HOE VALLEY SCHOOL

Special Educational Needs & Disabilities (SEND) Policy

Person Responsible:	SENCO
Date Adopted:	September 2015
Date of last review:	Spring 2026
Date of next review:	Spring 2027

1. AIMS OF THE POLICY

The purpose of this policy is to describe our practices with regards to children with special educational needs and/or disabilities and the principles upon which these are based and specifically:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND
- To use our best endeavours to secure special educational provision for students for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
    - Communication and interaction
    - Cognition and learning
    - Social, mental and emotional health
    - Sensory and physical
- To request, monitor and respond to parent and students' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students
- To work in cooperative and productive partnership with Surrey County Council and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners

2. GLOSSARY OF TERMS

HVS: Hoe Valley School

SENCO: Special Educational Needs Co-ordinator.

SEND: Special Educational Needs and Disabilities. At HVS, we use the definition for SEN and for disability from the SEND Code of Practice (2015) which reads as follows:

SEN

A child or young person has special educational needs if he or she has a learning difficulty or disability, which requires special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability

Many children and young people who have SEN 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 includes sensory impairments, such as, those affecting sight or hearing, and long term-health conditions, such as, asthma, diabetes, epilepsy, and cancer.

It is our duty to ensure that we do not directly or indirectly discriminate against disabled children. We will ensure we promote equal opportunity in every aspect of school life. It is our duty to make reasonable adjustments to ensure that disabled children are not placed at a disadvantage and is anticipatory in nature.

EHCP: Education Health Care Plan

Code of Practice: 0-25 special educational needs and disability (SEND) code of practice EHA: Early Help Assessment

Parents: Includes any adult with a duty of care

3. OUTCOMES OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Students should leave Hoe Valley School fully prepared for modern life, and to take up their place in society. To this end, we aim to provide an education which encourages every student to work towards achieving their full potential. At the School, therefore, we:

- Are outcome focused – we clearly define the benefit or difference made to an individual as a result of an intervention
- Aim to provide a broad and balanced curriculum, which conforms to the requirements laid down in the form of the National Curriculum. This is seen as an entitlement and should be accessible to all students regardless of their abilities
- Ensure early intervention using robust screening methods to inform student-centred planning

- Will, where possible, offer the opportunity for all students to have their particular learning needs met in teaching groups together with their peers
- Will have the highest expectations of all students regardless of their need
- Recognise that all staff have a responsibility for all students including those with learning difficulties and will respond to the challenge of meeting these needs and ensure that staff are equipped to respond to those needs
- Will clearly and concisely define procedures so that all staff, teaching and non-teaching, and particularly new staff, are supported and informed of the practice of the school in implementing statutory requirements in relation to special educational needs and disabilities
- Will develop and review policy and practice which will identify students with special needs and disabilities, describe what those needs are, and determine what interventions need to be set up with these students, as specified in the Children and Families Act 2014
- Will ensure that systems are in place to enable a consistent approach to monitoring, assessment and record keeping and that this information is communicated as defined in the policy
- Will use members of the Personalisation Faculty (TAs) to provide specialist support to teachers who have students with identified special educational needs or disabilities and to facilitate the delivery of the curriculum
- Will work closely with parents and external agencies to accurately identify students with special educational needs and disabilities and then to provide the necessary interventions as soon as possible
- Will actively promote all students with identified needs to have equal access to opportunities within the wider community and ensure provision is in place to support them beyond HVS (as part of the move from 'birth to 25')
- Will develop strategies to monitor the effective implementation of this policy

4. ASSESS, PLAN, DO, REVIEW

The SEND Code of Practice encourages an 'assess, plan, do, review' graduated approach to support students with SEND.

4.1 Assess

The subject specialist teachers and tutor, working with the SENCO and the personalisation team, should carry out a clear analysis of the student's needs. This will include drawing on the teachers' and tutor's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour.

4.2 Plan

The HOY, subject specialist teachers and SENCO will agree in consultation with the parent and the student the reasonable adjustments, interventions and support required, as well as the expected impact on

progress, development or behaviour, along with a clear date for review. The SENCO may decide to seek advice from external agencies in agreement with the parent.

