

# Special Educational Needs Policy

## 1. Introduction and aims

- 1.1. This policy outlines the framework for Old Swinford Hospital to meet its duties and obligations to provide a high quality education to all of its students, including students with special educational needs and /or disabilities (SEND).
- 1.2. The School aims to provide equal opportunities for all its students, including those with Special Educational Needs (SEN), to follow a broad, balanced relevant curriculum; demonstrate their full potential recognising strengths as well as weaknesses, to fully participate in all school activities, and meet physical, emotional and intellectual needs.
- 1.3. The School believes that all teachers are responsible for meeting the individual educational needs of the students. SEN is recognised by all staff to be a whole school responsibility. The School aims to teach SEN students alongside their peers, adopt a coordinated approach to behaviour, identify and assess students who may have SEN as early as possible, and to adopt appropriate intervention strategies.
- 1.4. The School aims to maintain close, positive and early contact with those parents whose child has a special educational need. The parents and the student with SEN should be involved in a working partnership with the School. Parents will be kept informed of any intervention provided, and notified of any review and its outcome, and they are encouraged to discuss any worries with subject teachers, tutors, heads of year, subject leaders, housemasters, and the Special Educational Needs Co-ordinator (SENCO). Parents will be invited to contribute to or attend any meetings about their child.

## 2. Legal framework

- 2.1. This policy will have due regard to legislation, including:
  - Children and Families Act 2014 (and related regulations)
  - Health and Social Care Act 2012
  - Equality Act 2010
  - Mental Capacity Act 2005
  - Children's Act 1989
- 2.2. It will also take into account statutory and non-statutory related guidance, including:
  - SEN Code of Practice 0-25 (January 2015)
  - Supporting Children with Medical Conditions (December 2015)
  - Keeping Children Safe in Education (September 2016)
  - Working Together to Safeguard Children (March 2015)

## 3. Definition and areas of special educational need

- 3.1. A student has a special educational need if they have a:
  - significantly greater difficulty in learning than the majority of others of the same age
  - disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

3.2. The School makes provision for students with the following 4 kinds of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

## **4. Admissions**

4.1. Under the School Admissions Code the School is required to admit all students whose Education, Health and Care Plan (EHC) names the School, providing that if the application is for a boarding place they are suitable for boarding.

4.2. All other applicants must be admitted in accordance with the School's published admission arrangements.

## **5. Roles and responsibilities**

The School will:

5.1. Identify, assess and make reasonable SEN provision for students with SEN, whether or not they have an EHC plan and use their best endeavours to secure the special educational provision required.

5.2. Designate an appropriate member of staff (the SENCO) as having responsibility for co-ordinating provision for students with SEN. The SENCO will:

5.2.1. Be a qualified teacher and hold or attain the National Award in SEN Co-ordination within three years of appointment.

5.2.2. Collaborate with the Governing Body and Headmaster to determine the strategic development of SEN policy and provision in the School and work with the School to ensure that it meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

5.2.3. Undertake day-to-day responsibility for the operation of SEN policy and coordinate specific provision made to support students with SEN, including those who have EHC plans.

5.2.4. Inform the child's parents that SEN provision is being made and advise on a graduated approach to providing SEN support and on the resources to meet students' needs effectively.

5.2.5. Liaise with:

- Parents of students with SEN.
- The relevant Designated Teacher where a looked after student has SEN.
- Early years' providers, other schools, educational psychologists, health and social care professionals, independent or voluntary bodies and potential future providers of education for students with SEN.

5.2.6. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies and be a key point of contact with external agencies, especially Local Authority support services.

5.2.7. Be familiar with the provision in the Local Offer.

5.2.8. Ensure, as far as possible, that students with SEN take part in activities of the School together with those who do not have SEN.

5.2.9. Ensure that the School keeps up to date the records of all students with SEN.

- 5.3. Ensure that the SENCO has sufficient time and resources to carry out their functions.
- 5.4. Appoint a Designated Teacher for 'looked after children' (LAC).
- 5.5. Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability and take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised.
- 5.6. Publish an annual SEN Information Report on its website about the implementation of the Governing Body's policy for students with SEN.
- 5.7. Ensure that those teaching or working with the student are aware of their needs and have arrangements in place to meet them, understand the strategies to identify and support vulnerable students and possess knowledge of the SEN most frequently encountered and regularly and carefully review the quality of teaching for students at risk of underachievement. Teachers will:
  - 5.7.1. Plan and review support for their students with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the student themselves;
  - 5.7.2. Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment;
  - 5.7.3. Use appropriate assessment to set targets which stretch and challenge;
  - 5.7.4. Plan lessons to ensure that there are no barriers to every student achieving, and
  - 5.7.5. Monitor and review the student's progress.
- 5.8. Co-operate with local authorities during annual EHC plan reviews.

