
POLICY ON:	SPECIAL EDUCATIONAL NEEDS AND DISABILITY
Member of Staff Responsible for the Policy:	Gail Naish
Date on which this Policy was last reviewed:	March 2023
Date by which this Policy is to be reviewed:	March 2024
Dissemination of the Policy:	All Staff, Parents (via website), Governors
GDPR Compliance:	Please refer to Information Governance Policy

1 Introduction

- 1.1 Huntington School is an inclusive school, striving to meet the needs of all learners. We aim to remove or reduce barriers to learning, providing a safe and welcoming environment where every child can thrive and achieve. The guiding principle informing this policy is to ensure that children and young people with SEN and disabilities are given equal opportunities to thrive at Huntington School, to make good progress in their learning and to feel valued as members of the school community. We have the highest expectations of students no matter their starting point and a relentless focus on Respect, Honesty and Kindness.

The policy detailed below describes how every effort will be made to include a student with special educational needs or disability and provide for their individual needs. We will follow the guidance as laid down by the Special Educational Needs and Disability Code of practice 0-25 (September 2014) and use our best endeavours to ensure that staff at school are competent in identifying and providing for the individual needs of a child, enabling access to a full and balanced curriculum. We will make all reasonable adjustments to enable all students to thrive in a truly accessible school.

Our vision is for every SEND child to “achieve at school, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community” (Children and Families Act 2014). This policy refers to children and young people with special educational needs (SEN) and disabilities.

- 1.2 The Children and Families Act 2014 states that a child has special educational needs if they have a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

- 1.3 The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs
- 1.4 It is therefore possible to be disabled under the Equality Act and not have SEND, and vice versa. It is also possible to be both disabled under the Equality Act and have SEN. As advised in the, SEND Code of Practice 2014, the school accepts that a medical diagnosis may mean that a child is disabled but not necessarily have SEN.
- 1.5 Students with SEN and/or disabilities admitted to Huntington School could have difficulties with one or more of the following areas of need
- Cognition and Learning ;
 - Communication and Interaction ;
 - Social Emotional and Mental Health;
 - Sensory and/or Physical.
- 1.6 At Huntington School we recognise the value of working in partnership to ensure the best possible outcomes for young people with Special Educational Needs or Disability (SEND). We recognise parents / carers as the experts of their children and readily seek parental support in all work with the young people. The SENDCo will keep parents / carers informed of progress,

Interventions and support plans. There is an open door policy for parents to approach the SENDCo regarding any concerns about their child's needs.

2. Aims

The aims of this policy are:

- to ensure that the school complies with the requirements of the Children and Families Act 2014, the SEND Code of Practice 2014 and other statutory guidance and are implemented effectively within the school.
- to ensure that every student with special educational needs and/or disabilities has high aspirations and opportunities equal to other members of our community.
- To use our best endeavours to ensure that staff are effective in identifying and providing for the individual needs of a child, enabling access to a full and balanced curriculum.
- To make all reasonable adjustments to enable all pupils to thrive in a truly inclusive school.

3. Objectives of the Governing Body in making provision for pupils with SEND.

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any student who has SEND;
- Determine the role of the SENDCo in relation to the leadership and management of the school;
- Determine the key responsibilities of the SENDCo and monitor the effectiveness of the SENDCo in undertaking those responsibilities;

- Make sure that, where the 'responsible person', (Matt Smith) has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them;
- Ensure that all staff are aware of the SEND policy of the school and work appropriately with all SEND and disabled children;
- Have regard to the SEND Code of Practice when carrying out its duties toward all students with SEND;
- Communicate to parents on the implementation of the School's SEND policy.

4. Implementation

The school has regard to all the requirements of the SEND Code of Practice 2014. This is a model of action and intervention to help children who have SEND make good progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

5. Co-ordination of the School's special educational provision

- 5.1 Mr Warren Lowe, Assistant Headteacher, SENDCo.
- 5.2 The SENDCo is supported in her leadership of the Learning Support team by an Assistant SENDCo, Gareth Stewart who is also in charge of in-class Teaching Assistant deployment and Exam Access assessment. Deborah Wharram is HLTA in charge of interventions and support outside the class and i/c Learning Resource Centre use.

6. Identification and Assessment

Students at Huntington School who meet the criteria, based on the SEND Code of Practice are placed on the SEND Register. This register is reviewed termly by the SENDCo.

