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**SPECIAL EDUCATIONAL NEEDS and DISABILITY
POLICY
2016 - 2017**

REVIEWED BY THE RLT BOARD OF TRUSTEES

HELD ON 11th JULY 2016

CHAIR OF RLT BOARD:

The Rowan Learning Trust

VALUES AND VISION STATEMENT

To provide, in partnership, a high quality education within a caring environment enabling all individuals to fulfil their full potential effectively.

We believe that young people learn their values and attitudes from a wide range of sources, most importantly at home, with school having a vital part to play. Every child has the capacity to learn and has something to offer their community and society at large. This learning takes place both inside and outside the school and we have many partners in educating the children of our community.

AIMS

The aims of the SEND Support Policy cannot be separated from those of the whole school teaching and learning expectations. Hawkley Hall High School remains committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad, balanced and differentiated curriculum. Every teacher at Hawkley Hall High School is a teacher of students with special needs.

All members of staff within the school community have a responsibility to ensure that every student has an equal opportunity to attain their maximum progress in all aspects of the curriculum.

These aims ensure that the outcomes of all students with special educational needs are improved by having high aspirations and expectations to ensure they:

- Achieve their best;
- Become confident individuals living fulfilling lives; and,
- Make successful transition into adulthood, whether into employment, further education or training

To achieve our aims Hawkley Hall High School will:

- Identify and provide for students who have special educational needs and additional needs;
- Work within the guidance provided in the SEND Code of Practice, 2014;
- Operate a holistic, whole school approach to the management and provision of support for special educational needs;
- Provide a Special Educational Needs Coordinator (SENCO) who will lead the implementation of the SEND and Inclusion Policy and provide support and advice for all staff working with special educational needs students.

COMPLIANCE

This policy complies with the statutory requirements laid out in the Code of Practice 0-25 (September 2014) and has been written with reference to the following documents:

[The Rowan Learning Trust](#)

Children and Families Act 2014

Equality Act 2010: Advice for Schools DFE 2014

School SEN Report Regulations 2014

Statutory Guidance on Supporting Pupils with Medical Conditions 2014

The National Curriculum in England September 2013

Safeguarding and Child Protection Policy

Accessibility Plan

Teacher Standards 2012

Section 2

The definition of SEN which informs this policy is:

Children have special educational needs if they have learning difficulties which require special education provision to be made for them.

Children have a learning difficulty if they have:

- a) A significant greater difficulty in learning than the majority of children the same age.
- b) If they have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children the same age within the area of the local authority.

Equality Act 2010 Advise for Schools (2014, 4.4) defines a disability as "...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities".

Section 3

Identification of Special Educational Needs

There are four broad areas which give an overview of the range of needs that should be planned for.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Students with special educational needs will be identified through:

Rigorous information retrieval and data for early identification, ensuring appropriate provision and progress.

Primary liaison for identification, sharing good practice and continuity of provision for successful transition planning

Year 7 Cognitive Ability Tests, reading and maths assessments.

End of term summative assessments results

Formative assessments using observations and alternative recording tools

At Hawkley Hall High School we have a whole school community approach to SEND including governors, teaching and non-teaching staff, students, parents and carers.

Students' needs are reported to all members of staff. The subject teacher, Assistant Head of Pastoral and Head of Inclusion will collaborate effectively to ensure that an appropriate curriculum is accessed by the student, taking into account suitable teaching materials, effective, differentiated teaching strategies and a supportive learning environment

Student progression, engagement and behaviour will be tracked by the Head of Year, form tutor, Head of Faculty and subject teacher. The Head of Inclusion will communicate information to parents by means of a home school communication book

Regular reports are made to governors regarding SEND issues to raise awareness and discuss the implementation of processes and procedures. The school has a designated SEND governor

At Hawkley Hall High School every student is considered an individual and their needs will be addressed accordingly.