## **6. Planning, delivery and evaluation**

- 6.1. Effective planning will help parents, students and young people with SEN express their needs, wishes and goals, and will:
  - 6.1.1. Focus on the student as an individual, not their SEN label, tailoring support to their individual needs;
  - 6.1.2. Highlight the student's strengths and capacities;
  - 6.1.3. Be easy for students and their parents to understand and use clear ordinary language and images, rather than professional jargon;
  - 6.1.4. Enable the student and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future, and
  - 6.1.5. Bring together relevant professionals, where necessary, to discuss and agree together the overall approach.
- 6.2. The School will collaborate with the Local Authority in the exercise of its duty to work together with health and social care providers to ensure early identification and ascertain:
  - 6.2.1. How students and their families will be able to access services;
  - 6.2.2. How transitions between life stages and settings will be managed, including from primary to secondary and secondary to further education and
  - 6.2.3. How provision and support services will enable students to prepare for their future adult life.
- 6.3. Facilities and funding
  - 6.3.1. Although there are no specialist educational facilities at the School for SEN students we welcome all students and do our best to ensure that reasonable and appropriate provision is made, both on the academic and boarding side, to meet particular needs as they occur.

- 6.3.2. The School will ensure that all those teaching or working with a student named in an EHC plan, are aware of the student's needs and that arrangements are in place to meet them.
- 6.3.3. Personal budgets are allocated from the Local Authority's high needs funding block and the School will continue to make reasonable SEN provision from its own budgets as far as it is able, even if a student has an EHC plan.
- 6.4. To identify students with SEN the School will:
  - 6.4.1. Assess each student's current skills and levels of attainment as early as possible upon entry to the School. Further information is obtained from reports from previous schools, parental information, and observation by subject teachers, tutors, and monitoring grades.
  - 6.4.2. Make regular assessments of all students to ensure that any intervention is improving progress and remains appropriate.
- 6.5. The School use a graduated approach (Universal, Targeted and Specialist support) to meet the student's needs:
  - 6.5.1. The first response is high quality teaching targeted at the student's area of weakness. Subject teachers are at the heart of the SEN support system at the School focussed around the four stages of Assess, Plan, Do and Review with the support guidance of the SENCo and specialist staff.
  - 6.5.2. If sufficient progress is not made, further intervention will be arranged, monitored and reviewed.
  - 6.5.3. Where, over a period of time, the student continues to make little or no progress, has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class group, has sensory or physical needs which require specialist equipment, has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning, the SENCO will talk to the parents about seeking advice from external support services.
  - 6.5.4. For public examinations, Examination Access Arrangements are put in place to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.
- 6.6. All students with SEN play a full part in the daily life of the School and are encouraged to join in all appropriate activities.
- 6.7. The School will, in consultation with the student's parents, request a statutory assessment of SEN where the student's needs cannot be met through the resources normally available within the school. If the decision is taken not to issue an EHC plan, the School will consider and implement, as far as it is reasonably able, the recommendations of feedback from the Local Authority, regarding how the student's outcomes can be met through the Schools existing provision.
- 6.8. The School will co-operate with the Local Authority during the annual review meeting, seeking and providing advice and information about the student prior to the annual review meeting.
- 6.9. The School will offer all students impartial careers guidance for students including:
  - 6.9.1. Preparation for adulthood in the planning meetings with students and parents from Year 9.
  - 6.9.2. Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEN.

- 6.9.3. Helping students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- 6.10. The School will include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all students and maintain an accurate and up-to-date register of the provision made for students with SEN.
- 6.11. The School will cooperate generally with the Local Authority and local partners in the development and review of the local offer.
- 6.12. The School evaluates the success of its policy through reviewing and reporting on the following areas:
  - 6.12.1. Resources allocation to SEN students and how they have been used.
  - 6.12.2. The numbers of students identified at each stage.
  - 6.12.3. Achievements of SEN students in public examinations.
  - 6.12.4. Progress of students at regular re-assessment.
  - 6.12.5. Progress of specific projects or initiatives.
  - 6.12.6. Positive feedback from parents and subject teachers.
  - 6.12.7. Level of integration of SEN students in all areas of school life.

## **7. SEN and Disability Tribunal**

- 7.1. Complaints concerning the operation of the SEN procedure in the case of any particular student will be dealt with through the general school procedures for dealing with parental complaints.
- 7.2. The School will meet any request to attend an SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## **8. Confidentiality**

- 8.1. The School will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure:
  - 8.1.1. To involved Teachers, Tutors, Heads of Year, LSAs, Cover Supervisors, Housemasters and House Matrons who will have access to relevant SEN information.
  - 8.1.2. To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
  - 8.1.3. On the order of any court for the purpose of any criminal proceedings.
  - 8.1.4. For the purposes of investigations of maladministration under the Local Government Act 1974.
  - 8.1.5. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
  - 8.1.6. To Ofsted inspection teams as part of their inspections of schools and local authorities.
  - 8.1.7. To any person in connection with the student's application for disabled students allowance in advance of taking up a place in higher education.
  - 8.1.8. To the principal (or equivalent position) of the institution at which the student is intending to start higher education.