



Holmleigh Park High School SEND Policy and SEN Information Report 2019-2020

Approval and review:

This report is the responsibility of: SENDCO

This report was approved by the Local Governing Body on: June 2019

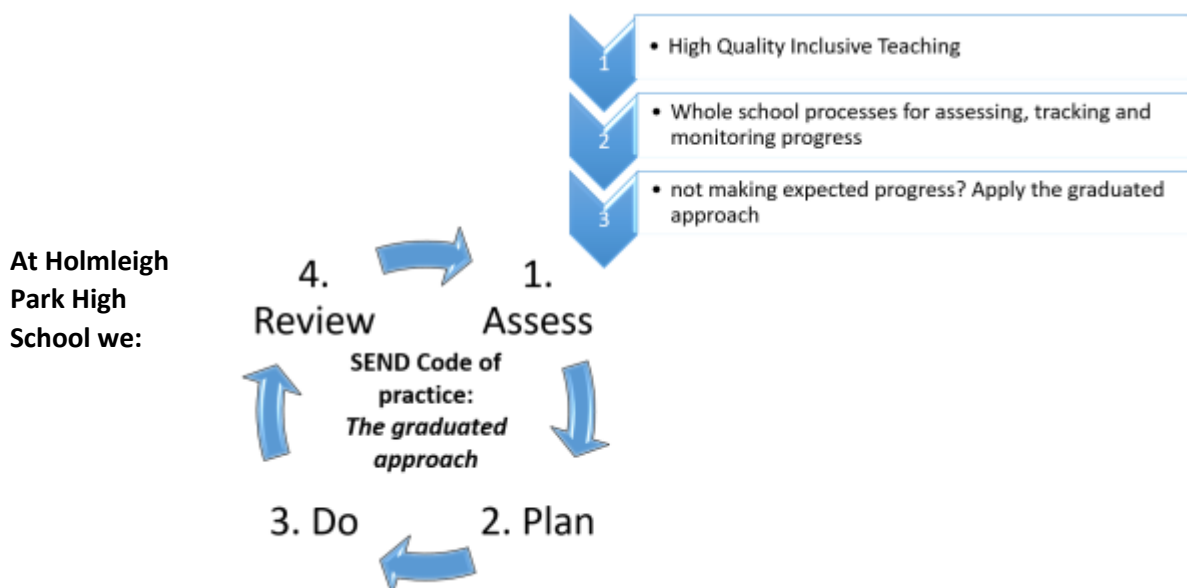
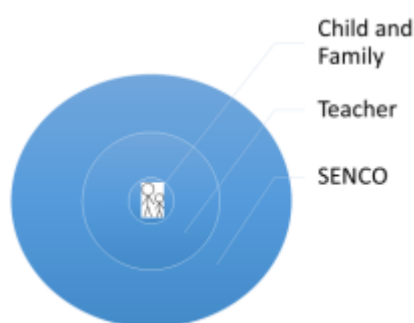
This report describes Holmleigh Park High School's policy and provision for students with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

Part One: SEN Policy

Part Two: SEN Information Report

Part One: SEN Policy

1. At Holmleigh Park High School, the inclusion of all our students is of the highest importance. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support students at the school with medical conditions. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review.



- Record accurately and keep up to date the provision made for students with SEND
- Publish information on their websites about the implementation of their policy for students with SEND (the school SEN information report)
- Publish information about the arrangements for the admission of students with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school
- Determine their approach to using their resources to support the progress of students with SEND
- Co-operate with the appropriate local authority in reviewing the provision that is available locally and developing the local offer

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

2. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

4. Roles and responsibilities

SENCO:

Emma Price. Email e.price@hphigh.co.uk, telephone 01452 301381

Headteacher:

Ben Parnell. Email: bparnell@greenshawlearningtrust.co.uk, telephone 01452 301381

SEN link governor:

TBC

Head of SEN/Safeguarding Greenshaw Learning Trust:

Sarah Vardy. Email: svardy@greenshawlearningtrust.co.uk, telephone 020 8715 1078.

The SENCO

The SENCO will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

The Headteacher

The Headteacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEN link governor

- The local governing body will appoint a SEN link governor to have oversight of the school's arrangements for SEND and provide a link between the school and SENCo and the local governing body on matters relating to SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Contacts

Contact details of support services for parents of students with SEN

GlosFamilies Directory provides an online guide to services and organisations for children and young people in the local area, as well as each school's local offer of support:

www.glosfamiliesdirectory.org.uk

SENDIASS Gloucestershire can support and advise parents of SEN students:

www.sendiassglos.org.uk

Gloucestershire Branch- National Autistic Society: gloucestershire@nas.org.uk

The Key- An information service for families with children aged 0-25 who have medical or educational needs: Tel 01452 427362

Teens in Crisis (Tic+) provides counselling for young people: Telephone: 01594 372777

Email: admin@ticplus.org.uk

Gloucestershire Deaf Association: www.gda.org.uk Telephone: 01452 372999

Inclusion Gloucestershire champions people of all ages, whatever their disability:

www.inclusiongloucestershire.co.uk

Contact details for raising concerns

Complaints about SEN provision in Holmleigh Park High School should be made to the SENCO, Mrs Emma Price, in the first instance and may be referred to the school's complaints procedure.