Section 4

Graduated Approach to SEN Support Hawkley Hall High School uses a graduated approach to providing support to students with SEND.

The Graduated Approach recognises that students require varying levels of support to achieve their learning outcomes.

- No additional support
- Some additional support
- Lots of additional support
- Exceptional support

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. The majority of students at Hawkley Hall High School learn and progress through the high standards of teaching practice. The cycle of planning, teaching, assessment and evaluation ensures the vast majority of student achievement using in class differentiation

All students receive high-quality personalised teaching. Teaching is carefully planned, taking into account prior learning. Lesson structures have clear objectives that are shared with the students and revisited throughout the lesson. Teachers use lively, interactive teaching methods and make maximum use of different learning styles. Inclusive Quality First Teaching focuses on a student-centred approach and aims to create a purposeful and enjoyable learning experience. Personalisation is paramount.

Hawkley Hall High School regularly and carefully assesses and reviews learning progress to inform decisions around adapting the curriculum and learning environment for all students, including those at risk of underachievement. Teachers continuously monitor and evaluate progress in lessons. Interventions are implemented by staff as appropriate.

Initially students receive support through quality first teaching and expertise in the classroom using appropriate and relevant differentiated resources and materials.

Additional provision may be used to support students learning these could include:

Additional, small group literacy/numeracy intervention sessions;

Reading groups;

1:1 sessions in social interaction and communication, specific literacy/numeracy difficulties, cognitive behaviour therapy, nurture sessions, mentoring and counselling.

If students do not make adequate progress during intervention sessions or a concern is raised regarding a specific barrier to progression advice will be sought from outside agencies to further assess students' needs and provide specific, individual recommendations for support. This may include 1:1 in class support.

The recommendations will be followed for the time advised. If concerns remain the school will seek a statutory assessment for an Education and Health Care Plan (EHC plan) from the local authority.

If a student receives a EHC plan, a multi-agency response to the needs of the student to ensure appropriate provision and adequate progression and achievement.

Parents and students will be fully involved at all levels of the graduated response plan.

Small group intervention programmes and one to one sessions are available to provide continuous

support and meet a diverse and wide range of student need.

Personalised provision is monitored and evaluated to the needs of the student, with high expectations of reaching full potential.

All provision encourages engagement, is challenging and takes account of ability, aptitude and interest of the student.

All programmes are designed to develop socially and emotionally, whilst building student self esteem.

Teachers and Head of Inclusion will consider all of the information gathered from within the school, alongside national data and expectations of progress and will subsequently make special educational provision where appropriate. Parents and students will be included in this process through face to face and telephone contact, Parents' Evenings and Annual Review Meetings. All confidential documents are stored securely.

For students identified as having SEND, Hawkley Hall High School will take action to remove barriers to learning and will put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four part cycle:

- Assess
- Plan
- Do
- Review

This cycle will be implemented using Wigan Local Authority's High Expectations for All file, which is available online at <http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-professionals/High-Expectations-for-All.aspx>

For students with high levels of need Hawkley Hall High School draws on a more specialist approach. This may include use of Pastoral Support Plans, Profiles, Provision Maps and face to face teacher meetings. The Inclusion Team has the responsibility to regularly review and update information about individual students.

At Hawkley Hall High School we have a structured team of support staff, which includes Head of Inclusion, Deputy Head, 2 Assistant Heads, 3 Advanced Level Teaching Assistants and Level 2 Teaching Assistants.

Learning Support Assistants will be deployed as appropriate to the needs of individuals. Guidance will be taken from statements of SEN and the Education and Health Care Plans regarding individual support.

Autistic Spectrum Condition ASC Resourced Provision

- All students with a resourced place for ASC are allocated a specialist teaching assistant key worker.
- Specialist advice, support and networking for parents of students with ASC is vital for the development of the student, and education staff also play their part in support for parents, alongside multi-agencies.
- Specialist trained staff challenge and confront the autism by teaching appropriate skills and strategies for social interaction.
- Maintaining a physical environment with visual clarity.
- Where possible, maintaining the structure and routines that are needed by students with ASC.
- Focus on communication skills.
- Provide anxiety and stress relief by providing “time out” from social situations.
- Provide specific teaching programmes for personal and social education including independent living skills.

