



Special Educational Needs and Disability Policy



Approved By:	Wessex MAT Board of Directors
Date:	10.02.21
Review Date:	09.02.22
Signed:	Chair of Directors – G.Batt
Adopted By:	Thomas Hardy School
Date:	
Signed:	

1. COMPLIANCE

1.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(July 2014), 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 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

2. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) – SCHOOL INFORMATION

2.1 The Headteacher, Mr Mike Foley, has overall responsibility for SEND at Thomas Hardye.

2.2 The designated teacher responsible for coordinating SEND provision for children/young people is: Mrs Elaine Hurley (ehurley@thomas-hardye.net or 01305 266064). The Assistant Headteacher with responsibility for inclusion is Mrs Claire Noble.

2.3 The people co-ordinating the day to day SEND provision for children/young people at our school are:

- Mrs Claire Noble, Assistant Headteacher, Inclusion lead
- Mrs Elaine Hurley, SENCO
- Miss Rowden/Miss Miller, Deputy SENCO
- Mrs Sue Brazier, Communication and Interaction Co-ordinator
- Mrs Clare Newman, SEND Manager
- Mrs Rachel Munro, Complex Communication Needs Base leader
- Mrs Hayley Gale, Deputy Complex Communication Needs Base Leader (currently on Maternity leave).

2.4 All members of this team, are referred to as 'E for E, Education for Everyone' and can be contacted at efore@thomas-hardye.net or 01305 266064.

2.5 The Governor with oversight of the arrangements for SEN and disability is: Tony Moore He can be contacted via the school office on: vsmyth@thomas-hardye.net

2.6 This policy was developed in conjunction with parents and carers, students, governors, teachers, teaching assistants and the leadership team.

3. AIMS AND OBJECTIVES

3.1 SEND support is used to enable and empower our students so that they develop confidence and growing independence. We consider this culture of inclusion to be everyone's responsibility and it exists throughout the school. It is driven by the high aspiration we have for all young people in our school to make a successful transition into adulthood, whether into employment, further or higher education or training, leading to a happy, fulfilled and productive life.

3.2 AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all young people can thrive;
- To identify individuals who need extra help and support;
- To enable each young person to take part and contribute fully to school life;
- To develop each individual's self-esteem and positive view of him or herself as a learner;
- To provide access to and progression within the curriculum;
- To involve young people in planning to address and monitor their special educational needs and / or disability;
- To work in partnership with parents to support their children's learning and health needs;
- To provide quality training for staff in special educational needs and disability.

3.3 OBJECTIVES:

- To identify and provide for young people who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a person-centred, whole school approach in the management and provision of support for young people with special educational needs or disability;
- To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEND Policy;
- To provide support and advice to all staff who work with young people with SEND.

4. ROLES AND RESPONSIBILITIES

4.1 The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that our school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website.

4.2 The SENCO and Deputy SENCOs are qualified and experienced teachers. The SENCO has completed the National Accredited SENCO Award and the Deputy SENCO's along with the Assistant Headteacher are currently completing the same course. Our Communication Co-ordinator is a highly qualified Speech and Language Therapist with a specialism in Autistic Spectrum Condition. The CCN base leader has completed a Level 7 diploma in teaching and assessing learners with dyslexia/specific learning difficulties. Mrs Munro and Mrs Gale also have a Post Graduate Certificate in Autism. There is regular liaison with external services including the County Psychology Service (Educational Psychologist), SEN Specialist Services, Hearing and Vision Support Service, the School Nurse and other colleagues from health, such as Speech and Language Therapy, Occupational Therapy and Physiotherapy and other services such as Social Care.

4.3 The SENCOs liaise closely with key staff including the Headteacher, Assistant Head with responsibility for Looked After Children and Safeguarding, Heads of College, Guidance Leaders, Form Tutors and subject teachers requiring advice on how to help students to reach their potential. The team has HLTAs with additional responsibilities and a large team of Teaching Assistants who also liaise with teachers, form tutors and the SENCOs.

5. ADMISSION ARRANGEMENTS

5.1 Our school uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all young people including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

5.2 In addition to this the school makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, we liaise with the local authority education services, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website at www.dorsetforyou.com/local-offer.

6. FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

6.1 The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support young people with disability as defined by the Act.

6.2 At this school we might use the following to support children with SEND:

- Physical Needs Base including physiotherapy facilities
- Complex Communication Needs Base
- Physical environment (lifts, lighting, wheelchair access, acoustic tiling in some areas)
- Assistive technology
- Differentiated access to the curriculum
- Examination Access Arrangements
- School Transport

7. SEN INFORMATION AND LOCAL OFFER

7.1 The school website holds information about SEND and specific information about how young people with SEND are supported in the curriculum and around the school. Please have a look at our E for E page on the school website. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

7.2 We publish further information about our arrangements for identifying, assessing and making provision for young people with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

8. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

8.1 The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

8.2 Young people may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

8.3 Teachers work closely with the SENCO to identify and assess need. External agencies are called upon where required to support identification.

