



# Policies

## Special Educational Needs and Disability (SEND) Policy

Next review date – June 2025



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Responsibility	Governors
Reviewed	June 2024
Next Review date	June 2025
Key legislation	Equality Act 2010 children Act 1989 & Disability and Discrimination Act 1995
<p>The aims, objectives and practice of this policy comply with the statutory requirements laid out in the SEND Code of Practice 0-25 (1st September 2014) 3.65 and has been written with reference to the following guidance and documents</p> <p style="text-align: center;">           Equality Act 2010            Advice for schools DfE Feb 2013            SEND Code of Practice 2014            Schools SEN Information Report Regulations 2014            Statutory Guidance on Supporting Pupils at School with medical conditions 2014            The National Curriculum in England 2014            Safeguarding Policy            Accessibility Plan Teachers Standards 2012            Anti-bullying policy            Safeguarding and Child Protection Policy            Behaviour Policy            KCSIE part 1 2024         </p>	

At Holmes Chapel Comprehensive School, we believe our teachers are **all** teachers of students with special educational needs (SEND). They are accountable for all students' progress and attainment including those who have SEND.

### **1 - Aims and objectives:**

- To identify students with special educational needs and additional needs and provide effective provision and support.
- To work with the guidance of the SEND Code of Practice, 2014.
- To operate a whole school approach to the management, identification and provision for students with SEND.
- To provide a team to lead SEN (including a SENCO) who will work with the SEN and Disability Policy and ensure staff have the training and tools to implement support and provision.
- Provide support and training for all staff working with young people with special educational needs.
- Ensure that pupils, parents or carers and school are partners in planning, reviewing and strategic decision making.
- Ensure that SEND and inclusive practice is positively valued by all members of the HCCS community.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student.
- To use our best endeavours to ensure that any student with SEND gets the support they require.
- To implement a graduated approach and use the Assess, Plan, Do, Review approach in line with the SEN Code of Practice 2014, to achieve a high level of achievement for all.
- To work collaboratively with external agencies and specialists including those from Health and Social Care.
- To ensure that the Equality Act 2010 duties for pupils with disabilities are met.

## 2. Definition

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than most others of the same age

or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
<b>Communication and interaction</b>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

<p><b>Cognition and learning</b></p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <p>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p> <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
<p><b>Social, emotional and mental health</b></p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <p>Mental health difficulties such as anxiety, depression or an eating disorder</p> <p>Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</p> <p>Suffered adverse childhood experiences</p> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p><b>Sensory and/or physical</b></p>	<p>Pupils with these needs have a disability that hinders accessing the educational facilities generally provided pupils may have:</p> <p>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</p> <p>A physical impairment</p> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

#### 4. Purpose

Through the effective implementation of this policy, Holmes Chapel Comprehensive School will ensure that;

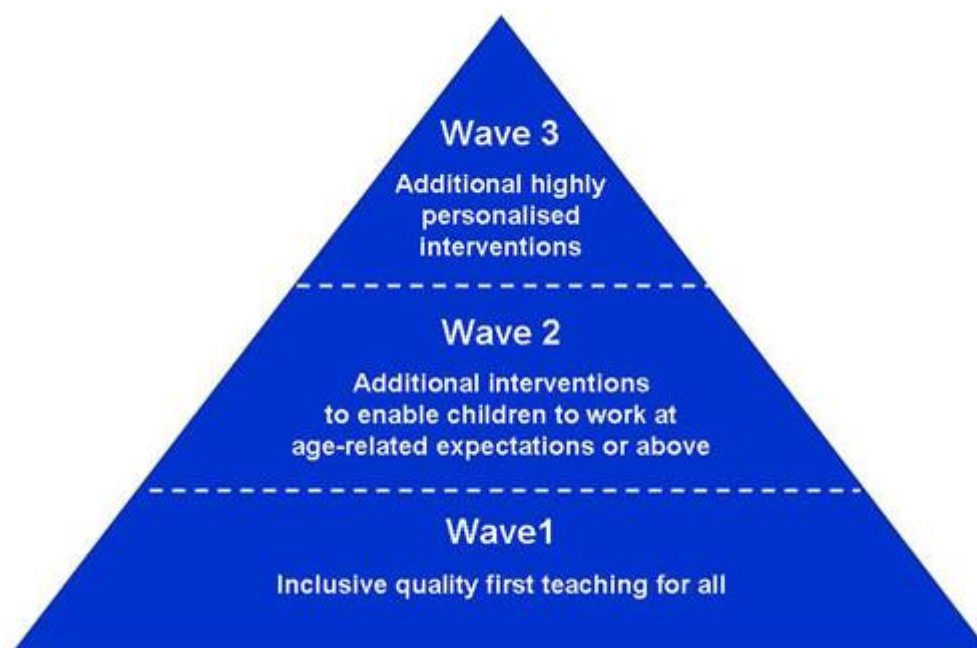
- SEND students will have their needs met and will have an equal opportunity to progress academically, socially and emotionally.
- Students with SEND have full access to all school activities so far as it is reasonably practical and relates to the student's needs.
- We develop a partnership between parents, pupils and the school, in which each has an active role to play in the education of students with SEND.
- All staff understand their role in relation to our purpose, in particular that every teacher is a teacher of every student, including those with SEN.

