula, based principally on the number of students on roll. Other factors are also taken into account (e.g. number of students entitled to free school meals). The school is funded by the LA through a formula, based principally on the number of students on roll. Other factors are also taken into account (e.g. number of students entitled to free school meals).



This funding is to be used to support all students with Special Needs, whether or not they have a statement or EHCP. A very small number of students who have particularly pressing needs are allocated special funding by the LEA, whether or not they have a Statement (Exceptional Needs Funding). The school is responsible for applying for this funding and ensuring that it is used to the benefit of the individual concerned.

The SEND department receives an annual Departmental Allowance to cover the cost of training, materials, books and apparatus. It is the responsibility of Subject Departments to allocate sufficient resources to Special Needs within their own subject areas.

For a more detailed list of resources available for students with SEND please see the SEN Information report.

Staff Development

The SEND department has a weekly meeting after school to discuss student progress, disseminate information and to provide regular INSET opportunities for SEND teachers and support staff, both internally and from external agencies. Teaching staff are also welcome to attend the special needs department's SEND inset, in addition to whole school Inset programme which includes sessions which address SEND issues.

Training needs are assessed on an individual and whole team basis with SEND staff also attending externally run courses to maintain and develop the quality teaching and provision to respond to the strength and needs of all students, to develop their own expertise to meet statutory health and safety regulations.

New teaching staff and Newly Qualified Teachers (NQTs) receive an introductory talk on the SEND department with all teaching staff being encouraged to liaise with the department at the weekly SEND meetings about matters such as planning, student issues and student progress. SEND information on students can be accessed by teachers from the SIMS data base and the SEND area on the shared drive.

The school's SENDCo regularly attends the Local Authority's SENDCo network meetings in order to keep up to date with local and national developments in SEND. The school also subscribes to membership of NASEN (formerly the National Association for Special Educational Needs).

Parents

The school wishes to work in a productive partnership with parents in meeting the educational needs of students with SEN by involving parents and students in all aspects of the Assess, Plan, Do and Review cycle.

Parents whose children have difficulties at school will be informed promptly and invited to contribute to any discussion, assessment and planning of intervention. They will be provided with information as to the nature of their child's difficulties, and what can be done effectively at home and at school to improve things. Parents will be encouraged to participate in a positive and practical way in their child's progress, wherever possible, and will receive prompt notification of any proposed changes in needs or provision.

Parents will be encouraged to foster in their children both self-esteem and responsibility for their own learning. Advice will be given as to how this might be achieved.

The SENDCo will be present at Parents' Evenings for Years 7 to 11 to see parents either on a drop in basis or by appointment, to answer questions or arrange for later consultation. Parents who have questions or complaints regarding the provision of help for students with special needs are encouraged



to contact their child's Form Tutor in the first instance, or, if the child is already on the SEND Register, the SENDCO.

12. ROLES AND RESPONSIBILITIES

The roles and responsibilities of those listed in Section 1 are defined within the relevant job descriptions held at the school and are reviewed on a regular basis. The roles of the SENDCO and Governing Body are listed below:

Role of the SENDCO:

- Manages the day-to-day operation of the policy
- Leads the provision for and manages the responses to children's special needs
- Supports and advises colleagues.
- Oversees the records of all students with SEND
- Acts as a link with parents, external agencies and other support agencies
- Monitors and evaluates the SEND provision and reports to the Head and Governing Body.
- Line manages the Teaching Assistants with SEND responsibilities and contributes to the professional development of all staff.
- Manages a range of resources, both human and material to enable appropriate provision for children with SEND.

The Role of the Governing Body:

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all students with special educational needs.

- The Governing Body has a statutory duty to secure the necessary provision for any pupil identified as having special educational needs. The governors, represented by the SEND governor, ensure that the SENDCO communicates to all teachers the importance of providing for children with SEND. They consult the LA and other schools, when appropriate, and report to parents on the success of the school's policy for children with special educational needs where appropriate
- The Governing Body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child through the SENDCO, supported where required by the SEN Governor
- The governing body ensures that all those who teach or support a student with a statement of special educational needs/ Educational and Health Care Plan and SEND are aware of their needs and organise teaching provision to meet those needs accordingly. It is also the responsibility of the class teacher to be fully aware of the specific needs of a child in their class with SEND.
- The SEND governor and SENDCO meet termly to review progress following a structured programme of monitoring and evaluation across the school and in every area of SEND. The SEND Governor reports annually to the governing body to ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

13. ACCESSIBILITY

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on schools and Local Authorities to plan to produce accessibility plans, to increase over time the accessibility of schools for disabled students and implement their plans. At The Hemel Hempstead School:

- The school works with specialist teachers to ensure that the provision for disabled students is appropriate. The site manager runs regular Health and Safety checks.
- Main buildings have ramped access and disabled toilet facilities. Classes with students who have mobility issues are timetabled in rooms on the ground floor.
- There is a lift to the first floor in Main Block with Evac-chairs and also a ramp lift between the main hall and the dining room.



- The SEND department has now been relocated to a spacious ground floor room with its own computer suite.
- Specialist equipment is accessed through the relevant agencies for students with visual or auditory impairment. Also, Occupational Therapy and Physiotherapy services will provides equipment for students with physical impairments to enable them to access the curriculum and the site.
- A personal care/ treatment room, equipped with a hoist, Closimat and Plinth is used for physiotherapy and for housing equipment such as standing frames.
- TAs are trained in Lifting and Handling, Hoisting and individual physiotherapy programmes in order that they can support students who need assistance with aspects of their personal care.
- Interpreters can be arranged for Parents/carers who require support for meetings with school staff.

14. LINKS

This policy should be read in conjunction with the following school documents:

- Data Protection Policy
- Child Protection Policy
- Complaints Policy
- SEND Information Report 2014.