



**Jack Hunt School
Governing Body**



**SPECIAL EDUCATIONAL NEEDS AND
DISABILITY (SEND) POLICY**

VERSION 1.0

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Governing Body Committee:	Full Governing Body
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Jack Hunt School Governing Body (Trust)
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs
and/or Disability (SEND)**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO and SLT line manager in liaison with the SEN Governor, SLT, staff and parents of pupils with SEND.

CONTACT DETAILS

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1. INTRODUCTION

Jack Hunt School exists to provide high quality learning and teaching in a supportive and caring environment, to develop the potential of each learner. The school has an Equality and Diversity Policy to ensure that appropriate students are well supported and therefore not treated less favourably than others and that reasonable adjustments are made to avoid placing students with additional needs at a disadvantage. Every teacher is a teacher of every child or young person including those with SEND.

This will be achieved through the following aims.

- i) Aims (what we are striving for):
 - a) Personalised learning leading to enjoyment, success and achievement for all.
 - b) A safe, healthy, orderly, sustainable and cohesive school community.
 - c) Effective engagement with our students, parents, local communities and partners.
 - d) A positive, proactive approach to innovation and continuous improvement for all.

We aim to raise the aspirations of and expectations for all students with SEND, and our school provides a focus on outcomes for children and young people (and not just hours of provision/support), to enable children to feel they are valued members of the class, school and society.

- ii) Objectives (how we will achieve our aims):
 - a) Identify and provide for students who have special educational needs, and/or disability additional needs.
 - b) Work within the guidance provided in the SEND Code of Practice, 2015.
 - c) Operate a “whole student, whole school” approach to the management and provision of support for special educational needs.
 - d) Provide a Special Educational Needs Co-ordinator (SENCO) who will work within the guidelines of the SEND Inclusion Policy.
 - e) Provide support and advice for all staff working with students with identified special educational needs and/or disability.
 - f) To provide good quality teaching and learning experiences which engage and support SEND pupils to make good progress.
 - g) Ensure students and parents have a voice in the process.

These aims and objectives are under-pinned by the following values:

- iii) Values
 - a) A uniqueness of each individual.
 - b) Respect for self, others, school expectations, property and the environment.
 - c) Self-discipline.
 - d) Respect for religious and cultural diversity (being different, belonging together).
 - e) Equality of opportunity.
 - f) Loyalty, trust and honesty.
 - g) Commitment, hard work, high aspiration and achievement.
 - h) Recognition and celebration of success.
 - i) Individual responsibility of citizenship.

2. IMPLEMENTATION

- i) In order to achieve this purpose through our aims and values, it is important for us to have clearly defined procedures which enable all staff to apply a consistent approach to providing the correct provision for students with Special Educational Needs and Disability. The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. At school once a SEND concern is raised about a child by a parent, the child themselves or a member of staff for the teacher of that child will commence the graduated approach (assess, plan, do and review).
- ii) The four areas of SEND, taken from the SEND Code of Practice, are:
 - a) Communication and interaction (C&I)
 - b) Cognition and learning (C&L)
 - c) Social, mental and emotional health (SEMH)
 - d) Sensory and/or physical needs (S and/or P needs)

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At school we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

- iii) Jack Hunt School recognises that:
 - a) For learning to take place, every student must have access to experiences, which are varied in context, nature and resources, but which allow for continuity, differentiation and progression.
 - b) A student is entitled to a broad and balanced curriculum within the National Curriculum.
 - c) It is important to encourage students to develop confidence and recognise value in their own contributions to their learning, giving them high self-esteem.
 - d) There is a need to encourage regular and effective communication between parents and school. It is vital to ensure parents are informed of their child's special needs and promote effective partnership to involve outside agencies when appropriate.
 - e) There is a need to encourage students to express their views and be fully involved in their learning.
 - j) It is vital to gain the views of both parents and students to assist with the evaluation of effectiveness of SEND provision.
- iv) The learning process is unique for each individual, and many students are likely to experience some difficulty in learning specific concepts at certain points in their learning. There are a number of non-SEND factors which may impact on progress and attainment:
 - a) Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
 - b) Attendance and Punctuality.
 - c) Health and Welfare.
 - d) Transition/integration.
 - e) EAL - A student does not have Special Educational Needs solely because the language at home is different from the language in which the student is taught (Section 56 Education Act 1993).
 - f) Being in receipt of Pupil Premium Grant.