4.3 Do

The subject specialist teachers and personalisation team are responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

4.4 Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. If adequate progress has not been made, revisions will be made to the plan and this 'plan, do, review' cycle will continue.

When a student has made sufficient and sustained progress and it is felt that they are able to maintain this with high quality teaching, they will be removed from the SEND register and placed on the cause for concern register on SIMS. Parents will be informed of this decision.

5. RESPONSIBILITY FOR COORDINATING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Although overall responsibility for special educational needs and disabilities provision rests with the School's Board of Governors and Head Teacher, the person responsible for the day to-day operation of the School's special educational needs and disability policy is the (Special Educational Needs Co-ordinator - SENCO).

5.1 Roles and Responsibilities

The SENCO will:

- Co-ordinate the identification and assessment of students with special educational needs and disabilities including students with an Education, Health and Care Plan (EHCP) and those requiring SEND support
- Apply for EHCPs where required and lead/attend Team around the Family (TAF) meetings as required
- Focus tightly on student outcomes
- Co-ordinate provision for students with special educational needs at all levels as specified in the Children and Families Act 2014

- Maintain the school's Special Educational Needs and Disabilities Register, oversee the records of all students with special educational needs and disabilities and disseminate relevant information to everyone involved
- Liaise with parents and external agencies in reviewing interventions and communicating outcomes
- Share information on student needs succinctly and regularly with colleagues
- Lead the training of colleagues in personalising the curriculum to meet the needs of all students

The Board of Governors will, in cooperation with the Head Teacher

- Determine the School's general policy and approach to provision for students with special educational needs and disabilities
- Establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- Hold the Head Teacher, the SENCO and the Personalisation team to account in terms of outcomes for students on the SEND register

The Inclusion Governor will:

- Take a particular interest on behalf of the Board of Governors in the way the school manages its provision for special educational needs
- Liaise with the SENCO
- Visit the area by arrangement with the Head of Personalisation and Head Teacher
- Question any Board of Governor decisions which have implications for SEND
- Attend training sessions where appropriate
- Report regularly to the Board of Governors on matters relating to SEND

The Deputy Head will:

- Ensure that the ideas and good practice of quality first teaching is promoted throughout the school
- Keep the Board of Governors fully informed
- Work closely with the SENCO and personalisation team

The Deputy Heads will:

- Closely monitor the implementation of the school's SEND policy in both the curriculum and pastoral domains of the school

The Pastoral Leaders /TAs will:

- Ensure adherence to initial identification procedures for students with special educational needs
- Contribute to reviews of students with EHCPs and SEND support students
- Contribute towards effective differentiation for students with SEND

The Heads of Faculty will:

- Be responsible for ensuring that the schemes of work, teaching methods and teaching materials offer the greatest opportunities for providing a broad and balanced curriculum to all students, including those with SEND
- Ensure lesson plans reflect the needs of all learners including those with SEND
- Ensure initial identification procedures for students with SEND are adhered to
- Monitor the progress of all SEND students and intervene appropriately where required
- Contribute to SEND reviews as required

All teaching staff will:

- Ensure full access to the curriculum for all students including those with SEND by providing learning opportunities suitably differentiated to meet individual needs
- Ensure lesson plans reflect the needs of all students
- Set curricula targets that help the student understand how to make progress
- Review the curricula targets regularly and ask for guidance and support when the students are not making the expected progress
- Contribute to reviews of SEND students as required
- Identify SEND students on all seating plans via Edulink
- Implement strategies and recommendations suggested by the Personalisation team and feedback on the effectiveness of these

