



**ST HILDA'S**  
CE HIGH SCHOOL

# Special Educational Needs and Disability Policy

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# ST HILDA'S CE HIGH SCHOOL

VALUE		THE POLICY		
Wisdom	Hope	Community	Dignity	Equality
<p>This policy is designed to develop excellent standards in the education, care and protection of vulnerable people in all that we do.</p> <p>To create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart along with their families/carers.</p> <p>To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.</p> <p>The guiding principal of the policy is to treat each other fairly and reasonably, with respect and courtesy at all times, no matter what the circumstances, consistent with our school values.</p>				

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## **ST HILDA'S CE HIGH SCHOOL**

### **SEND POLICY WITH GUIDANCE**

This policy was created by the school's SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of students with SEND. It was a co-produced policy in the spirit of current reform (2014).

The SENDCO at St Hilda's CE High School is Mrs Laura Lyon who has achieved the National Award for SEND Coordination.

She can be contacted directly at the school on: 0151 733 2709 or via email at [info@st-hildas.co.uk](mailto:info@st-hildas.co.uk) (FAO: SENDCO)

1. The policy was produced and updated in June 2018 by Mrs A. Holleran (SEND Governor), Mrs L Lyon (SENDCO) and Mrs C O'Neill (Deputy Head - Pastoral).

#### **Aims and objectives of St Hilda's School in relation to SEND provision**

- To create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.

To fully adopt the graduated approach to ensure that all students with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;

- To work within a 'person centered approach' fostering and promoting effective
  - collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To encourage and further foster the love of learning with the SEND students that may also be very able and show aptitude in specific subject areas/areas of talent
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in

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providing with special educational needs and/or disabilities.

- To be proactive in enabling full access for students with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self esteem with a long term goal of independence and preparation for adulthood.

## 2. How students with SEND are identified within St. Hilda's C.E. High School

The school's particular arrangements for assessing and identifying students as having SEND also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEND as stated in the Code of Practice 2014:

**“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.** (p83)

- The school reflects what the Code of Practice states (p88 sect 637) in that students are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEND Support'.
- We are alert to emerging difficulties which may not be evident at an early age; these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEND Code of Practice 2014 (p86) are **'Communication and Interaction'**, **'Cognition and Learning'**, **'Social, Emotional and Mental Health Difficulties'** and **'Sensory and/or Physical needs'** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. The school identifies the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEND and adapt teaching in response to the diverse needs of students is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENDCO and information is shared appropriately and frequently.
- Although the SENDCO has overall responsibility for the identification of students with SEND in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of students with SEND is a crucial factor in overcoming barriers to

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learning. The SENDCO works closely with the school assessment coordinator to interrogate the school tracking data.

- At St Hilda's CE High School we also use a number of indicators to identify students' special educational needs.
- Close analysis of data including: termly and yearly assessments, reading ages and annual student assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual student progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Close liaison at the outset between the SENDCO and parents.

**4. What is not SEN but may impact on progress and attainment may include:**

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

**5. How St Hilda's CE High School teaches students with special educational needs**

- Differentiated quality first teaching is a priority for all students in the school including those with SEND.
- Where a student is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.
- The 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. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

**6. How St Hilda's CE School adapts the curriculum and the learning environment for with students with special educational needs**

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed access plan which is in writing and which is also available on the school's website.

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- The school is proactive in removing barriers to learning.
- The school increases and promotes access for disabled students to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- St Hilda's implements improvements to the physical environment of the school providing physical access to education.
- The school strives to improve the delivery of information to students with SEND and their families. This will include planning to adjust written information that is normally provided by the school to its students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and be made available within a reasonable time frame.

## **7. How your school assesses and reviews the progress of students with special educational needs**

**ASSESS:-** In Assessing a child/young person the school will carry out an analysis of the student's needs which draws on teacher assessments, experiences of the student and their previous progress and attainment will also be analysed/considered. The student's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessment is recorded every half term in our school.

**PLAN:-** We recognise that we must formally notify parents if their child is being provided with SEND support. The teacher and SENDCO in consult with the parent and student regarding adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:-** The school's SENDCO, Mrs Lyon, and the teaching assistants support the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child. Where the interventions involve group or one to one teaching away from the classroom they remain responsible for overseeing this and work closely with support staff involved to plan and assess the impact of support and how it can be linked to classroom teaching.

**REVIEW:-** Reviews are carried out termly. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. Reviews are arranged at school and are part of the SENDCO's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and students. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCO will revise the support in the light of the student's progress and development and any changes to support and outcomes will be made in consultation with the parent and student. We strive to provide clear information to parents about the impact of support and interventions delivered enabling them to be involved in planning the next steps. In transition to another setting, information will be passed on and this may involve SENDCO attending meetings offsite to support the transition process.

