

# HBHS's SEN & Disability Policy

<b>Policy reviewed by</b>	Laura Gowers (SENCo) Natalie Reynolds (SENCo)	<b>Date of last review</b>	07.2022	<b>Date of next review</b>	07.2023	<b>Date of policy ratification by Governors</b>	July 2022
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## Purpose of policy

It is a primary aim of Herne Bay High School that every member of its school community feels included, valued and respected, and that each person is treated fairly and appropriately. The policy ensures that every student has equal opportunity to access the curriculum and make progress both socially and academically as an independent life-long learner.

# HBHS's SEN & Disability Policy

This policy is written in line with the requirements of:-

## **Children and Families Act 2014**

### **SEN Code of Practice 2015**

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

### **Equality Act 2010**

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy is developed with engagement and participation by parents/carers and representatives from the governing body and will be reviewed annually.

### **Definition of SEN**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her that is different from / additional to that made for other children.

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 others 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. *SEN Code of Practice (2015)*

### **Definition of disability**

Many children and young people who have SEN may also 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 children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor’ *SEN Code of Practice (2015)*

### **1 The kinds of special educational need for which provision is made at the school**

At Herne Bay High School, we can make provision for every kind of frequently occurring special educational need which does not warrant an Education, Health and Care Plan. This includes: dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and emotional, social and mental health issues. The school will always work with best endeavours to meet the individual’s needs.

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met as far as is reasonably possible.

The SEND code of practice 2015 identifies four broad categories of need:

- **Communication and Interaction**

Young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communicating. Children and young people with ASC are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs including moderate learning difficulties, severe learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

- **Social, mental and emotional health**

Young people may experience a wide range of social and emotional difficulties which manifest in many ways. This can include becoming withdrawn, isolated or displaying challenging and disruptive behaviour. It can include attention deficit hyperactive disorder or attachment disorder.

- Sensory and/or physical

These difficulties can be age related and may fluctuate over time. Young people with vision impairment and hearing impairment will require specialist support or equipment to access their learning.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### 2 Information about the policy for identification and assessment of pupils with SEND

At Herne Bay High School, we formally monitor the progress of all students review their academic progress. We also use a range of assessments with pupils at various age-related stages of their development.

We are committed to early identification of special educational need and follow the graduated approach as outlined in the SEND code of practice.

**Assess** the young persons need.

**Plan** the provision which is required and what outcomes should be achieved.

**Do** implement the interventions in coordination with teachers and SEND team.

**Review** the impact and quality of support.

Some students may make reduced progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Herne Bay High School we are experienced in using a variety of assessment tools and we have access to external advisors who are able to use a wide range of assessment tools when the school feels the need is appropriate.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make best progress. A Personal Plan will document the approaches, which will be shared with parents. The plan will be reviewed regularly and revised if necessary. At this point we will have identified that the pupil has a special educational need and/or disability because the school is making special educational provision for the student, which is additional to and different from that which is normally available.

If the student is able to make at least satisfactory progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is recognised, parents/carers will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### 3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

#### 3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND personal plan will be informed by the views of the pupil, parents/carers and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made, which may be social, emotional, physical or academic.

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

#### 3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disability

Every student in the school has their progress tracked and centrally recorded three times per year. In addition to this, pupils with special educational needs may have additional assessments.

If these assessments do not show adequate progress is being made the SEND personal plan will be reviewed and adjusted.

#### 3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully

review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

We follow the Mainstream Core Standards <https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards> and advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. SEND interventions, one to one tutoring, precision teaching, mentoring, in class support, small group teaching, a variety of other interventions and the use of ICT software learning packages. These are delivered by staff employed through the funding provided to the school as 'notional SEN funding' or 'high needs funding'.

*3d how the school adapts the curriculum and learning environment for pupils with special educational needs*

At Herne Bay High School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors and Senior Leadership Team are continuously looking to make improvements as part of the schools accessibility planning. Any aspects of the school that need improving are identified and shared with relevant staff.

*3e additional support for learning that is available to pupils with special educational needs and/or disability*

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the school applies to the Local Authority for 'high needs funding'. This is kept under review and re-applications are made according to needs on an annual basis.

*3f how the school enables pupils with special educational needs and / or disability to engage in activities of the school (including physical activities) together with children who do not have special educational needs*

All clubs, trips and activities offered to pupils at Herne Bay High are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

*3g support that is available for improving the emotional and social development of pupils with special educational needs and /or disability*

At Herne Bay High School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct (and indirect) teaching for instance PSHE, Assemblies & Mentor time.

For some pupils, with the most need for help in this area, we also can provide the following a variety of interventions to support the development of social skills and self-esteem. These may include referral to a counsellor, mentor time with member of senior leadership team, referral to CAMHS or other outside professionals, peer mentoring scheme, LSA mentor scheme, adaptations to the timetable as required.

