

BISHOP'S HATFIELD GIRLS' SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Date of last review:	Autumn Term 2023
Date of next review:	Autumn Term 2025
Adopted by Governors:	Spring Term 2024

BISHOP'S HATFIELD GIRLS' SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Status

This policy was formally adopted by the governing body at Bishop's Hatfield Girls' School after due consultation with the senior leadership team and members of the SEND staff. It is the intention of the governing body that it be reviewed biennially. It is a statutory policy.

The Legal Framework

The main statutory provisions covering SEND are:

- DfE Revised Special Educational Needs Code of Practice (September 2014)
- Disability Discrimination Act (2005)

This policy should be read in conjunction with the school policies on Accessibility, Attendance, Disability Equality, Equality, Race Equality, Teaching and Learning, the Curriculum Statement and policies on Assessment and Marking.

Aims

BHGS believes that each pupil has individual and unique needs and is entitled to an education that is most appropriate to their ability and best suited to their individual strengths and needs. We acknowledge that a significant proportion of pupils may have special educational needs or a disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the curriculum. In particular within the limitations of resources, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that pupils with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

The school adopts a flexible response to pupils with SEND, aiming to deliver the most appropriate education for all pupils. This may include a wide range of strategies to provide access to a broad and balanced education. Our response acknowledges that there is a continuum of special educational needs and disabilities, and seeks to make full use of available resources from within the school as well as seeking specialist advice and support from outside the school where this is necessary.

Roles and responsibilities

At BHGS, provision for pupils with special educational needs and disabilities is viewed as a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND/Inclusion Governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement plan (including the Learning Support Faculty improvement plan)
- reasonable provision/adjustment is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- parents are updated on the implementation of the school's SEND Policy via the school website
- they have regard to the requirements of the Revised SEND Code of Practice (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Head of Learning Support/ Special Educational Needs Co-ordinator** (SENDCO) is responsible for:

- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- overseeing the day-to-day operation of this policy
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND

- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's Inclusion register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and external examinations
- arranging for access testing and subsequent provision for SEND pupils
- contributing to the in-service training of staff
- managing learning support staff
- liaising with the SENDCOs in other schools to help provide a smooth transition from one school to the other
- taking part in LA SEND moderation.

Class teachers are responsible for:

- knowing which pupils in their classes are on the Inclusion register and being aware of these pupils' individual needs
- including pupils with SEND in the classroom activities, and for providing an appropriately differentiated curriculum
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents/carers of pupils with SEND.

Learning support staff should:

- demonstrate awareness of the individual needs of pupils they support regularly
- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- assist in making provision for the individual needs of pupils identified as having SEND, whether in class, small groups or the Pupil Support Centre
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Identification, Assessment and Provision

Children or young people's needs are identified through ongoing assessments by their teachers or other school staff and/or through information received from schools previously attended. The school will also take account of any external assessments made that we are notified of. Identified needs are brought to the attention of the SENDCO. Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to them being recorded as having SEND. The SENDCO will work with staff to investigate any pupil identified as potentially having additional needs and may engage the help of external agencies in order to identify the area of need. Special educational needs may relate to one or more of the following areas of need: communication and interaction; cognition and learning; social emotional and mental health; sensory and/or physical needs.

Special educational provision means educational provision, which is in addition to, and/or different from, the provision made in general for children or young people of the same age in a mainstream school. Some children or young people with disabilities may have learning difficulties that call for

special educational provision. However, not all those deemed to be disabled will require this provision. Each child or young person will be assessed by the school as required, and appropriate provision will be made based on their identified needs. Monitoring of this provision will, in general, follow the 'Assess, Plan, Do, Review' cycle though the school recognised the need to be flexible with regard to this as individual needs change.

Stages of Support

Support provided for pupils with SEND will vary depending on need. The following provides a useful guide with regard to stages of support:

SEND Support (K):

This stage describes a student who is identified as needing additional support, which is provided mainly within the classroom; some students may be timetabled for additional support. The subject teachers will provide work matched to the needs and abilities of all the students in the class, with reasonable adaptations to meet the needs of those identified in this stage. The SENDCO will deploy resources from the learning support team as appropriate to the needs of identified students.

Education Health Care Plan (E):

Following Statutory Assessment, an EHC Plan may be provided by Hertfordshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan. An EHCP is a legally binding document which sets out the provision the child must receive to meet their SEND needs. It is the responsibility of the Local Authority to ensure that these provisions are made. Each year the Local Authority, in liaison with the school, must hold an annual review with parents and all outside agencies involved with the child to assess the child's progress. In addition to the support detailed in the EHCP plan, students also have access to the support outlined at Stage K.

Admissions and Special Educational Needs

The admissions' policy of BHGS is outlined in the Admissions Arrangements available on the school website. Allocation of places to the school is administered by the LA, according to the criteria outlined in the Admissions Arrangements. Neither a pupil's abilities nor their learning difficulties feature in these criteria, unless they have an Education, Health and Care Plan (EHCP) which names this school as the one they should attend.

Occasionally, parents with children in Year 6 at primary school may worry that by openly discussing their concerns about their child's SEND they might jeopardise them gaining a place at the school. This is not the case. On the contrary, full discussion with the school's SENDCO can help with planning for a successful transition and preparing appropriate support for children if they are allocated a place at BHGS.

SEND In-Service Training

The school recognises the area of SEND as an important area for in-service training. The school encourages and provides funds for:

- the SENDCO, Learning Support staff and subject teachers to attend relevant courses and events
- whole school INSET to support good SEND practice in the classroom.

Pupil Support Centre

There is no funded specialist unit at Bishop's Hatfield. However, the school has a Pupil Support Centre (PSC) which was opened in September 2006. The PSC is used as a teaching base for small groups and individuals as well as providing an environment where pupils can be reintegrated into a school setting from other schools, exclusions or school refusal. A high level of individual support and personalised programmes of work is made available to pupils attending the PSC.

Disability Access

The new building at Bishop's Hatfield is now fully accessible to pupils with significant physical disabilities and mobility difficulties.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they may discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO.

In the event of a formal complaint parents/carers should follow the school's complaints' procedure.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO, subject co-ordinators and the Senior Leadership Team
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the Inclusion register
- the School Improvement Plan, and the Learning Support Faculty Improvement Plan, both of which are used for planning and monitoring SEND provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from pupils, parents/carers, and staff, both formal and informal.