- g) Being a Looked After Child.
- h) Being a child of Serviceman/woman.

3. ADMISSION

- i) In accordance with the School Admissions Code and the Education Act 1996 the Governing Body will admit a student with a statement of special educational need or Education Health Care Plan (EHCP) where the statement/ EHCP names the school, providing the school can meet the needs of the student. This provision does not apply to those students who may have SEND but do not have a statement/EHCP. These students will be admitted in the same way as other applicants.
 - ii) To access the PD (Physical Disability) Hub Provision students must meet the following eligibility criteria:
 - a) Have an Educational Health Care Plan (EHCP) with Jack Hunt Hub as the named provision.
 - b) Have a severe to profound physical disability.
 - c) Do not generally require a place in a special school but would find it difficult to make adequate progress and close their attainment gap in a mainstream school without support.
 - d) Need intensive and individualised support with specific aspects of their learning or development eg. physiotherapy/occupational therapy programmes.
 - e) Are age appropriate to the key stages.
- NB. Referrals to the PD Hub must come via the Local Authority.

THE SCHOOL BASED PROCESS OF IDENTIFICATION OF SEN

This is based on the following:

- i) Information from the Local Authority (LA) and NHS Peterborough Cluster Board.
- ii) Close liaison with partner primary schools SENCOs.
- iii) Primary School visits to aid transition.
- iv) KS2 Standard Assessment Test (SATs) results.
- v) Cognitive Ability Tests (CAT).
- vi) Reading and Spelling screening tests on entry to the school.
- vii) Close liaison between curriculum areas (initial baseline assessment) and house teams.
- viii) Student monitoring books, completed by Teaching Assistants TAs.
- ix) Observation during lesson time.
- x) Concerns expressed by tutor, teacher, parents, individual Teachers and support staff.

4. A GRADUATED APPROACH TO SEN SUPPORT

Jack Hunt School has set procedures and criteria for entering a student's needs onto the SEND register. This process can be triggered through a number of methods including identification of a student's difficulties through observation or feedback from staff.

For students transferring to Year 7, the SENCO will work closely with teachers and the SENCOs of feeder primary schools in coming to a decision about the most appropriate provision for students with special educational needs.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. This comes under the banner of quality first teaching. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality first teaching. However, these interventions will closely monitor progress and review the effectiveness of this.

This work is regularly and carefully reviewed through the school's appraisal system and systematic monitoring of student's progress to target. For those at risk of under-achievement individual support packages may be put in place.

If a student is identified and recorded as having SEN then support for the student with SEN will form part of a graduated approach comprising a four-part cycle of Assess, Plan, Do and Review (APDR).

Assess

The subject teacher working with the SENCO should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, previous progress and attainment, the individual's development in comparison to their peers and national data and advice from external support services

Plan

Parents will be notified of any SEND Support required and involved in the adjustments, interventions and support put in place. Teaching and support staff will be made aware of any strategies or approaches required. The APDRs should seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher is responsible for working with the student on a daily basis. Where interventions involve working away from the main class or subject teacher, they will still retain responsibility for the student. However, they will work closely with TAs or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support any further assessment and advice on effective implementation of support.

Review

Effectiveness of the interventions will be reviewed at regular intervals.

5. MANAGING STUDENTS PROVISION

It is the responsibility of the SENCO to ensure that the SEND register is reviewed and kept up to date on a termly basis. Support provided is recorded centrally and monitored and evaluated by the SENCO. The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. The Personal Tutor has a responsibility to discuss student's progress during academic progress meetings and should liaise with the student's keyworker.

Additional provision can take the form of a range of strategies, including but not limited to:

- i) Differentiation by selection of resources.
- ii) Development of resources eg. lesson notes, power point scripts, enlarged texts
- iii) Use of assistive technology (ICT, laptops, ipads) and appropriate software packages.

