

056 Special Educational Needs & Disability

Responsibility: DC
Date: March 2017
Next Review: March 2019

Introduction

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Defining Special Educational Needs and Disability

The school Special Educational Needs & Disability Policy reflects the recommendations made in the Special Educational Needs and Disability code of practice: 0-25 years (2014) on the identification and assessment of special educational needs.

The following definition of special educational needs and disability forms the basis upon which this school operates.

**“a young person has a learning difficulty or disability if he or she:
> has a significantly greater difficulty in learning than the majority of others of the same age, or
> 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.”**

There are clear principles that underpin the school Special Educational Needs & Disability policy. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

Our aim is to enable pupils with special educational needs to function successfully in both the learning and social environment of the school. This involves the entire school community. It is the responsibility of all staff to provide an inclusive educational experience for all pupils.

Inclusion

Alongside the Equality Act (2010), the Special Educational Needs and Disability code of practice: 0-25 years (2014) provides a framework for schools to support students and to prevent discrimination against pupils with SEN and disabilities in their access to education. Staff at Holmfirth High School have a duty to take reasonable steps to ensure that pupils with a disability are not treated less favourably than their peers nor disadvantaged in any aspect of school life.

The inclusion and needs of all stakeholders in the school community are supported. For example, parents and carers who need modified versions of correspondence from school (e.g. Braille, enlarged print) are invited to contact the school with their requests. Interpreters can be contacted by school staff to support parents and carers with a hearing impairment, at meetings and parents' evenings.

Access and Facilities

Holmfirth High School now has increased accessibility and improved facilities for people with physical disabilities. These include:

- Ramps that give improved access to certain areas of the school.
- Three disabled toilets with hygiene facilities
- A lift
- Wide staircases in newly built areas of school
- Handrails on staircases in and around the PE block
- Stair grips in the PE block
- Low level windows in Z block doors
- Magnetised emergency doors in the main school corridor
- The school has an Accessibility Plan which is published on the school website

1. Responsibilities and co-ordination

1.1 The role of the governing body

- To ensure that the school makes the necessary provision for pupils with special educational needs and disabilities.
- To ensure the school has a suitable policy for pupils with SEN needs and disabilities.
- To have regard to the Code of Practice (2014) and Equality Act (2014) when carrying out its duties towards all pupils with special educational needs and disabilities.
- To include monitor and evaluate SEND provision through the Pupil Needs Sub-Committee.

1.2 The role of the Executive Headteacher

- To manage the provision for pupils with special educational needs and disabilities.
- To keep the governors informed of all issues relating to special educational needs and disabilities.
- To promote inclusion at all levels.
- To monitor teaching in relation to the progress of SEND students.

1.3 The role of the parents/carers

- To work in partnership with the school and other agencies towards the achievement of the agreed aims for the pupil.
- To be involved in the decision making process.

1.4 The role of young people

- To be involved in the decision making process.

1.5 The role of the Special Educational Needs Co-ordinator (SENCO)

- Responsibility for the day to day operation of the Special Educational Needs & Disability Policy.
- To co-ordinate provision for pupils with special educational needs and disabilities.
- To deliver special educational provision and to establish and manage Individual Education Plans.
- To co-ordinate and hold review meetings.
- To liaise with and advise colleagues.
- To maintain the school Special Educational Needs Register and other SEND records.
- To support the parents and carers of pupils with special educational needs.
- To contribute to the in-service training of staff.
- To be aware of the provision available within the Kirklees SEND Local Offer.
- To liaise with external agencies and with professionals from other educational establishments, for example in order to plan smooth transition to and from other providers.
- To publish the school SEND Information Report on the school website, linked to the Kirklees SEN Local Offer.
- To work with the Executive Headteacher and Governors to ensure the school fulfils the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- To promote inclusion at all levels.

1.6 Holmfirth High School has a dedicated SENCO

1.7 The role of the Educational Teaching Assistant

- To work under the guidance of the SENCO and subject specialists.
- To help pupils to participate in the academic and social life of the school.
- To assist in the collection and modification of resources.
- To liaise with staff as appropriate.