In identifying a child as needing SEN support the class teacher, SENDCo and other staff working with the student will make a clear analysis of the student's needs. Assessments may be carried out by the SENDCo. The triggers for intervention through SEN Support include concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities,

- makes little or no progress even when teaching approaches are targeted at their identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills, resulting in poor attainment in some curriculum areas
- presents persistent emotional and /or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Wherever possible, the SENDCo will attend Year 6 Annual Reviews of SEND students with Education Health & Care Plans (EHCP) or My Support Plans (MSP).

Transition for students with SEND from Primary to Secondary school will be carefully planned. Students with additional needs will be offered bespoke additional transition plans in order to best support their transition.

Pupil transfer data, including Key Stage 2 SATs results will be used to identify students in Year 6 who may be struggling to attain age expected standards. These students will be discussed with the SENDCo in feeder primary schools, with barriers to learning identified.

Reading age testing is carried out early in Year 7 for all pupils, along with Cognitive Ability Tests (CATs). The data from these assessments are used to set realistic and challenging targets for all students.

Teaching and support staff identify pupils causing concern who may require additional support through their day-to-day dealings with them.

The SENDCO attends every Student Progress Senior Leadership Team meeting (SPSLT) in which all students causing concern are raised.

Parents and carers are encouraged to contact the Learning Support Department if they have concerns about the progress of their child. The SENDCo attends every parents' evening and her availability is flagged to parents for drop in meetings.

6.1 SEND Provision

All teachers at Huntington School are teachers of students with SEND. All teachers and support staff receive regular and timely training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

A provision map (Appendix A) is produced early in each academic year which outlines the additional support and interventions offered for students with SEN/disabilities throughout the year. This is updated throughout the school year.

6.2 Provision for sensory and/or physical needs

- There is a City of York Specialist Teaching Service support for individual students which is accessed by the SENDCO as required through the City of York Learning Support Hub panel.
- The School Access Plan outlines the adjustments made to include students with sensory/physical needs as fully as possible.
- Reasonable adjustments are made to enable all students can access the curriculum effectively.

6.3 Support for Social, Emotional and Mental Health

Students with SEMH at Huntington School are supported in a range of ways. Initially, SEMH will be addressed by class teachers, Student Support Leaders and the Pastoral leads..

- Some students may be offered social skills groups and peer and/adult mentors.
- Some students will be supported by Teaching Assistants with additional Emotional Literacy Support training (ELSAs) or those acting as keyworkers
- Some students access support from City of York Child and Adolescent Mental Health Service (CAMHS) or the School Well Being Worker.

- Some students may be offered short term out of school placements to enable them to address their difficulties.

6.4 **Access arrangements** for GCSE and A Level examinations are organised jointly by the SENDCo and the Assistant SENDCo/Exam Assessor, in partnership with the School's Examinations' Officer. This can include additional support such as up to 25% extra time, and/or provision of reader and /or scribe etc, according to the student's need following assessment.

7. Procedures used by the school for working with SEND pupils

- 7.1 The procedures follow the SEND Code of Practice. The school employs a graduated response through interventions from Band 0 – 4 (SEN Support to EHCP).
- 7.2 All staff are alerted to students with SEN/disabilities in their teaching groups via Class Charts. Each student's SEN learning Plan on Class Charts identifies the barriers to learning for each student and suggests strategies for overcoming these barriers.
- 7.3 Once a student is identified as having SEND the additional or different provision is described using City of York SEND banding criteria. This might include access to extra support in class or outside lessons. It will include specific advice for teaching strategies which will best support the student to learn effectively. A graduated response: Assess, Plan, Do, Review will be followed in line with good practice.
- 7.4 Interventions will vary according to the level and type of need. The School's Provision Map shows how interventions are implemented across the Year Groups.
- 7.5 The effectiveness of the interventions is evaluated in a range of ways, including student progress, attainment data, attitude to learning and qualitative data about self-esteem and wellbeing. The department uses evidence based interventions which are recognised as best practice by the EEF.
- 7.6 Some students with SEND who are at high Band 2 also have more detailed My Support Plans which are reviewed regularly and shared with staff, parents and outside agencies where relevant.
- 7.7 **Voice of the child**
All young people have opinions on their educational experience, and what is valuable to them. We aim to listen to and use student voice to inform our planning. We appreciate some young people will have greater difficulty in contributing to meetings or reviews but we use creative approaches to ensure that their opinions are voiced and central to discussions. Students are invited to meetings and reviews to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