- iv) Differentiation by task.
- v) Differentiation by support.
- vi) Differentiation by outcome.
- vii) Interview and assessment of mid-term admission students to the school.
- viii) Partnership teaching.
- ix) Literacy and withdrawal sessions.
- x) Individual or small group support.
- xi) Homework support.
- xii) Programme of physiotherapy/hydrotherapy and sensory integration.
- xiii) Programme of counselling/anger management.
- xiv) Support with first language.
- xv) Interpretation/translation.
- xvi) Provision of alternatives to the full mainstream curriculum.
- xvii) Extended schools provision.
- xviii) Links with Connexions Service to ensure effective and successful transition for 16= and 18+.
- xix) The school will also liaise with the Connexions Service and other agencies to arrange transition plans for students with EHCPs in Year 9 and will ensure that these transition plans are reviewed annually as part of the Annual Review process.
- xx) Alternative literacy lessons instead of the full English provision.
- xxi) Testing students with additional needs for exam concessions in line with JCQ regulations.
- xxii) Provision for extra time, readers and scribes (Amanuensis) for exams.
- xxiii) Liaison with pastoral staff regarding planning and provision of part-time timetables for individual students.
- xxiv) Home visits.
- xxv) Homework clubs within school and the community.
- xxvi) Ensuring that a member of the Learning Support Department is present at every Parent's Consultation evening.
- xxvii) Providing support for families in the mother tongue language wherever possible.

6. WORKING WITH OUTSIDE AGENCIES

The school will complement and supplement its support network by working in partnership with other professionals and outside agencies where available. This provides greater support for students whose needs require more specialised or intensive help. The school is working with the Local Authority to ensure that where necessary Early Help Assessment (EHA) forms are completed. These were formerly known as CAF (Common Assessment Framework) forms. Under normal circumstances parents would be consulted before external agencies are involved.

Partner agencies currently include:

- a) Sensory Support Service.
- b) Educational Psychologist.
- c) Medical Professionals.
- d) Physiotherapist Service.
- e) Occupational Therapist Service.
- f) Wheelchair services.
- g) Home School Liaison Officer.
- h) Referral and Assessment Team.
- i) MASG – Multi Agency Support Group
- j) Safer Schools/Police/School based PCSO.

- k) The Special Educational Needs and Inclusion Service Officer from the Local Authority.
- l) Child and Adolescent Mental Health Service.
- m) ADHD and ASD Outreach Team
- n) FE colleges including Peterborough Regional College, City College and Stamford College to provide tailored transition for individual students, where appropriate.

The student's parents will always be involved in any decision to involve outside agencies or specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the student.

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as Element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** - mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEND budget. This is also known as Element 2 funding.
- **Specialist or personalised level** top-up funding above £10,000 (Elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. This level of funding usually only applies to students with Education, Health and Care Plans (EHCPs).

6. EDUCATION, HEALTH AND CARE PLANS

Where, despite the school having taken relevant and purposeful action to follow the graduated approach, the student has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

If an EHCP assessment is approved by the Local Authority, the student's progress is monitored through the formal Annual Review process with all relevant staff, SENCO, parents and student involved.

7. CRITERIA FOR EXITING THE SEN REGISTER / RECORD

School monitors progress and attainment and when barriers to learning are overcome the child may no longer receive additional SEND provision and will be removed from the SEND register by the SENCO. If it is only when staff and parents feel that a student is making progress which is sustainable that s/he may be taken off of the SEND register.

If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

8. STUDENT VIEWS

Jack Hunt makes every effort to involve students in the review of their own learning. SEND students are represented on the School Council and SEND students have their own forum – 'Open Eyes' – which is facilitated termly by the Assistant Head for Inclusion.

9. SUPPORTING PARENTS/CARERS

The Learning Support Department tries to meet regularly with parents of SEND students, whether through regular parents' evenings or separate student progress meetings. For parents/carers of students with an EHCP, the Annual Review process provides an opportunity to discuss and review in depth a student's progress and needs. Parents/carers can request a meeting with the SENCO to discuss their child's learning needs if they have concerns.

For more information, parents/carers can go to Peterborough City Council's Local offer on <https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Parents/carers may also want to look at the Jack Hunt SEND School Information Report can be accessed on the school website:

<http://www.jackhunt.net/page/?title=SEND+Policy+%26+School+Information+Report&pid=497>

10. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly 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 and the Advice for School (DfE, May 2014).

Some may also have special educational needs (SEN) and may have an Education Health Care Plan; in this case the SEND Code of Practice (2014) is followed.

Students with medical conditions are supported through Health Care Plans written in partnership with parents and health care professionals. Full details can be found in the school's Medical Policy.

11. MONITORING AND EVALUATION OF SEND

Senior leaders and governors regularly and carefully monitor and evaluate the quality of provision we offer all students through lesson observations, student voice, learning walks, books scrutiny, parent and student questionnaires and discussions. These arrangements promote continuous reflection, review and improvement of provision for all students.