For some students these key aims of a successful programme can be delivered in a mainstream classroom, for others there will continue to be a need for initial specialist provision within the Inclusion Centre with the aim of partial or full integration into mainstream provision.

At Key Stage 4 students with ASC will have access to careers advice and work experience placements. All students will have access to appropriate courses, including those leading to alternative qualifications.

The majority of SEN support is through negotiated in-class support. Advice and support is available from the Head of Inclusion and the inclusion team.

A request for an Education, Health and Care Plan assessment will be made by the school when additional support and funding are needed from the LA High Needs Block. The request is made to the Local Authority after substantial evidence has been gathered and in consultation with parents. Following a request for an EHC assessment, the EHC Referral Group will consider the application.

Senior Leaders and Governors monitor and evaluate the impact of the school’s SEN provision through reports delivered by the Head of Inclusion at annual Governors Meetings. The SEN Governor takes an active role in decisions regarding policy, procedures and SEN practice by attending regular SEND Link Teacher meetings

Section 6

Supporting Students and Families

Hawkley Hall High School will annually update this document on their website, describing information about the provision available for students with SEND, which should be read in conjunction with the Wigan Local Authority's Local Offer.

Links are available at www.wigan.gov.uk outlining other agencies to support families and students.

An extensive programme is implemented for transition for children between Key Stage 2 and 3.

Hawkley Hall High School works closely with primary schools to ensure that all information regarding students with special educational needs is received to ensure consistency and continuity of support

Where appropriate children with complex needs will have a transition arrangement that is planned with primary school, parents, student and Hawkley Hall High School.

Where appropriate the student will meet their Key Stage 3 keyworker in the familiar surroundings of primary school to eliminate any anxieties.

Throughout Year 6 students will have numerous visits and taster days at the school to enable them to be familiar with a new environment and gain confidence to transfer to Key Stage 3.

Many students with special educational may be gifted and talented in other areas. These talents are identified and students are actively encouraged to develop their existing skills.

During transition to further education or training the decision of parents and students are valued and supported. The Hawkley Hall High School Admission Arrangements are available to view here, <http://hhhs.net/wp-content/uploads/2014/06/Admissions-Arrangements.pdf> .

The Head of Inclusion and the inclusion team will work closely with parents, students and careers, colleges and training providers to ensure all relevant information is shared for continuity of support and to ensure the students receive the best possible start into adulthood.

Careers advice is offered throughout Key Stage 4 and students are encouraged to visit future establishments/placements to gain a clear understanding of their options. There are regular visits to colleges for Key Stage 3 students.

All students will undertake assessments that will be evaluated to receive access arrangements for examinations, where appropriate. *Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. <http://www.jcq.org.uk/> .

Individual and group support at unsupervised times is available for students that require support. During break time and lunchtime there are many supervised clubs for students to attend. The vast majority of curriculum areas have extra-curricular activities on offer and there is an extensive range of opportunities outside of normal curriculum hours such as competitive team clubs, educational visits and residential holidays.

The inclusion faculty has clubs available before, during and after school for students to attend. These clubs will offer support for homework and revision, social skills and sports, If any student requires support to attend extra-curricular activities this will be available. We readily encourage students with special educational needs to participate in extra-curricular clubs.

Teachers, Keyworkers and support staff are on duty at break and at lunchtime to provide support for students to encourage interaction with peers within the school environment, while encouraging independence.

Section 7

Supporting Students with Medical Needs and disabilities

The school recognises that students at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students at Hawkleys Hall High School may also have special educational needs and may have an Education, Health Care (EHC) plan. The EHC plan brings together health and social care needs, as well as their special educational provision.