8. Staffing Arrangements:

- 8.1 The SENDCo is Warren Lowe and he is responsible for:
- Ensuring that the needs of all students on the SEND register are met;
 - Ensuring that the school complies with the Statutory SEND Code of Practice and LA's Annual Reviews, School Census, etc.;
 - Supporting all teachers with teaching and learning strategies to meet the needs of all learners;
 - Deploying the Teaching Assistant Team in a way that maximises the impact upon learning
 - Special examination arrangements;
 - Assessment and monitoring of progress of students on the SEND Register (please note that it is Subject Leaders who have the primary responsibility for monitoring the academic progress of students in their subject areas);
 - Performance Development of the Assistant SENDCo and HLTA;
 - Staff appointments to the Learning Support Department;
 - Professional Development of the Learning Support Department;
 - Liaising with pastoral staff, other departments and the senior team;
 - Maximising the effectiveness of the learning environment;
 - Managing resources and the departmental budget;
 - Self-Evaluation Processes within the Learning Support Department;
 - Communicating with parents of students on the SEND register;
 - AQA Unit Awards coordinator;
 - Contributing to INSET for PGCE students, whole school days and training for all staff about enhanced teaching and learning for all students;
 - Liaison with external agencies to enhance provision for the most vulnerable learners;
 - Planning progression routes for the most vulnerable learners with parents/carers and external agencies;
 - Responsible for oversight of Student Medical Needs;
 - Responsible for compliance with EA legislation.
- 8.2 Consulting parents if students are SEND.

In relation to each of the registered pupils who have SEND:

- Identifying the student's SEND;
- Co-ordinating the making of SEND provision for the student which meets those needs;
- Monitoring the effectiveness of any SEND provision made for the student;
- Securing relevant services for the student where necessary;
- Ensuring that records of the student's SEND and the SEND provision made to meet those needs are maintained and kept up to date;
- Liaising with parents/carers on a regular basis;
- Ensuring that, where the student transfers to another school or educational institution, all relevant information about the student's SEND and the SEND provision made to meet those needs is conveyed to that school
- Promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- Selecting, supervising and training Teaching Assistants;
- Advising teachers at the School about differentiated teaching methods appropriate for students with SEND;

- Contributing to in-service training for teachers at the School to assist them to carry out the tasks referred to in paragraph (b); and
- Preparing and reviewing the information required to be published by the Governing Body pursuant to the *Children and Families Act 2014*, the objectives of the Governing Body in making provision for SEND, and the SEND Policy.

8.3 **All staff in the School have a responsibility to understand the needs of, and work with the SEN and disabled students in their classes and to follow any advice given by the SENDCO.** The Teachers' Standards make clear their duties to meet the needs of all students.

9. Facilities

The Learning Support Department is housed in the Hub at the heart of the school. Facilities include four teaching hubs which are used for small group literacy and numeracy interventions, as well as our provision for social and emotional needs such as Lego, Art and Social group. The Hub also includes a Wellbeing ELSA room and a small Behaviour Support Intervention room. Students have access to a suite of chrome books and a small cluster of PC computers. The library also houses the P6 Extended Learning After School Club.

10. Admission Arrangements

See School policy/general admission arrangements and School Prospectus. **Huntington School does not discriminate against students with disabilities in admissions or in practice.** (See Disability Equality Scheme, Appendix C).

If the school believes that to admit the child would be incompatible with the provision of efficient education for other children, then it should make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However the LA may disagree with the school's arguments.

11. Resources allocated to and amongst pupils with SEND

- TAs are allocated to subjects across the curriculum, providing in-class support where necessary;
- AQA Unit Awards for a group of more vulnerable learners;
- Entry level curriculum options in some core Key stage 4 subjects;
- Off-site activities including work experience for selected students in Key Stage 4.
- Purchase of specialist equipment for individuals in line with EHCP (Education Health Care Plans).
- Deployment of central staff in line with EHCPs.
- See Appendix A for Provision Map.