As part of this, interventions and progress against targets for SEND students is monitored by class teachers in liaison with the SENCO.

12. TRAINING AND RESOURCES

The SEND budget is allocated according to banding as outlined by the Local Authority offer. Funding is matched to SEND by degree of need within the four bands. Levels of support are decided by need at targeted specialist and specialist level as shown on the offer. The Local Authority will allocate additional funding beyond that contained in the school base budget to support students who have an EHCP at Bands A, B, C, D. They will also fund two Specialist Hub provisions – one for Learners with Hearing Impairment and the other for Learners with a Physical Disability.

There are specialist hygiene and physiotherapy facilities available and most of the school is accessible to wheelchairs and to students with mobility problems. The school is on one level, or accessible by lift. Regular Health and Safety checks are made to ensure that pathways and entrances are free from obstacles and that possible hazards are marked in a distinctive way to assist

partially sighted students, or those who use elbow frames, 'K' walkers or elbow crutches and wheelchairs. The Learning Support Curriculum Area has a purpose built block which includes specialist areas for physiotherapy, life skills, literacy and core studies. Students with learning needs or physical disabilities are not segregated from their peers; they work in mainstream tutor groups and classes. PD students use their respective Hub as a base for any additional small group or 1:1 intervention.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The SENCO will identify and co-ordinate the training needs of the Learning Support Department. This will be based on the Curriculum Area Development and information from staff appraisals and performance management. Curriculum staff will have the opportunity within available resources to attend courses organised or funded by the school to increase their skills when required. Teaching staff in all Curriculum Areas will be encouraged or directed to attend appropriate courses to improve their skills in providing for students with SEND. The newly appointed staff induction programme will include sessions on a wide range of SEND issues.

The school's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND. The school also benefits from NASEN membership. There are also SENCO cluster meetings within Jack Hunt Cluster/Peterborough Keys Trust partnership.

13. ROLES AND RESPONSIBILITIES

There are a number of staff in the Learning Support Department with a range of roles including:

Leader of Learning Support (SENCO) – Mrs R. Hunt rhunt@jhs.pkat.co.uk

Hub Manager and SENCO Adviser – Ms Sarah Cooper scooper@jhs.pkat.co.uk

Deputy Leader of Learning Support (Deputy SENCO)- Ms Jess Farhadian

jfarhadian@jhs.pkat.co.uk

Higher Level Teaching Assistants (HLTAs) for Intervention Delivery

Higher Level Teaching Assistant with responsibilities for PD Hubs

Administrative Support

Teaching Assistants

Learning Support Department Link Governor

Assistant Head for Inclusion – Mrs K. Cliffe kcliffe@jhs.pkat.co.uk

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

The key responsibilities of the SENCO include:

- a) Overseeing the day-to-day operation of the school's SEND policy.
- b) Co-ordinating provision for children with special educational needs and disability.
- c) Liaising with, training and advising fellow teachers.
- d) Managing Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs).

- e) Overseeing the records and SEND register for all children with special educational needs and disability.
- f) Liaising with parents of children with SEND.
- g) Liaising with TAs and ensure the sharing of information regarding students' needs and targets is completed on a timely basis.
- h) Having clearly identified priorities for the training of staff and contribute to such training.
- i) Liaising with external agencies including the Local Authority's Sensory Support Team, Educational Psychology Service, health and social services (CAs) and voluntary bodies.

14. GOVERNORS

The governors have a duty to:

- a) Fulfil their statutory duties to students with special educational needs and disabilities.
- b) Secure appropriate resources.
- c) Have regard for The Code of Practice (January 2015). 0-25 Special Educational Needs and Disability (SEND) Code of Practice 2015.
- d) Participate in appropriate training.
- e) Annually review the SEND and Disability Policies.
- f) Evaluate the success of education provided for those with Special Educational Needs and Disabilities.

The named Designated Teacher with specific Safeguarding responsibility is Ms Kerry Cliffe (Assistant Head, Inclusion).

The named member of staff responsible for managing PPG/LAC funding is Alma McGonigle.

15. STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored securely in the Learning Support Department. SEND records will be passed on to a student's next setting if requested. The school has a Confidentiality Policy which takes into account GDPR and applies to all written pupil records.

16. COMPLAINTS

The school has a clear complaints policy. Any concerns or complaints relating to the implementation of the SEND policy should be referred in the first instance to the SENCO.