

SEND Policy

Policy reviewed and updated	27/03/24
Date of next review	27/03/25
This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate	

Principles

The policy has been written with regard to the Code of Practice January 2015: 0 to 25 years, the Equality Act 2010 and the Children and Families Act 2014.

- We have high expectations and set suitable targets for all pupils.
- At Harefield a Special Educational Need is defined in accordance with the Code of Practice 2015.
- All students are entitled to have full access to the curriculum with reasonable adjustments being made where necessary and to take part in every aspect of school life, unless stated otherwise in the statement of special educational needs or EHCP (Education Health Care Plan).

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEN.
- To ensure that every student experiences success in their learning and achieves the highest possible standard.
- To enable students to participate in lessons fully and effectively.
- To value and encourage the contribution of all students to the life of the school.
- To work in partnership with parents.
- To work closely with the governing body to fulfil the monitoring of the policy.
- To work closely with external support agencies.
- To ensure all staff have access to training and advice and to support teaching for all students.

Responsibilities

SENCO

- Working together with the Headteacher and governing body.
- Taking responsibility for the delivery of the SEN policy and coordination of the Special Educational Needs Provision.
- The SENCO also provides guidance to colleagues on high quality teaching for pupils with SEN.
- Working closely with Parents, carers and agencies.
- The SENCO also provides an annual report to governors and also termly updates.

Head Teacher/Deputy Head Teacher

- Has day to day management of all aspects of school work.
- The Head Teacher/Deputy Head Teacher works closely with the SENCO and keeps the governing body fully informed on the current progress of SEN within school.

Facilities for students with Special Educational Needs

- The school has four main stairwells, in one large building and the school has a lift to provide support for disabled access to each floor. The school will have regard to the Equality Act 2010 and Families Act 2014 and the Code of Practice 2015 in terms of admitting students with disabilities.
- There are facilities in school for small group interventions.
- All members of the school are encouraged to inform the school of what disability they may have.

Resources

- Delegated funding for pupils with EHCPs is mainly used to pay for salaries for staff who support these students.
- Other funding is allocated to support pupils with additional needs.
- Pupil premium money is carefully allocated in the line of the school's pupil premium policy.
- Additional school funds support the management of SEN by purchasing resources and training staff.

Graduated Approach

The school follows the SEND code of practice 2015 and uses the 'Graduated Approach' to review pupil progress with SEN.

The four key points are:

1. **Assess:** teachers are expected to assess and analyse the needs of the child who needs SEN support.
2. **Plan:** teachers, parents and SENCO will be notified and work together to decide what support is needed for the student.
3. **Do:** the class or subject teacher should remain responsible for working with the student on a daily basis.
4. **Review:** the effectiveness of the support should be reviewed and evaluated with an agreed date.

Identifying students with Special Educational Needs

Queensmead follows the 2015 SEND Code of Practice graduated approach. Students are initially identified through the transition process with local primary schools. Students may also be identified by class teachers or parents during their time at Harefield School. The Graduated approach's four-part cycle of assess-plan-do-review is followed, overseen by the SENCO.

Support for students with SEND support

Students progress is monitored termly by the SENCO. Where data shows students are not making the expected progress, the SENCO works with class teachers to support the students progress, and reasonable adjustments are made to best support the student. Provisions are regularly reviewed. Where there are still concerns over the progress that students are making with the provisions in place, further assessments may be conducted and the school may seek external advice from a specialist. Once numerous cycles of the the assess-plan-do-review process have been completed and the students are still not making the expected progress a decision may be made to request a formal assessment for an EHCP.

Support for students with an EHCP

Students with EHCPs will be supported throughout the transition process when joining Harefield School. The EHCPs will be shared with all teachers and a summarised version of the support strategies will be included in the school's SEN register. Each student will have an annual review meeting, with all parties involved with the student being invited, where the needs and progress of the student will be reviewed. The outcomes in the EHCP will be discussed and updated if required.

The SEN Register

The register is updated regularly and takes into consideration all elements of progress of the pupils. Teachers who wish to nominate pupils to be placed on the SEN register will have to provide some of the following evidence to the SENCO:

- Completed referral form
- Record of concern
- Results of any curriculum tests and assessments
- Evidence of strategies already placed
- National Curriculum Levels
- An example of work completed in lesson that has been unaided
- Any evidence to show the pupil is working below national curriculum levels for their expected age.

Curriculum

Students have access to an adapted, broad and balanced curriculum with their needs identified on the SEN register and where strategies are in place.

To enable access to the curriculum the school provides the following:

1. Teaching Assistants
2. Individual Learning programmes
3. Bespoke Timetables
4. Interventions and resources
5. Specialist Equipment

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting the students needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

External Support

Agencies the school work closely with include:

- The SEN Team
- School Nurse- Welfare
- Education Welfare Services
- Special Schools
- Social Care
- Children and Adolescent Mental Health Service
- SENDIASS
- Educational Psychologists
- Hearing Impairment Specialist
- Visual Impairment Specialist
- Speech and Language Therapist

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their local area. It includes provision from birth to 25, across education and social care. Information is available on the London Borough of Hillingdon Website and is also accessible from the Harefield Schools website.

Transition Arrangements

Where possible the SENCO will attend the year 6 Annual Reviews. Additional transition arrangements may be made at these reviews e.g extra visits. Transition visits for year 6 pupils take place in the Spring term. The SENCO will also hold meetings with the associated primary schools to collate information on all students with SEN that are transitioning to Harefield.

The Core Offer

A high quality teaching adapted for individual students is the first step in responding to students who have or may have SEN. We believe, in line with the SEN Code of Practice 2015 that additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching of all students including those at risk of underachievement; this includes reviewing teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs they most frequently encounter. It is our aim that all work within the classroom is pitched within the appropriate level so that all students are able to access the curriculum according to any individual need.

The Additional Offer

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. This provision is deemed additional to or different from the core offer that is made for all students. Students have SEND if they are a) have a significantly greater difficulty in learning than the majority of others of the same age or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age at Queensmead School. In line with the Code of Practice 2015, SEN and provision falls under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory or Physical

Where a student at Harefield School has a Special Educational Need they will be placed on the school's Learning Support Register, which also focuses on the graduated approach (introduced by the code of practice 2015). This is a fluid document that is regularly reviewed and placement on this register can be short or long term. The SEN register highlights student needs and strategies for implementation in the classroom.

Students on the register are supported through various strategies and these are as follows:

1. Adaptive curriculum
2. Therapeutic interventions (Lego therapy, Harbour Club)
3. Literacy interventions
4. Specialist support from VI/HI teachers from the borough
5. Learning support assistant
6. ELSA (Emotional Learning Support Assistant)