



HOLYPORT COLLEGE

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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This policy takes into account the revised Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years, 2015. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No. 2) Order 2014

Holyport College pays regard to the statutory guidance regarding supporting students with medical conditions (DfE 2014). Holyport College is covered by the public sector equality duty and when carrying out its functions has regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

OUR AIMS

Holyport College aims to provide a rigorous and transformational education that prepares students to confidently meet the challenges and opportunities of adult and working life.

This policy recognises the entitlement of all students to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

Specifically, we aim to:

- Provide a balanced and relevant curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all students requiring SEND provision as early as possible in their school career.
- Ensure that students with SEND take as full a part as possible in all school activities.
- Ensure that parents of students with SEND are kept fully informed of their child's progress and attainment.
- Ensure that students with SEND be involved, where practicable, in decisions affecting their future SEND provision.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a **learning difficulty** if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special education provision means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area. Many young people who have SEND 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 provides a relatively low threshold and includes more young people than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but where a child or young person who requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Students are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Identifying and assessing SEND for students whose first language is not English requires particular care and we will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEND.

Holyport College will have due regard for the Special Educational and Disability Needs Code of Practice when carrying out its duties towards all students with special educational needs and disabilities, and ensure that parents are notified when SEND provision is being made for their child.

ROLES AND RESPONSIBILITIES

The SEND team of the school is:

SENCO
SEND Governor
Heads of departments
Subject teachers
Learning Support Assistants

The role of the SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Headmaster and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing students' records
- Liaising with parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND students
- The commitment required by staff to keep the SENCO well informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEND students
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the College's SEND Policy including the allocation of resources from the College's budget

The role of the Subject Teacher

Responsibilities include:

- Being aware of the College's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENCO to decide the action required to assist the student to progress
- Working with the SENCO to collect all available information on the student
- In collaboration with the SENCO, develop provision plans for SEND students.
- Working with SEND students on a daily basis to deliver targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the College's SEND policy

The role of the Headmaster

The Headmaster's responsibilities include:

- The day-to-day management of all aspects of the College including the SEND provision
- Keeping the Governing Body well informed about SEND within the College
- Working closely with the SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the College has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring that SEND provision is an integral part of the College Improvement and Development Plan.

ADMISSION ARRANGEMENTS

Holyport College strives to be a fully inclusive school. We work closely with Local Authorities to place students with statements of special educational needs or Education, Health and Care (EHC) Plans where this is the wish of parents and the student's admission would not be incompatible with the efficient education of other children at the College or the efficient use of resources. Holyport College must also be suitable to the student's age, ability, aptitude or special educational need.

In admitting students with SEND to the College, we will work closely with the Local Authority and the feeder school to ensure a well-planned and smooth transition. Most classroom and all boarding areas of the College are fully accessible. All students will be taught the value of each individual and it is a natural expectation of the College that everyone is treated with dignity and respect. Bullying someone because of an actual or perceived disability or SEND is not tolerated in any shape or form at the College. We have high expectations for our SEND students and expect them to play as full a part in College life as is possible. We have a no excuse culture and expect students with SEND to work hard and their parents to support us in this.

The College will publish SEND information in the Local Offer so that parents can make an informed choice as to which secondary school they would like their child to attend.

IDENTIFICATION, ASSESSMENT AND PROVISION

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

Holyport College uses Provision Mapping to ensure that all students' needs are appropriately met. Details of how resources are allocated to students with SEND are included in the Governors' Annual Report to Parents.

CATEGORIES OF SPECIAL EDUCATIONAL NEED

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that those children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what actions we need to take, not to fit the student into a category. In practice, students often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need ensures that the full range of a student's needs is identified, not simply the primary need. The support provided to a student with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

EARLY IDENTIFICATION

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/assessment
- Their performance judged against assessment criteria
- Student progress in relation to objectives in the College's literacy and numeracy strategies
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations
- Records from feeder schools
- Information from parents
- National Curriculum results
- External exam results
- Student portfolios

On entry to the school each student's attainment will be assessed. For students with identified SEND the SENCO, in collaboration with other staff, will:

- Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers and/or learning support assistants through a differentiated curriculum
- Periods of withdrawal to work with a support teacher/learning support assistant
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Transition class for year 7 students

MONITORING STUDENT PROGRESS

Teachers will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that a student's learning is unsatisfactory, the SENCO will work with teachers in consultation with parents to identify strategies to improve the rate of progress. Where necessary, external sources of support will be consulted.

RECORD-KEEPING

The school will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the student's Record of Impact will highlight what we are trying to achieve with a young person with SEND. It will further record the impact any intervention has had.

NATURE OF INTERVENTION

Where a student is identified as having SEND, the College will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

Assess

In identifying a child as needing SEND support, the teacher, working with the SENCO, will carry out a clear analysis of the student's needs. This should draw on the teacher'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. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the College's own assessment and information on how the student is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

Plan

Where it is decided to provide a student with SEND support, the parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge where possible.

