



## The Hollyfield School SEN & Disability Policy

<b>Date last reviewed</b>	November 2018
<b>Committee Responsible</b>	Student Behaviour & Safety Committee
<b>Designated member(s) of staff</b>	Sue Ward (Assistant Head Teacher & SENCO)
<b>Date of next review:</b>	November 2019

### STATEMENT OF INTENT

The Hollyfield School is dedicated to achieving the highest possible levels for all pupils and that each pupil should be given equality of opportunity to achieve their full potential by recognising the uniqueness of each individual and providing a rich and varied learning experience for all.

It is the intention of The Hollyfield school to follow both the guidelines and the spirit of the National Code of Practice and ensure that all our students who are registered as having special needs have a provision to meet their needs within the wide range of resources that the school provides. This policy is written in line with a number of nationwide and internal school policies (Appendix 1)

This policy was developed with representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

## DEFINITION OF SEN

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability 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. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. The school will use its best endeavours ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

## The kinds of special educational need for which provision is made at The Hollyfield School

'All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training

The Hollyfield School is a mainstream school which will have a specialist resource base/enhanced provision for students with speech, language and communication needs opening in September 2019. Students who access the provision are offered 1-1 therapy, social skills sessions, support in lessons and advice and training for teachers. Further details of the SLCN Provision are included in the SEN Information Report; this can be viewed on the school website.

At The Hollyfield School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. Some students who have English as an additional language will require support from the EAL teacher. Although EAL is not a SEN, there may be some EAL students who have a Special Educational Need.

The school also currently meets the needs of students with a statement of special educational need/Education, Health and Care plan with the following kinds of special educational need: dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. Decisions on the admission of students with a statement of special educational need/Education, Health and Care plan are made by the Local Authority in consultation with the school.

The school does not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures. The boroughs will make formal requests to The Hollyfield asking whether the school can meet the needs of students with EHC plans according to their policy.

## Information about the policy for identification and assessment of students with SEN

At The Hollyfield School subject teachers monitor the progress of all students regularly to review their progress. We also use a range of assessments with all the students at various points e.g. Y7 Cognitive Attainment Tests, spelling and reading tests. In addition specialist SEN teachers assess students in Year 10 and Year 11 who may be eligible for exam concessions.

The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the student to catch up. Examples of extra support are spelling interventions, 1-1 or small group literacy support, 1-1 work with TAs, Handwriting Club, Homework Club, ADHD and maths interventions.

Despite high quality targeted teaching some students may continue to make insufficient progress. For these students, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise. The school follows the Code of Practice with regard to identifying a student with SEN. The school will follow the graduated approach outlined in the Code of Practice. This draws on identification through assessment and, where a need is identified, planning of appropriate support will take place with the parent then support is implemented and reviewed. The parent is consulted throughout the process.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined/revised if necessary. At this point because the student requires additional and extra provision we will have identified that the student has a special educational need.

If the student makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

Additional SEN support can be offered to any student who has a learning difficulty or disability which calls for special educational provision to be made for them. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. However students may need additional provision that is additional to or different from this.

Where students are withdrawn from lessons this is set within clearly defined parameters with the focus being on supporting achievement in mainstream lessons. Interventions are time limited. Impact of the intervention is assessed.

When additional support is given by the SEN Faculty we will assess skills prior to the intervention, plan and then deliver the most appropriate intervention and then review the intervention to judge its impact.

An example of this may be a year 7 spelling intervention. A standardised spelling test would inform us of a need for additional support, an appropriate time limited intervention would be decided and implemented and its impact would be assessed using both qualitative and quantitative data. Further intervention will be provided if appropriate.

### **SPECIALIST SERVICES**

The local authority runs parenting classes which can be accessed by parents easily.

When necessary we will offer support to students and their families from outside agencies. An example of this support may be from the Educational Psychologist. We would seek support from the Educational Psychologist if the school felt it needed additional specialist support and advice. Please see School Offer for further details.

## **How we evaluate the effectiveness of the provision made for students with special educational needs with or without a statement of special educational need / Education, Health and Care Plan**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the student, parents and subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the student's previous rate of progress
- Which allows the attainment gap to close between the student and children of the same age

For students with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

## **The school's arrangements for assessing and reviewing the progress of students with special educational needs**

Every student in the school has their progress tracked termly. In addition to this, students with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

## **The school's approach to teaching students with special educational needs**

*'Special educational provision is underpinned by high quality teaching and is compromised by anything less'* (SEN CoP, 2014)

*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 teaching. The Hollyfield School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. (CoP 6.34).*

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

## **ROLE OF LEARNING SUPPORT DEPARTMENT**

The Learning Support Department (in temporary accommodation) is the centre of support for all students with Additional Educational Needs. It is responsible for providing targeted intervention alongside information and strategies of support to teaching staff, thereby ensuring that all students are included and achieve in mainstream education.

The Hollyfield School employs some additional teaching approaches, as advised by internal and external specialist assessments e.g. one to one tutoring, mentoring, small group teaching, use of ICT software learning

packages. These are often delivered by additional staff under the close direction of the SENCO. The subject teacher remains responsible for working with the student on a daily basis.

### **Students with medical conditions**

We have a duty to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will refer to the statutory guidance supporting students at school with medical conditions.