1.8 The role of the teacher

- To ensure that they deliver high quality teaching which is differentiated for individuals who have, or may have, SEND.
- To have high aspirations and expectations for students who have SEND.
- To modify teaching strategies and resources so that pupils with special educational needs are given the opportunity to experience success and make progress.
- To act upon the information in Individual Education Plans to facilitate access to the national curriculum for pupils with special educational needs.
- To promote inclusion at all levels.

2. Identification, recording and review arrangements

2.1 Identification

The areas of Special Educational Need now fall into four broad categories:

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

Pupils with special educational needs may be identified by:

- Liaison with primary schools and transfer documentation
 - Year 6 review meetings
 - Information from parents/carers/pupils
 - Referrals from parents, pupils and outside agencies
 - Admission documentation/information for pupils new to the school
 - Assessment procedures within the school including:
 - a) Literacy assessments on entry into Year 7
 - b) Individual assessments of the needs of identified pupils
- Teachers should seek to identify pupils making less than expected progress given their age and individual circumstances. This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Members of the Learning Support Department will administer individual assessments in response to the nature of need. The services of external agencies may be enlisted to help school assess individual needs.

3. Recording

- The names of pupils with special educational needs will be entered onto the school Learning Support Register. All relevant staff will have electronic access to updated versions of the Register.
- Information regarding the special educational needs of pupils on the Register will be contained in their SEND file.
- Individual Education Plans containing information about the special needs of individual students will be available electronically to relevant staff. Bit removed here
- Parent/carers will be informed that support is being provided.

4. Review

Parents/carers will be invited to attend review meetings once a year to review progress and to determine future action. Other parents' meetings are scheduled in the school calendar.

The views of students will be gathered for review meetings.

5. Provision

Special educational provision is determined according to the needs of individual pupils. Provision takes a variety of forms and may include one or more of the following:

- Withdrawal from some mainstream lessons to follow an intervention programme
- Literacy or numeracy intervention during the morning registration period.
- In-class support
- Target setting and counselling
- Modification of learning materials
- Support from external agencies
- Independent learning programmes during 'free' lessons
- Class or homework support during lunchtimes.
- Social provision at lunchtimes with the Zig Zag club
- Examination access arrangements
- Behaviour support
- Peer support
- Subject teacher strategies/teaching styles
- Differentiation to meet individual needs
- Personalised timetables

- Escorts between lessons and at lunchtime
- Subject department interventions

6. Allocation of resources for pupils with special educational needs and disabilities

Funding is allocated according to the level of need.

7. Resolving disagreements

It is hoped that parental concerns can be discussed and resolved at informal or review meetings. Complaints about special educational needs should be made in the first instance to the SENCO. In circumstances where the matter cannot be resolved then the school's complaints procedure should be followed.

8. Links with external agencies

To help meet the needs of pupils with SEND the school works collaboratively with a number of external agencies. These include:

- Kirklees Specialist provisions
- Child and Adolescent Mental Health Services
- Educational Psychology
- Medical services
- Social Services
- Westfields Pupil Referral Unit (PRU)
- Health professionals
- Occupational therapy

9. Links with other educational establishments

To help in the transfer process for pupils with special educational needs Holmfirth High School maintains close links with pyramid junior schools. The SENCO attends all Year 5 and 6 statutory review meetings to which she is invited and meets with Year 6 teachers to gather information about pupils with SEND.

In addition to attending the Year 6 induction day, pupils with special educational needs may make informal visits to the school during the summer term. Contact is made with post 16 establishments to discuss the needs of Year 11 pupils intending to take up places.

The SENCO meets regularly with special needs colleagues from a variety of organisations through the termly SEND Co-ordinators Network Meetings.

10. Monitoring and evaluation of the Special Educational Needs & Disability Policy

The SEND Co-ordinator will report to the Executive Headteacher and the Governing Body on request. Information reported may include the following:

- Numbers of pupils at each stage of provision
- Details of requests for statutory assessments
- How the delegated budget is being deployed
- SEND training
- Initiatives and developments

11. Review of the SEND Policy

The SEND Policy will be reviewed every two years.