8.4 Our school uses a wide range of tools to assess the amount and level of SEN support required. Many of our students with additional needs are identified by their middle school teachers or Special Educational Needs Co-ordinator (SENCO). There is close liaison between the middle schools and SEN team and Heads of the colleges at Thomas Hardye, followed by careful planning to ensure that learning differences are catered for. The Thomas Hardye SEN team is very experienced and well-qualified and can advise on a range of learning needs including specific learning difficulties such as dyslexia, dyspraxia or dyscalculia, speech and language difficulties, autistic spectrum conditions and moderate learning difficulties. We have a team of 36 Teaching Assistants (TAs) including staff who are experienced in working with students with a visual impairment or physical disabilities. Two County specialist resourced bases are located at Thomas Hardye: a Physical Disability Base and a Complex Communication Needs Base. Thomas Hardye also has a team of four Guidance Leaders to help meet social, emotional or mental health needs.

8.5 The Complex Communication Needs Base is to support students with complex communication needs to access the curriculum. Many of these students have ASC, difficulties with social skills and high levels of anxiety. Some also have additional needs such as dyslexia and ADHD. Accessing a CCN base place enables us to support these complex needs alongside their learning with input from SALT and OT.

8.6 In addition, all staff strive to listen to concerns of parents and carers and appreciate that they have a unique insight into their children. The views of parents/carers will be taken into consideration for any decisions respecting their children.

8.7 Once at our school, there is a whole school approach to identifying needs. The testing of literacy attainment is carried out in the first half term with all students and this information is used to identify those needing support, to monitor progress and to build up evidence for exam boards in case the student needs support in external examinations later on. Subject teachers regularly monitor students to ensure they are making progress and to look for any unexpected difficulties or slow progress. They will refer to the SEN department if measures taken to overcome barriers to learning have little impact. Teaching Assistants also look out for any students with communication needs or those lacking in confidence.

If a member of the pastoral team (such as form tutors) identifies needs based on liaison with subject teachers, they may also refer the student to the SEN department. The SENCO, Deputy SENCOs or Communication Co-ordinator will then offer advice on strategies or suggest a specific intervention. Following consultation with families, external organisations may be brought in to carry out further assessment and to advise the teaching staff.

In addition, all staff at Thomas Hardye strive to listen to concerns of parents and carers and appreciate that they have a unique insight into their children.

8.8 Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met through a whole school approach and be placed on the SEN Register at the level 'SEN Support' in compliance with the SEND Code of Practice 0 to 25 (July 2014).

8.9 Our teachers are responsible and accountable for the development and progress of the students in their class, including where they access support from Teaching Assistants or specialist staff.

8.10 High quality teaching, differentiated for individual learners is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all students including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a young person may have special educational needs. If a young person has been identified as having special educational needs, personalised learning profiles will be created and the school will keep careful records in order to monitor progress.

8.11 Where it is decided that a young person does have SEND, the decision should be recorded in the school records and the parents / carers will be informed in writing that special educational provision is being made.

8.12 The SENCO will use in-school tracking and comparative national data and expectations to monitor the level and rate of progress for young people identified with SEND.

8.13 Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

8.14 Examples of other influences upon progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Families on a low income
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

9. MANAGING SEND CHILDREN IN OUR SCHOOL

9.1 Where a young person is identified as having SEND and or a disability, our school adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

9.2 In addition to the normal reporting arrangements, parents are informed about the progress if they are following additional programmes or interventions. For students with Statements or EHC Plans, Person Centred Planning and Review meetings take place so that families and young people are involved in deciding next steps and parents / carers are advised on how to help support learning outside of the school.

9.3 Contact is achieved through the Student Diary, email or telephone and regular parents' evenings. Students are actively encouraged to take ownership of their own learning and target-setting

9.4 In addition, parents' training and/or learning events or support groups take place periodically and are well advertised on the school website or by personal invitation, for example Cygnets (a support and parenting group for families of young people on the Autism Spectrum).

9.5 Students are allocated a key-worker (Teaching Assistant) and a named SENCO for maintaining and updating records and plans with an expectation that subject teachers hold the responsibility for evidencing progress. If a student fails to make progress the SEN team are asked to identify further strategies or interventions. Information will be captured using person-centred approaches including creating a personalised Learning Profile to share the young person's views in what help they prefer. A provision map is also used as a snapshot of what a young person is receiving that is 'additional to' or 'different from' what is widely available.

9.6 If the SENCO identifies that the school is unable to fully meet the needs of a student through our own provision arrangements, external advice is gained through our colleagues in education, health or social care. A joint framework for working or Common Assessment Framework process will be used and this will always be in collaboration with parents and carers and the young person's wishes and views will be actively sought.