Pupils who may have emotional and social development issues because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

*4 The name and contact details of the SENCOs*

The SENCOs at Herne Bay High are Mrs N Reynolds and Mrs L Gowers. Mrs N Reynolds is a qualified English teacher who has completed the National Award for Special Education Coordination (PG Cert). Mrs L Gowers is a qualified Technology teacher who has completed a certificate of competence in educational testing (PG Cert) and is registered with the British Psychological Society, is completing the National Award for Special Education Coordination (PG Cert) and Specialist Teaching and Assessment for Dyslexia (PG Cert).

Both Mrs Reynolds and Mrs Gowers attend conferences and training sessions on a regular basis in order to keep up to date with the latest information and research in the world of SEND and any changes to the law surrounding disability.

Mrs Reynolds and Mrs Gowers can be contacted via the main school reception and telephone (01227 361221)

The most effective first method of communication with the team is via [SEND@Henrebayhigh.org](mailto:SEND@Henrebayhigh.org) which is constantly monitored.

#### 5 The SEND Team at Herne Bay High

The Deputy SENCo at Herne Bay High School is Mrs Stevens and the Assistant SENCo is Mrs Bagnaro. They are available via the school's reception and telephone (01227 361221) to assist with enquires relating to SEND. Likewise, the SEND Administrator is Miss Moore who can answer general enquiries and provide advice. She can be contacted via the school's reception and telephone (01227 361221).

Mrs Reynolds and Mrs Gowers lead a team of Learning Support Staff who are based in departments and within the central team. Learning Support Assistants provide in-class support / interventions and contribute to the overall progress of the students. In addition, we have Higher Level Teaching Assistants who provides planned interventions alongside the use of specialist resources. This is used to support the needs of students with SEND.

The most effective first method of communication with any member of the SEND team is via [SEND@Henrebayhigh.org](mailto:SEND@Henrebayhigh.org) which is constantly monitored.

#### 6 Information about the expertise and training of staff in relation to children and young people with special educational needs and /or disability and how specialist expertise will be secured

All teachers and Learning Support Assistants have received a range of relevant SEND training which is regularly updated in line with the needs of staff CPD and the school.

The school has a number of highly trained staff, both classroom teachers, higher level teaching assistants and LSAs who have received a wide range of training in areas such as: dyslexia, dyspraxia, ASD, ADHD, Language for Learning, Precision Teaching, administering access arrangements for exams, the use of SIMs and collection of data, to name but a few.

Where a training need is identified beyond this, we will endeavour to find a provider who is able to deliver it. Some of the training providers we can approach are: the Specialist Teaching and Learning service – working in collaboration with local special schools, Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists and parents and carers themselves.

#### 7 Information about how equipment and facilities to support children and young people with special educational needs and /or disability will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will aim to purchase it using the notional SEN funding, or high needs funding, or seek it by loan where appropriate. For highly specialist communication equipment, the school

will seek the advice of the KCC Communication and Assistive Technology team or appropriate external agencies.

*8 The arrangements for consulting parents of children with special educational needs and or disability about, and involving them in, their education*

All parents/carers of students at Herne Bay High School are invited to discuss the progress of their children through the whole school parents evening system. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated on a Personal Plan which will be shared with parents.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. We will also refer to the Local Inclusion Forum Team for advice and support. From this point onwards, the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents/carers.

*9 The arrangements for consulting young people with special educational needs and/ or disability about, and involving them in, their education*

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

*10 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs and /or disability concerning the provision made at the school*

The normal arrangements for the treatment of complaints at Herne Bay High are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the mentor, subject teacher, SENCo or year manager. They may wish to make an appointment with an Assistant Principal or Vice Principal to resolve the issue

before making the complaint formal to the Principal. If the complaint is not resolved, it is referred to the Chair of the governing body.

If the complaint is still not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

*11 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and or disability and in supporting the families of such pupils*

The governing body monitors the school involvement with the following bodies:-

- Membership of the Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning service
- Educational Psychologist deployed in-house
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's / NHS Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Membership of professional networks for SENCO e.g. SENCO forum, NASEN, British Psychological Society, Optimus Hub etc.

*12 The contact details of support services for the parents of pupils with special educational needs and / or disability, including those for arrangements made in accordance with clause 32 (iASK)*

iASK provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Website:** [www.iask.org.uk](http://www.iask.org.uk)

13 The school's arrangements for supporting pupils with special educational needs and/or disability in transferring between phases of education or in preparing for adulthood and independent living

At Herne Bay High School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. A robust transition programme is in place. This includes attendance at annual reviews, meetings and exchange of information.

We also contribute information to a pupils' onward destination by providing information to the next setting.

14 Information on where the local authority's local offer is published.

The local authority's local offer is published on

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs>

Parents without internet access may make an appointment with the SENCo for support to gain the information they require.