Do

The teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student's progress should 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. This should feed back into the analysis of the student's needs. The teacher, working with the SENCO, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

INVOLVING SPECIALISTS

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists.

The SENCO and teacher, together with the specialists, and involving the student's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

INDIVIDUAL OR GROUP EDUCATION PLANS

Strategies for students' progress will be recorded and contain information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Record of Impact will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The Record of Impact will be discussed with the student and the parent and be regularly reviewed.

REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the College having taken relevant and purposeful action to identify, assess and meet the SEND, the student has not made expected progress, the College will consider requesting an Education, Health and Care needs assessment. Parents and the student will be fully involved in this process.

REVIEWS OF STATEMENTS AND EDUCATION, HEALTH AND CARE PLANS

Statements and EHC Plans must be reviewed annually. The aim of the review will be to:

- Assess the student's progress in relation to the Record of Impact targets
- Review the provision made for the student in the context of the College Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement/EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

From Year 9 onwards, particularly for those with Education, Health and Care plans, local authorities, schools, colleges and other agencies are involved in the planning for a student's transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence.

The College will also ensure that all reviews for Service children with SEND explicitly consider any Service-related issues which are relevant to the outcomes of those reviews.

The College will ensure that reviews for students transferring to post-16 provision are conducted by 31st March in the year the student is due to transfer.

EVALUATING SUCCESS

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and senior staff
- Analysis of student tracking data and test results
 - for individual students
 - for cohorts
- Value-added data for students on the SEND Register
- Consideration of each student's success in meeting Record of Impact targets
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The Governors' Annual Report to Parents

The College Strategic Development Plan (CSDP)/SEND Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- Governors
- External professionals

COMPLAINTS PROCEDURES

It is always desirable to resolve disagreement within the College. However, if the Complaints Policy is exhausted, parents and carers should refer to chapter 11 of the SEND Code of Practice, January 2015 which outlines further dispute resolution avenues.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff development and appraisal

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with SEND students. Part of the SENCO's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEND students. As a routine part of staff development, CPD requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Learning Support Assistants' requirements in supporting students' needs are considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction. The School's CPD needs will be included in the CSDP.

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students. When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists
- Medical officers
- Speech and language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- SEND Support Service

Partnership with parents

Holyport College firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The voice of the student

All students are involved in making decisions where possible. The ways in which they are encouraged to participate reflects their evolving maturity. The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. In practice, the College believes that the needs of students are usually best served by continued parental involvement at this stage.

The specific decision-making rights about EHC plans which apply to young people directly from the end of compulsory school age are:

- The right to request an assessment for an EHC plan (which they can do at any time up to their 25th birthday)
- The right to make representations about the content of their EHC plan
- The right to request that a particular institution is named in their EHC plan
- The right to request a Personal Budget for elements of an EHC plan
- The right to appeal to the First-Tier Tribunal (SEND and Disability) about decisions concerning their EHC plan

Preparation for adult life

Being supported towards greater independence and employability can be life-transforming for students with SEND. This support needs to start early, and should centre on the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.

Preparing for adulthood means preparing for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies

- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

High aspirations about employment, independent living and community participation will be developed through the curriculum and co-curricular provision. The College will seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help students understand what is available to them as they get older, and what it is possible for them to achieve. For students with EHC plans, personal budgets can be used to help to access activities that promote greater independence and learn important life skills.

For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve. Considering the right post-16 option is part of this planning.

Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning must be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition. Local authorities should ensure that students have the support they need (for example, advocates) to participate in this planning. Transition planning must be built into the revised EHC plan and should result in clear outcomes being agreed that are ambitious and stretching and which will prepare students for adulthood. This planning includes:

- Support to prepare for higher education and/or employment
- Support to prepare for independent living
- Support in maintaining good health in adult life
- Support in participating in society

Under statutory guidance accompanying the Autism Strategy, SENCOs should inform students with autism of their right to a community care assessment and their parents of the right to a carer's assessment.

Five-day packages of provision may be appropriate for some students with SEND. This may include periods outside the College with appropriate support, including time and support for independent study. A package of provision can include non-educational activities such as:

- Volunteering or community participation

- Work experience
- Opportunities that will equip students with the skills they need to make a successful transition to adulthood, such as independent travel training, and/or skills for living in semi-supported or independent accommodation, and
- Training to enable a young person to develop and maintain friendships and/or support them to access facilities in the local community

It can also include health and care related activities such as physiotherapy. Full-time packages of provision and support set out in the EHC plan should include any time young people need to access support for their health and social care needs.

For a young person with an EHC plan, the local authority should ensure that the transition to adult care and support is well planned, is integrated with the annual reviews of the EHC plans and reflects existing special educational and health provision that is in place to help the young person prepare for adulthood.

Assessments for adult care or support must consider:

- Current needs for care and support
- Whether the young person is likely to have needs for care and support after they turn 18, and
- If so, what those needs are likely to be and which are likely to be eligible needs

Under no circumstances should young people find themselves suddenly without support and care as they make the transition to adult services.