12. How SEND pupils' needs are determined and reviewed

- 12.1 Identification of particular individual needs of students is a collaborative process between parents, school staff, the SENDCo and student. Additional expertise is provided as and when appropriate from the School's attached Educational Psychologist, specialist teaching team, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and health services.
- 12.2 Needs and provision for pupils with EHCPs is determined by the LA, and are met by resources provided directly by the LA and from school resources.
- 12.3 My Support Plans are reviewed with parents/carers at least twice a year. Statutory reviews of EHCPs take place at least annually or more frequently if the EHCP so requires. Interim or early reviews of EHCPs are called where the school identifies a student who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

13. Arrangements for providing access to a broad and balanced curriculum for students with SEN and/or disabilities

- 13.1 Students with SEN and/or disabilities do not follow a different curriculum to other pupils. However, a small group of Key Stage 3 are dis-applied in year 7 from Modern Foreign Languages in order to have additional support for their literacy needs. This provision is reviewed carefully and in consultation with parents/carers. Where appropriate, reasonable steps are taken to modify the curriculum for students with SEND and reasonable adjustments are made for disabled students.
- 13.2 The SENDCO and Learning Support Department help students access the National Curriculum by:
 - Helping students improve their literacy and numeracy skills;
 - Supporting students in lessons;
 - Offering help with Extended Learning at lunchtimes and after school;
 - Helping staff develop differentiated schemes of work;
 - Providing staff with alternative and appropriate teaching strategies and approaches;
 - Providing a range of pathways in Key Stage 4.
 - Offering enhanced support for careers information and guidance, as well as Post-16 transition

14. Monitoring, Evaluation and Review

- 14.1 How the Governing Body evaluates the success of the education which is provided for SEND children
 - School Development Plan presented at Governors' Meetings.
 - Provision Mapping (audit of need and planning for support).
 - SEND policy reviewed regularly
 - Using FFT data and in-school data to audit the progress and attainment of students with SEN/disabilities.
 - Ongoing school assessment and reporting for students with SEN/disabilities.
 - SPSLT Meetings.

- The school's SEND Offer which is published on the website and updates annually
- Termly meetings/visits of the SEND governor and SENDCo

- 14.2 In addition the Governing Body will monitor the work of the SENDCO through:
- considering Headteacher reports that reflect the activities of the SENDCO and any current issues;
 - considering reports from the SENDCO to the governors Student Performance Committee and the Full Governors' Board;
 - having regular discussions between the SEND Governor and the SENDCO; and
 - School Improvement Partner reports.

15. Arrangements made by the Governing Body relating to treatment of complaints from parents of students with SEN/disabilities concerning the provision made at the school

Any complaints should in the first instance be directed to the Headteacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Headteacher he/she has the right to refer the matter to the Governing Body.

16. External Support Services

- The school uses the services of an Educational Psychologist for pupils who are demonstrating significant difficulties.
- The SENDCO involves other outside agencies including Social Services (see Child Protection Policy), Specialist Teaching Service, School Nurse, Speech and Language and Occupational Therapy, and CAMHS. The SENDCO has regular planning meetings with the Educational Psychologist.

17. The use made of teachers from outside the school

Students with either a hearing, sight or speech impairment may have a specialist teacher who comes in and works with them and the Learning Support Department. This Specialist Teacher provision is also available for those children with a physical disability or a diagnosis of Autistic Spectrum Disorder.

18. The role played by parents/carers of children with SEND

Huntington School recognises that parents know their children best and the views of the students and their parents will be heard and considered in the planning to meet their needs and decision making related to their child.

Our aim is to work together in a productive partnership with parents/carers:

- The Learning Support Department ensures that parents/carers are kept informed of the work done with their child and that copies of My Support Plans are sent home.

- Parents/carers are encouraged to contact the SENDCo if there are concerns they wish to discuss. The SENDCo attends every parents' evening and has an open door policy for parents to speak to her.
- Parents/carers are invited to contribute to review processes.
- All contact with parents/carers is recorded.
- For some students Home/School books are used to record key learning points each day and to help parents/carers support the students in their homework

Our work with parents/carers of child with SEND will be led by guidance in the SEND Code of Practice guidelines 2014.

Glossary of terms

SEND: Special Educational Needs and Disabilities

SENDCO: Special Educational Needs and Disabilities Coordinator

SEMH: Social, Emotional Mental Health

EHCP: Education and Health Care Plan

MSP: My Support Plan

CAMHS: Child and Adolescent Mental Health Services

CoPE: Certificate of Personal Effectiveness

TA: Teaching Assistant

ELSA: Emotional Literacy Support Assistant (TAs with the additional training)

HLTA: Higher Level Teaching Assistant

SIMS: School Information Management System