#### Identification of SEN

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effective when information is available from parents/carers, education, health and care services and feeder primary schools prior to pupils' entering HCCS. Where needs have not been previously identified staff have an obligation to complete a SEND referral form which will then be processed by SEND leadership. This will also highlight whether a student should be added to the SEND support register.

If a parent/ carer has a concern about a possible additional need for a child, they are advised to speak to the SEN team directly. Following this a request for information will be sent to all staff followed by the Graduated Approach if required. Teachers will follow the guidance shared on the Graduated Approach and further support strategies are available and easily accessed from the SEND toolkit.

Waves of Support offered:



**Wave 1** - This is adaptive teaching which considers the learning needs of all children in the classroom, including those with SEND. This includes providing adaptive teaching strategies as outlined in the SEN toolkit, provided by Cheshire East.

**Wave 2** - interventions aim to improve skills and understanding mainly in English and Maths and are delivered in smaller group settings, targeted at pupils with similar needs or gaps in their learning.

**Wave 3** -Statutory Assessment - SEN support at wave 3 aims to provide targeted and possibly specialist support to a small percentage of pupils who require a higher level of support in order to meet their needs.

Provisions for students with SEND (wave 2 and 3) are additional to or different from the mainstream curriculum in a variety of ways and may be implemented by provisions such as, but not exclusively:-

- Adapted learning materials or specialist equipment.
- Teaching Assistant support within classes.
- Homework and specialist support sessions.
- Specialist Mentors / Key workers.
- Specialist teaching/support from outside agencies.
- Withdrawal for individual/small group work.
- Delivering appropriate reading and spelling programs.
- Behaviour, Emotional and Social skills support programs.
- SEND strategy sheets tailored to each students specific needs
- SEN Support Plans for students categorised under SEND support or who have an EHCP

### **The Graduated Approach**

We will take a graduated approach to identifying students with SEND in line with the SEND code of practice (2014). Students are entitled to personalised adaptive teaching. This is always at the forefront of school monitoring and review which happens on a regular basis. It is vital to state that additional intervention can in no way replace good adaptive teaching

Once on the SEN register we apply the Asses, Plan, Do and Review cycle, in line with the Code of Practice





**Assess:** Students on SEN Support/K register are assessed using a number of different assessments depending on their need either by the teacher, the Director of SEND, SENCO, trained TAs, our Educational Psychologist and / or Speech and Language Therapist. For those students who have been identified within the mainstream setting as having additional needs, the SENCO and the teachers will investigate the students' needs and identify barriers to learning in consultation with parents/ carers.

This should include:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. This assessment will be reviewed regularly to ensure support and interventions are matched to need. Barriers to learning will be identified and overcome so that a clear picture of the interventions put in place and their impact is developed.

**Plan:** Students on SEND support will have a structured planning and review meeting which is attended by those involved in supporting/ working with the student. Meetings are child centred and will emphasise what support is required and plan for short and medium-term targets. Parents/ carers are invited to be fully involved with this process. Students are given short targets to work towards over the next term and an overall outcome for the year. The date for review will depend on the level of need present but will occur 3 times a year.

**Do:** Everything that has been set up in the planning meeting is put into place by staff. The strategy sheets are shared with staff and parents for monitoring.

**Review:** Targets are reviewed regularly with their key workers. Outcomes for the year are set in autumn term and new targets are set in collaboration with students and teachers.

### **Statutory assessments/ Education Health and Care Plans**

If a student does not meet the adequate progress in line with their chronological age after exhausting the graduated approach, the parents/carers/ school may decide to request a statutory assessment from the local authority. This may result in a student gaining an Education Health and Care Plan. The Director of SEND and the SENCO are responsible for allocating specific support to children with EHCPs. When a student has an EHCP the parents/ carers have more options in terms of educational provision and may wish to consider special school or integrated resource provisions. If a school feels that the child's needs can no longer be met by school, they would meet with parents/carers to discuss settings that may be more appropriate, this would have to be agreed by the local authority too.

## **Staff guidance**

Learning Support holds all details of all SEND Support Records, such as SEND register, provision maps, EHCP, Annual Review documentation, records and minutes of meeting.

All staff can access the following documents on our shared information system:

- HCCS School SEND Policy
- SEND register
- First Concerns Register
- Strategy Sheets
- Implementation Plans
- Access Arrangements document
- SEN referral document
- Quality First Teaching strategy sheet
- Cheshire East SEN tool Kit
- School Information Report
- EHCPs
- Practical advice, teaching resources and specific SEN information.

By accessing all of the above, every member of staff will have complete and up to date information about all pupils with special educational needs and their requirements, enabling them to provide for the individual needs of all pupils. The policy is accessible to all staff and parents/ carers in order for the effective coordination of the schools SEND provision to take place.

## **The Local Offer**

Under the new SEN legislation Local Authorities are required to publish detailed information of the support available in their area. This is better known as the local offer and provision may vary according to need. For more information on the local area provision please follow the link below

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Please refer to the SEN page on our school website for more information.

Prepared by: J Glover, Director of SEND
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