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## **8. How St. Hilda's CE High School manages the needs of students who qualify for SEND support**

- Student's needs are effectively met within school. The way this is done is detailed in the School's Local Offer which is published and can be seen on the School's website and the Liverpool Family Services directory.
- Where a student continues to make less than expected progress it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk). If a child has not made expected progress despite the school having taken relevant and purposeful action we will organise a meeting with parents to evaluate the barriers to progress and discuss the next steps.
- Where assessment indicates that support from specialist services is required the school strives to ensure that the student receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in St. Hilda's High School include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- The school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.

## **9. How St. Hilda's CE High School works with parents and carers in planning for provision and reviewing progress**

- At St Hilda's CE High School we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome advice and guidance from SEND support outside school as well as the parents/carers' particular knowledge of their child/young person and any changes in needs which they can provide.
- In creating the School's Local Offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as Parents' Evenings and parental surveys.
- Where a student is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress.
- The school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the students with parents/carers and to take account of their views. This will assist in supporting students to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Records

of outcomes, actions and support as well as contact with parents, are monitored and recorded in school.

**10. How St. Hilda's CE High School enables students with SEND to participate in all activities together with students who do not have SEND**

- At St Hilda's CE High School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for children with disabilities to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENDCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

**11. The support St. Hilda's CE High School offers for improving the emotional, mental and social development of students with special educational needs.**

St Hilda's CE High School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as neglect.

At St Hilda's CE High School we have clear processes to support children and young people. This is linked to Pastoral Support procedures and the School Behaviour for Learning Policy which detail how the school manages the effects of any disruptive behaviour so that it does not adversely affect other students.

**12. How senior leaders and governors at St Hilda's CE High School monitor and evaluate the impact of the school's SEND provision.**

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Whilst the full Governing Body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at St Hilda's CE High School is Mrs Angela Holleran. She can be contacted via the Headteacher or Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENDCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENDCO and how students are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' p5). The SEND Governor will also liaise with the SENDCO in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENDCO and Link SEND Governor
- Parents/carers
- Students
- Outside Agencies

Student's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs, GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Pupil Profiles and Annual Review meetings.
- Reports provided by outside agencies including Ofsted.

### **13. SEND training available for teachers, support staff and the SENDCO**

The training is needs led and linked to the school development plan, and the school's Local offer. Specific training can be provided for the SENDCO, Teaching Assistants, whole school and parents. Liverpool School Improvement Service provides two SENDCO Briefings and an annual SENDCO Transition Forum (KS2/3) in June where any students with SEND and/or vulnerable students can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with students with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with students with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEND Information report.

#### **14. How SEND is funded at St Hilda's CE High School**

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for students. It can for example be aligned with other funding (eg pupil premium) to optimise impact. The SENDCO/Inclusion Manager along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The school budget allocation for SEND in the year 2017 to 2018 is detailed in the SEND information report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet students' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENDCO, or support staff;
- Purchasing and maintenance of ICT software and electronic equipment

#### **15 How St. Hilda's supports students with medical conditions**

See policy 'Supporting children and young people with medical conditions in school'.

#### **16. How St Hilda's CE High School approaches its statutory duties in terms of increasing its accessibility over time.**

All students at St Hilda's CE High School have equal access to a broad and balanced curriculum differentiated to enable all students to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to students making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet students' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

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Provision Mapping features significantly in the SEND provision provided by the school. Intervention Plans contain outcomes to ensure that all students experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of students on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

#### **17. How St Hilda's CE High School handles complaints from parents/carers of students with SEND about SEND provision.**

Any complaints should first be raised with the SENDCO, then if necessary with the Headteacher and finally, if unresolved, with the Chair of Governors. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND (any of the following may apply).

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENDCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the student has made. Any behaviour logs should ensure strategies are included and shared with parents/carers.

#### **18. Who is responsible for what.**

The Governing Body will report annually on the success of this policy under the statements listed in 'Aims and objectives of St Hilda's School in relation to SEND provision' (page 1).

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Headteacher, SENDCO and Link SEND Governor
- Parents/carers
- Students
- Outside Agencies with evidence of joined together working.
- Student's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy.

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## **The role of the SENDCO**

The role of the SENDCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting
- the SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- overseeing the day-to-day operation of the school's SEND policy and annually updating the school's SEND information report
- co-coordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after student has SEND
- advising on the graduated approach to providing SEND support
  
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising with parents of students with SEND
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEND up to date
- monitor and support a graduated approach of Assess, Plan, Do and Review
- to ensure that resources and support are allocated and maintained to all those individual students who may need additional provision of support staff in our schools including Teaching Assistants and Pastoral Staff.
- reviewing the work of other adults regularly. In reviewing student progress and tracking achievement, SENDCOs should review targeted support on a regular basis.
- be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those students not making expected progress and plan appropriate interventions.