- It is of utmost importance that you inform school immediately if your child has any medical condition. Initially the student's head of year should be informed.
- Students at school with medical conditions are properly supported and have full access to education, school trips and physical education.
- If your child has long term and complex medical needs and requires ongoing support, medication or care they will be allocated a keyworker who will help them manage their condition to themselves well.
- We have a member of staff that has responsibility to complete care plans for students. If your child requires a medical care plan, Miss Price will meet with parents and children, get all the information needed and distribute copies to all staff raising awareness throughout the school.
- All relevant members of staff are made aware of the students' condition and will have copies of care plans. Care plans are also kept in allocated place across the school site.

- Parents are contacted termly for care plan updates and are asked to contact school to inform relevant staff of any changes in your child's condition or medication.
- Regular training for the emergency administration of medicines, refresher training for specific conditions and advice from health professionals is on-going for all staff at Hawkley Hall High School.
- If your child needs medication short term The Head of Year will organise the administration of medicines and tablets with written consent from parents.

Further information regarding supporting students with medical conditions can be found in the school's Medical Policy.

Hawkley Hall High School is aware of its statutory duties in terms of accessibility. The school environment is:

- fully wheelchair accessible with lifts to all classrooms in buildings with multiple floors.
- There are ramps at entrances to buildings.
- Outside the school site is level without steps.
- There are disabled toilets and alternative changing facilities in the school.
- Where appropriate specialist equipment will be obtained by the school for students with additional needs.

The school will seek advice and support from the Targeted Education Support Services to ensure parents and students with English as an additional language have access to information and an inclusive education.

Section 8

Resources and Training

- The school is funded to meet the needs of all children through its core budget. Students that receive over 16 hours of support are additionally funded by the local authority.
- The Head of Inclusion is allocated a faculty capitation each financial year.

- Curriculum departments are responsible, through their own capitation allowances, for providing differentiated resources and materials where relevant and appropriate for students with additional needs.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all members of staff receive regular access to training and development.

The Inclusion Faculty consists of highly qualified, experienced and committed staff. We have high expectations and encourage, nurture, and provide consistency and continuity in the support which is appropriate to students needs.

Hawkey Hall High School has “leading edge training activities of the highest order.” A national support school offering a number of courses including Outstanding Teacher Programme, Middle Leaders Development Programme, Inspiring Teacher Programme and the Outstanding Teaching Assistant Programme and Aspirant Leaders.

SEND training is provided to all staff regularly for specific educational needs. Training is timetabled termly which includes an extensive programme for SEND approaches, strategies, differentiation, behaviour management and identification of specific SEND difficulties.

The Head of Inclusion is lead practitioner for safeguarding and facilitator for safeguarding training within the local authority. All the staff at Hawkey Hall High School receive SEND and safeguarding training as part of their induction process.

Some of the other specialist services available to Hawkey Hall High School include:

Speech and Language Therapist

Educational Psychologists

Child and Adolescent Mental Health Services

Occupational Therapy

Physiotherapists

Sensory Support Services

Targeted Education Support Services

Gateway Services

Looked After Children's therapist

British Dyslexia Association

COMPLAINTS PROCEDURE

It is hoped that the school's openness provides an effective channel for expressions of concern, and that these will initially be addressed to the Head of Inclusion. Parents who wish to take any matter further may follow the school's policy on complaints procedure following the link http://hhhs.net/wp-content/uploads/2014/10/policy_complaints.pdf

Useful Contacts for Support and Information

Special Educational Needs and Disability Service 01942 486 136

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

National Autistic Society www.autism.org.uk

CAMHS 01942 775400

Speech and Language Team 01942 482630

National Autistic Society 0808 800 4104

ADHD www.livingwithadhd.co.uk

British Dyslexia Association 0333 405 4567

Dyspraxia Foundation 01462 455 016