6. ADMISSION ARRANGEMENTS

- All students are admitted to the school according to the admissions criteria (see admissions policy)
- The Governors and Head Teacher will ensure that students with SEND admitted to the school can fully participate in the activities of the school together with other students so far as that is reasonably practical and is compatible with the efficient education of the other students. They will oversee the appeals process and work with the SENCO and Case Worker to ascertain whether the school can fully meet the needs of EHCP students applying to the school
- Students' successful transfer to the school is supported by:
    - a parent/student interview to determine any previous or continuing needs
    - information from feeder primary schools/previous schools indicating details of the nature, extent and effectiveness of any previous support for special educational needs and identifying students' stage
    - results of baseline screening using standardised tests (KS2 SATs, NGRT, CATS, Lucid Exact)

- available information relating to any relevant medical condition or attendance difficulties
- liaison with external agencies (advisory teachers, EP, Inclusion Officer etc)
- A member of the Personalisation team will attend Year 6 Reviews when invited and liaise with Year 6, class teachers, SENCOs and Head Teachers
- This information is then disseminated to relevant staff and used to ensure the most appropriate groupings, which will enable students' fullest access to a broad and balanced curriculum
- Surrey County Council is required to consult the Board of Governors of the parents' preferred school before the school is named in a student's EHCP

7. SPECIAL FACILITIES

The permanent site has been fully accessible for a range of SEND from September 2018 including fully accessible toilets, hygiene facilities and hearing loops.

8. ALLOCATION OF RESOURCES

- The resources for special educational needs are included within the overall budget delegated to the school via the EFA
- The school is committed to ensuring that all monies which are allocated by the EFA to resource SEND students are used for this purpose
- The funding is utilised as follows:
  - to provide staff for students with an EHCP
  - to develop a personalised plan for the student as specified
  - to deliver an educational programme for the student as specified in the plan this may include alternative provision where required
  - to monitor and review the educational programme as specified in the plan
  - to liaise with and procure external agencies as specified in the plan
  - to maintain close liaison with parents
  - to purchase materials and resources to meet the student's identified needs
  - to review the plan annually

9. IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES

- The early identification of students with SEND is desirable to minimise difficulties later on. The process is on-going, but concerns may be identified at any time in the student's school career from any of the following sources:
  - information gained at primary/secondary transfer
  - baseline screening including the Cognitive Assessment Tests (CATs), NGRT, Lucid Exact, internal examinations and other assessments
  - in-class observations of the new intake by the personalisation team during the first half term

- concerns raised by external agencies
- concerns raised by students themselves
- concerns raised by parents
- referrals from class teachers, tutors and Tas
- regular, on-going teacher assessments

- Once concerns about a particular student have been raised the SENCO will begin to assess the student's learning needs, obtaining external advice if required
- Assessment outcomes are discussed at regular personalisation meetings. The following decisions are possible:
    - No SEND – refer to relevant HOY / subject teachers
    - Ordinarily available provision: Upon identification, advice is offered to assist in quality first teaching of all students and ways to accommodate to the needs of the SEND student. This is school based and it is expected that the majority of students with SEND will fall within this stage. Students' needs are addressed in the context of mainstream classrooms, through high quality planning, teaching and assessments
    - School SEND support: Where ordinarily available provision is not having the desired impact and the student is not progressing in line with expectations, students will receive support from the Personalisation Faculty in one of the following ways:
        - In-class curriculum / behaviour support
        - Small-group withdrawal support
        - One-to-one intervention
        - Work with outside agencies
    - Specialist SEND support – Where School SEND support does not have the desired effect and the student is not making expected progress. The SENCO will refer the student to the relevant specialist external agencies in joint consultation with parents according to the student's needs

The new code of practice explains that the needs of the majority of SEND students should be adequately met by the support outlined above. However, for those students who are making inadequate progress given their age, starting point and particular circumstances further support is required.