[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]

10. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

10.1 Provision for young people is monitored and evaluated through gathering views of individual young people, parent / carer's feedback, views of staff and by using school data to ascertain effectiveness and value for money. An effort is made to measure qualitative outcomes as well as academic progress (such as how prepared a young person feels to move onto the next stage of education, or how motivated they are in school).

10.2 Sometimes a student fails to make expected progress in spite of our best endeavours and where this is the case the SENCO, in collaboration with the young person and family, other staff and / or external services, will look at the case in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

11. COMING OFF THE SEND RECORD

11.1 A young person will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some young people it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

11.2 Some students with particular needs, usually which are long-lasting, may develop skills and strategies which help to minimise the impact of their difficulty to a level at which the need can be met through quality first teaching. An example of this might be a student with dyslexia, who has had support to work around barriers in order to be a confident and independent learner and as a result and is making good progress. In this case, additional support may no longer be necessary, even though the student requires examination Access Arrangements. Hence, this student would not need to be on the SEND register even though teachers would still need to be informed that the student had dyslexia.

11.3 EHC Plans are reviewed annually. A young person with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a young person no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

12.STORING AND MANAGING INFORMATION

12.1 All data including data stored electronically is subject to Data Protection law.

12.2 All paper records will be held in line with the Trust's policy/protocol on security of information. All people working with a particular student will have access to any records or reports but the originals will be kept securely and confidentiality will be maintained.

13.SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

13.1 Our school will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that our school is expected to make reasonable adjustments in order to accommodate young people who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)

14.TRANSITION ARRANGEMENTS

14.1 Our school is committed to ensuring transitions is highly effective for our children with SEN.

14.2 Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education in collaboration with our Ansbury Career's Adviser. The SEN team has transition into adulthood at the heart of all that we do. Therefore there is a focus on developing independence and confidence. In the main, TAs do not sit next to students unless there is a specific reason to do so. In this way, students learn to use initiative and develop confidence in asking for support rather than becoming dependent on an additional person, which does not reflect adult life.

14.3 Prior to starting, there is close liaison between the middle schools and SEN staff and Heads of College. The SENCO or Deputy SENCOs attend transition reviews. Our Communication Coordinator works at the middle schools and sets up transition groups who

get additional time to get used to the forthcoming change. These students will have extra visits to school and also have the opportunity to take place in summer activities during the school holidays. There are additional parents' meeting and individual meetings with the SEN team.

14.4 Some of our students with additional needs get the opportunity to make regular visits to local colleges and a few do work experience.

14.5 During their time with us, students with EHC Plans are supported to think about their long-term goals and they will have annual Person Centred Reviews with their parents / carers. These help school staff and people at home to think about the 'whole person' and what we need to do to help them get to the next stage in their lives. This process is usually an empowering experience as it gives a degree of control that can sometimes be missing in the life of a young person with additional needs.

15. TRAINING AND RESOURCES

15.1 Training needs are identified through a process of analysis of need of both staff and young people as and when required.

15.2 The SENCO and TA team meet every Wednesday in order to monitor the progress of young people with SEND but also to deliver training to enable to TAs to provide high quality support.

15.3 The SENCO will provide information on specific needs for new staff and teachers who are training.

15.4 The SENCO also maintains up-to-date knowledge by training with other schools in Dorset through the Inclusion Briefing Network, through the Dorchester Area Schools Pyramid (DASP) and via membership of the National Association of Special Education Needs.

15.5 Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

16. SEN INFORMATION

16.1 Our school presents SEN information in three ways:

- i. by information placed on the school website which can be found on the E for E (SEN) page;
- ii. by following the link to the local authority's Local Offer website www.dorsetforyou.com/local-offer;
- iii. through information contained in this policy which is also published on the school website.

16.2 All information can be provided in hard copy and in other formats upon request.

17.ACCESSIBILITY

17.1 Our school publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's Local Offer website; this can be found at www.dorsetforyou.com/local-offer.

18.COMPLAINTS

18.1 It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

18.2 Wessex Multi-Academy Trust, of which our school is a member, publishes its Complaints Policy on the school website.

19.REVIEWING THE SEND POLICY

19.1 This policy will be reviewed and updated annually. Our school appreciates parents and carers views on all aspects of this policy and will ask for volunteers to help with the review process (please contact the SENCO if you are a parent or carer, or any other stakeholder and wish to make suggestions or comments at any time).

20.LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Child Protection

Anti-bullying

Data protection

Amendments

Dec 20 - Assistant Headteacher Mrs Claire Noble responsibility for inclusion,
SENCO name amended to Mrs Elaine Hurley,
Deputy SENCo's Miss Rowden/Miss Miller
Governor with oversight of the arrangements for SEN and disability
is: Tony Moore