Part Two: SEN Information Report 2019 – 2020

1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

2. Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Support and provision is needs-led. Medical needs or a diagnosed condition does not automatically mean a student is considered to have SEN if there is no impact on their educational attainment.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the student's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

4. Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

The teacher's assessment and experience of the student

Their previous progress and attainment and behaviour

Other 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

Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5. Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Students with SEN who are moving to Holmleigh Park High School are supported through close liaison with feeder primary schools. Additional visits or transition meetings to discuss needs are arranged where appropriate.

Year 11 SEN students are supported to move into Post-16 education through guidance and advice offered by SEN staff and support to make visits and/or participate in college link days where appropriate.

SEN students are supported to participate successfully in whole-school careers initiatives such as work experience.

6. Our approach to teaching students with SEN

The school accepts its responsibility to have regard for the Special Educational Needs and Disability Code of Practice (2014) and recognises the rights and responsibilities set out in The Children and Families Act 2014. The academy understands the importance of:

- Recognising that SEN provision is a matter for the school as a whole and that 'all teachers are teachers of SEN';
- Involving children and young people in decision making and supporting them to do so;
- Involving parents/carers in decisions about SEN provision for their child;
- Identifying children and young people's needs so that appropriate advice can be circulated to staff and/or interventions can be put in place;
- Working with health and social care services to achieve outcomes for our SEN students;
- High quality provision that meets the individual needs of our students;
- An inclusive approach to teaching and learning that recognises children with SEN have the right to a mainstream education;
- Supporting SEN students to make successful preparations for adulthood.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Providing alternative or vocational qualifications at Key Stage 4, if appropriate.

8. Additional support for learning

We have 12 teaching assistants who are trained to deliver interventions such as Read Write Inc and to support students with difficulties such as autism and hearing impairment.

Teaching assistants will support students on a 1:1 basis when they have an EHCP that makes provision for this, or as part of provision made by the school in a My Plan +.

Teaching assistants will support students in small groups when appropriate.

We work with the following agencies to provide support for students with SEN:

- Educational Psychology Service
- Advisory Teaching Service
- Together NHS Trust- Children and Young People's Service (CYPS)
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Service
- The Virtual School
- Social Care

Other professionals and outside agencies may become involved where relevant.

9. Expertise and training of staff

The school's **Special Educational Needs Co-ordinator (SENCO)** is Mrs. Emma Price, who holds a BA Honours Degree in History and English, a Postgraduate Certificate in Education (Secondary) and a Postgraduate Diploma in Inclusive Education. The SENCO also holds a local authority accreditation as a GlosEd Leader for SEND. The SENCO has 12 years of experience in this role.

The SENCO deploys a team of Teaching Assistants to support students. SEN Teachers and Higher Level Teaching Assistants (HLTAs) can deliver targeted and specialist interventions in addition to supporting learning in the classroom. There are Specialist Teaching Assistants in the areas of Cognition and Learning, Communication and Interaction, Physical Disabilities and Maths.

10. Securing equipment and facilities

Paper files and information held on students' SEN is held securely in the SEN Office.

The SEN Department has several classrooms in which resources and IT equipment are safely stored.

Students' wheelchairs/power chairs (and any associated equipment) is kept safely as part of the SEN rest room facilities.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by monitoring impact on academic progress and educational outcomes specified in SEN Plans.

We review students' individual progress towards their goals each term

Reviewing the impact of interventions as part of the school's ongoing self-evaluation

Monitoring the effectiveness of SEN provision is part of the SENCO's role

We value Student Voice

Provision maps may be used to measure progress

Annual reviews for students with EHCPs enables provision to be reviewed and adapted according to needs.

12. Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in whole school activities such as sports day, school plays, special workshops and work experience.

No student is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

Students with SEN are encouraged to be part of the school council.

Students with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.

We operate a Break and Lunch Club, supervised by SEN staff, to provide a safe, supportive space for students to be at social times if they wish.

We have a zero tolerance approach to bullying.

14. Working with other agencies

We work closely with health professionals to develop clear understanding of a student's needs and the most appropriate strategies for them. Referrals to health services such as Speech and Language Therapy or the Children and Young People Service (CYPS) are made by the academy if this is appropriate. It is sometimes necessary for the school nurse to get involved and advise on whether referrals within health are appropriate. Where SEN students have involvement from Social Care, we liaise with social workers and family workers to achieve positive outcomes for SEN students on Child in Need Plans or Child Protection Plans.

We involve the Advisory Teaching Service (ATS) with students where appropriate (for example, the Communication and Interaction Team, Visual Impairment Team and the Physical Disabilities Team) and students already referred in primary school continue to be monitored by the ATS when they start at Holmleigh Park High School.

Students may be referred to an Educational Psychologist if statutory assessment for an EHCP is being considered.

The school works with Social Care and the Virtual School when SEN students are placed in care.

We welcome input, resources and advice from charities and organisations who can support the education of SEN students.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer is available on the Glosfamilies Directory.

www.glosfamiliesdirectory.org.uk

For further information about the local offer, see Part One section 4.