- STATUTORY ASSESSMENT: The school will work with the L-SPA (Learner's Single Point of Access) at Surrey Council to consider the need for an EHCP. The school will also liaise with Surrey Council's Early Help Assessment (EHA) if required, to access a multi-agency perspective (either in drawing up a new EHA or amending an existing one). · The SENCO will:
    - Make a request for an EHCP via the L-SPA (Learner's Single Point of Access) https://www.surreylocaloffer.org.uk/practitioners/lspa If this is successful, work with the SEND Case worker and external specialists to provide evidence of student need
    - Participate and monitor the development of a pathway plan where required alongside the SEND team
    - Participate and monitor the development of a EHCP where required alongside the SEND team and EHA team if required

    - Participate in subsequent Team Around the Child (TAC) meetings alongside the EHCP coordinator, parents and relevant external agencies to monitor and review provision
- Guidelines have been produced for applying for an EHCP via the L-SPA (Learner's Single Point of Access)https://www.surreylocaloffer.org.uk/parents-and-carers/ehcp
- Guidelines have been produced and procedures are in place for Reviews of EHCPs https://www.surreylocaloffer.org.uk/parents-and-carers/ehcp/annual-review

10. PROVISION FOR STUDENTS WITH SEND

- It is our intention at HVS to offer a broad and balanced curriculum, which promotes equal opportunities for all students whatever their gender, background, race, ability or special educational needs
- We believe that it is desirable for most students with SEND to be taught within a mainstream classroom setting
- All students who have been identified as SEND are placed on the SEND Register and parents are informed. They are monitored by subject specialist teachers and tutors, using increased differentiation of teaching methods and materials to meet their individual needs. All students' progress is reviewed and communicated with parents termly
    - A detailed one-page profile is completed for EHCP students and shared with teachers through the SEND register. This is done in conjunction with specialists from outside the school where relevant. This includes:
        - The student's strengths & areas of need
        - Strategies that may be used to differentiate work / deal appropriately with behaviour in lessons
        - Reasonable adjustments that can be made in class to support students with SEND
        - EHCP outcomes for the year

11. HOW STUDENTS WITH SPECIAL EDUCATIONAL NEEDS ARE INTEGRATED WITHIN HVS

Students with special educational needs are fully integrated into school life. They hold positions of responsibility and represent the school in a range of extracurricular activities.

12. SUCCESS CRITERIA

- Students with SEND are identified effectively
- The School's SEND Register is updated regularly

- Detailed files are kept for all students on the SEND Register
- Provision Mapping and SEND support arrangements are in place and are reviewed regularly
- Staff are aware of individual students' needs and the provision available
- Staff provide learning opportunities suitably differentiated to meet individual needs
- SEND students are fully integrated and are able to access the curriculum
- Students who are the subject of an EHCP receive the level of additional support to which they are entitled and have this reviewed regularly as agreed with the SENCO
- Students make progress against clearly specified targets
- Students engage successfully in the curriculum

13. COMPLAINTS

Any complaint about SEND provision within the school should in the first instance be directed to the SENCO. If the issue(s) is unresolved, contact should then be made with the Head Teacher. In the unusual circumstances that the issue is still not resolved it should then be referred to the Chair of Governors. Further information is available in the school's complaints policy.

14. IN-SERVICE TRAINING

- All staff at the school are assisted with their management of SEND students through school-based in-service training which may be in house or be provided by the following agencies:

    - SENCO
    - Educational Psychologists
    - Physical and Sensory Support
    - STIPS (Behaviour Support)
    - ASD Outreach Service
    - STIPS (Learning and Language Support)
    - Speech and Language Therapists
    - Mindworks Occupational Therapy
    - Physiotherapy

- Within the School budget constraints all staff are encouraged to attend national and local staff development activities and conferences, which focus on effective support. Furthermore: Trainee Teachers and Early Career Teachers receive specific training sessions on SEND as part of their school-based induction
- Staff in the Personalisation Faculty regularly update their knowledge and awareness of issues relating to SEND through attendance at relevant CPD courses. Feedback is subsequently shared within the department either orally or in the form of a written report for wider cross curriculum distribution

- Copies of relevant documents and literature are circulated to:
    - the Head Teacher
    - the Senior Leadership Team
    - Heads of Faculty Heads of Year Tutors and Subject Staff
- The school endeavours to facilitate the sharing of good practice within the Personalisation Faculty and across the curriculum whenever possible

15. LINKS WITH OTHER AGENCIES

The school may work in partnership with the external agencies listed below in supporting all students, but particularly those with SEND:

