



# HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

*(NB. Please note that where the word 'parent' or 'carer' is used in this document it refers to both 'parents and carers').*

The SEN Policy is to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Hodge Hill Girls' School. At Hodge Hill Girls' School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

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 her. A child of compulsory school age has a learning difficulty or disability if she has:

- significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders her from making use of facilities of a kind generally provided for other of the same age in mainstream school or mainstream post 16 institutions (SEN Code of Practice 2014).

*The provision, made by the School for students with identified SEND, is detailed in the SEN information report and the local offer document, which can be found on the school website.* The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities are able to join in with all the activities of the school, by removing barriers.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special educational needs and that there is effective communication between parents and school.
- To ensure that all staff at the school promote the inclusive ethos and are aware of their responsibilities with regards to students with SEND.
- To ensure that learners express their views at their annual review or through Pupil Voice or a School Based Plan and are fully involved in decisions which affect their education.
- To promote effective partnership with relevant professionals in Health and Care provisions and involve outside agencies when appropriate.
- To ensure SEND students achieve their potential.

Hodge Hill Girls' School is an inclusive school and all staff at the school are expected to show commitment to the inclusive ethos. It is the responsibility of subject teachers to ensure that learning in their classroom is accessible to all. This includes differentiation, consideration of the physical environment and implementation of the Separate Exit System where appropriate (student with a disability allowed to leave lesson 5 minutes early to avoid crowded corridors. Heads of Faculty, and members of the Senior Leadership Team, along with the Special Educational Needs Coordinator (SENCO) play a key role in promoting the inclusive ethos and in supporting less experienced staff in terms of accessibility for SEND students.

The success of the school's Special Educational Needs policy will be judged against the aims set out below. Annual success criteria will be reviewed and the SENCO will report to the Governing Body on the successful implementation. The annual success criteria will be recorded in the School Improvement Plan. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need. The range of support made in the school each year in response to identified need is detailed in the local offer document.

The named SENCO for the school is Mrs. Clews. A Link Governor (Mrs. Dancer) takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for all pupils with special educational needs, and for ensuring that the school meets the requirements of the Equality Act 2010, the Children and Families Act (2014) and the SEND Code of Practice (2014).

The Governing Body agrees with the Local Education Authority admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Requests for admission to the school for pupils with an Education Health Care Plan (EHCP) come through SENAR. The school will be requested to review the pupil's documentation and respond to the SENAR Assessment and Planning Team. At point of admission it is usual to hold a meeting with the pupil's parents, SENCO or Specialist Teaching Assistant, Pastoral Manager and external agencies to discuss a plan for support and transition needs. Students with SEND but without an EHCP follow the school's normal admission procedure. The Pastoral Manager will identify, along with the SENCO, any existing SEND through discussion with the previous school and will liaise with the SENCO about appropriate support for the identified students during transition meetings. (***The School's Accessibility Plan is available on the school website.***)

The School is committed to early identification of SEND through regular assessment and monitoring by class and subject teachers. The school seeks to identify pupils who are making less than expected progress given their age and individual circumstances, this includes academic progress, social needs and their wider development. It is noted that not all pupils who are making less than expected progress will be identified as having SEND and that the first and most appropriate response may be high quality teaching to target the weakness. This is in line with the SEN code of practice (2014).

When a pupil's progress continues to be less than expected despite high quality teaching the subject teacher, Form Tutor and Pastoral Head of Year will liaise with the SENCO to assess whether the pupil has SEND.

The school is committed to ensuring effective partnership with other professionals from Health and Care Services. On occasions when, despite significant school-based intervention, a pupil continues to make less than expected progress the school may refer to other agencies. Parents and pupils will be fully informed about this involvement.

The School may seek advice from specialist advisory teaching services for children with sensory needs. The Physical Disability Service contribute as appropriate. Care and Health Services are involved as needed to ensure effective collaboration in identifying and making provision for vulnerable pupils. In the event that the school feels no longer able to meet the needs of an existing pupil, parents will be supported in finding an alternative provision.

Pupils who have an EHCP will have their progress and the support outlined in their Plan reviewed annually and a report provided for the Local Education Authority and family. EHCP may be amended or discontinued, if a student no longer requires significant additional support to make expected progress.

The school will liaise with primary schools and other agencies to arrange Transition Plans for students with EHCP. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Educational (Pupil Information) Regulations 2000.

The schools' complaints procedure is set out on the school website. Your child's Form Tutor/Pastoral Manager will work closely with parents at all stages in her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

All staff are expected to undertake training regarding SEND issues. Particular support will be given to Early Career Teachers (ECT) and other new members of staff. The SENCO takes responsibility for prioritising the training needs of new staff.

## Appendix 1

### **Code of Practice Definition of Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or 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.

## Appendix 2

### **Provision for Pupils with Special Educational Needs Differentiation**

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SEN team will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken. The range of support that each pupil can expect depends on their individual needs.

### **Additional Needs**

Pupils with SEND will be named on the SEND register as they have additional needs. In most cases, pupils will have a one-page profile with individual targets. The delivery of the interventions recorded on the profile continue to be the responsibility of the SENCO with input from the class teacher.

Individual Target Plan (ITP) targets will be set and reviewed three times a year by key workers, Learning Support staff who work closely with individual pupils, staff and the SENCO. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target-setting and review process.

***Please note that the school's Local Offer, published on the school website, provides full details of available interventions which are offered as appropriate to the needs of the pupils.***