- SEND Case Workers
- Educational Psychologists
- Mindworks
- Physical and Sensory Support
- Learning and Language Support
- Children's Services
- Family Support Programme
- ASD Outreach Service
- Inclusion Outreach Service
- STIPS (Behaviour support)
- Inclusion Officer Advisors from Surrey Council
- Traveller Education Team
- REMA
- Local and National Charities
- School Nurse
- Primary Mental Health service
- Other relevant agencies –where required

These services are used to provide information and advice about a range of SEND but also to provide direct support to students

The co-ordination of the deployment of these services within the school is a shared responsibility between the SENCO and their SLT line manager.

The school works with local PRUs as required and Short-Term Intervention Projects for students with specific behavioural needs.

15.1 Educational Psychologists

We have access to the core offer, which is available to all Surrey schools, consists of:

- Psychological advice as part of Education Health Care Needs Assessments (EHCNAs)
- Providing expert advice for Special Educational Needs and Disability tribunals
- Support following critical incidents and sad events

15.2 Peripatetic Teaching Teams

- These teams provide advice, assessment and intervention in relation to specific areas of SEND. Information packs on each team are available via the SENCO.
- **Physical and Sensory Support** (Sara Burge) are specialist teachers in the areas of language and communication impairment and sensory disabilities relating to hearing and visual impairment.
- The school has an allocated **Speech and Language Therapist** (Leah Stewart)) who provides a set number of visits each year. Although they assess the Speech, Language and Communication needs of individual students, their work is mainly advisory. In exceptional cases, they provide small group or one-to-one work.
- **Learning and Language Support provide** advice, assessment and intervention in relation to specific learning needs.
- **Behaviour Support Specialist Teaching** team provide advice, assessment and intervention in relation to a range of behavioural needs.

16. PARTNERSHIP WITH PARENTS

- All staff at HVS strive to work in partnership with parents in supporting all students.
- Throughout the identification and assessment process, the involvement of parents is vital.
- At all times, both in and out of school, parents are encouraged to share in the support of their own child's specific needs.
- Parents are informed as soon as their child is placed on the SEND Register. Parents of Year 7 students are contacted to discuss identified needs during the first term.
- When a concern is first expressed by a parent the SENCO will assess the learning needs of the student and inform parents of the outcome.
- The school seeks parents' consent prior to involving outside agencies and will ensure meetings include parents and key staff. Parents are kept informed of progress and asked to contribute to reviews.
- Parental consent is sought whenever it is thought necessary to proceed with an EHCP application. This is discussed at a meeting with parents and the SENCO. At this point Surrey County Council requests parental views.
- Parents of students who are in receipt of a EHCP will:
    - receive a copy of the Educational Advice for Review Meetings
    - be invited to contribute their views and to attend Review Meetings
    - receive a copy of the Review Summary Form

17. LINKS WITH OTHER SCHOOLS

17.1 Secondary Transfer / Transfer from other Secondary Schools

- The Head Teacher is responsible for ensuring that records on any student transferring between mainstream schools are received within 2 weeks of the student's transfer. Should any student with special educational needs transfer to or from another school, records are requested and passed on in the usual manner
- Arrangements relating to the secondary transfer of students with SEND are as follows:
    - The Personalisation Faculty liaises with Primary SENCOs and Head Teachers to ensure that the appropriate SEND information is transferred from primary schools
    - Members of the Personalisation Faculty may arrange visits to primary schools to discuss individual needs with staff and to meet students whenever possible
    - If a review is scheduled during the student's final term in primary school, a member of the Personalisation Faculty will attend whenever possible
    - The SENCO liaises with Surrey Council in order to obtain a copy of the student's most recent EHCP

17.2 Special Schools

The school will use as relevant the special schools within the Council as resources for advice, support and guidance on working with students with SEND

17.3 Other links

With the focus in the most recent Code of Practice on the years of 0-25, the school will ensure all SEND students have an appropriate pathway post-16 through close work with local providers and careers advice.