The Hollyfield School's medical conditions policy includes guidance on the storage of medications and guidance on healthcare plans.

For each year group there is a Head of Year attached to the year groups and a student support officer (SSO). SSOs are non-teaching members of staff who provide pastoral care and support. There is a senior member of staff who supports the pastoral teams. This ensures that decisions made take into the views of all stakeholders.

The Hollyfield School is a Restorative Approaches school. We always seek to resolve issues without the need for exclusions. Exclusions are used when required but we also carry out internal exclusions. The Student Support Centre provides support for vulnerable students who may be at risk of non-attending. We have a Service Level Assessment (SLA) with the local authority to have two additional EWO days to increase attendance.

### **How the school adapts the curriculum and learning environment for students with special educational needs**

At The Hollyfield School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

*'All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.'* (Code of Practice 6.11).

Students in KS3 with an SEN may be given extra time, readers or scribes for tests. At KS4 & 5 specialist SEN teachers assess students who may be eligible for exam concessions. Those students who qualify are able to take all their exams in the supportive calm setting of small rooms or in the case of KS5 in the sixth form building (this will be confirmed).

### **SEN DEVELOPMENT**

The SEN Faculty monitors and evaluates its effectiveness through:

- Parent support group meetings (ADHD, ASD)
- Departmental Improvement Plan and Review
- Exam Report produced by SENCO – Autumn term

- Weekly meeting SENCO and Head teacher
- SENCO attendance at Borough led AfC meetings
- Weekly team meetings
- Performance Management Procedure
- Learning walks
- TA observations and appraisals
- Termly impact reports from SEN staff
- TA / teacher agreements
- IPM target reviews for students with EHCPs, meetings, Annual Review procedures
- Parent meetings with SENCO
- SENCO attendance at parent evenings

### **Additional support for learning that is available to students with special educational needs**

Schools receive funding for SEN students. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources to for students requiring special educational provision. The support offered is matched to needs of individual students with SEN and evidenced based. The amount of support required for each student to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives.

The Head Teacher has the final say in the use of the personal budget within the school.

### **Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum**

All clubs, trips and activities offered to students at The Hollyfield School are available to students with special educational needs. For some students 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

Information on extracurricular activities for students is available on the school website. Students with SEN will be able to access these activities. When appropriate parents/carers are involved in planning for any activities or trips.

Pre-teaching and overlearning sessions are carried out by key workers each day for SEN students. A lunchtime film club takes place in school for any student who needs social support at lunch times and other vulnerable students. The health link worker runs sessions for exam stress and anxiety.

### **Additional support that is available for improving the emotional and social development of students with special educational needs**

At The Hollyfield School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for PDW days, assemblies and tutor time and indirectly with every conversation adults have with students throughout the day. In order to develop the self determination of students with SEN we have in place resiliency programmes, Speech and Language Therapy interventions as well as our SEN forum.

For some students with the most need for help in this area we also can provide the following: access to a counsellor, mentor time with a student support officer and member of senior leadership team, external referral to KCAMHS, time-out space with learning mentors in the Student Support Centre.

Students with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and students' views. The SEN department has an open door policy and encourages students to come to The Learning Support Department if they have any issues or comments they would like to make. The Student Support Centre provides a space for students who have time-out cards to come to for cooling off periods or to help them cope with stress. The school has a restorative justice policy which allows all sides in a dispute to put their case across to other parties. The restorative justice policy is implemented across the school and includes staff as well as students.

The school supports parents by working closely with them through meetings with the SENCO, form tutors, subject teachers and Heads of Year. These meetings can be in the form of 1:1 meetings, parents' evenings, information evenings or through email correspondence.

The SENCO holds an SEN Forum twice yearly to discuss how staff can enhance the learning experiences of students with SEN. The SEN forum comprises up to 10 students in years 7 to 10 who have a range of special educational needs.

Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them.

It is Hollyfield's aim to create a safe, caring and friendly environment where students and parents will not hesitate in reporting any incidents of bullying behaviour they experience or they see.

The Hollyfield School will always respond to incidents of bullying. It is important that students who are bullied feel happy that we are taking their problem seriously and that we will always act on their behalf to prevent or overcome future problems.

There are a number of staff whom students can speak to if they are experiencing bullying. SSOs, Form tutor HOYs, SLt , any member of staff

The procedure we will follow starts with informing the *Form Tutor* who will then *inform the Student Support Officer* as soon as possible about the problem. *The Student Support Officer* will take responsibility for investigating the matter, and will decide on the appropriate action to be taken.

### **The name and contact details of the SEN Co-ordinator**

The SENCO at The Hollyfield School is Sue Ward, who is a qualified teacher and has worked at the school for 20 years in SEND. Her title is Assistant Head Teacher in charge of Inclusion and Well Being.

Sue Ward is available on 020 8339 4500 ext 121 or [s.ward@hollyfield.kingston.sch.uk](mailto:s.ward@hollyfield.kingston.sch.uk)

### **The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

Some of the initiatives we undertake include:

- This academic year teachers have had the following training: ASD, Dyslexia, Dyscalculia and maths anxiety behaviour and PDA.
- Teaching Assistants have had the following SEN training: ASD, behaviour support in the classroom, attachment, ADHD, dyslexia.
- There are IPMs for every student on the SEN Register; the rationale behind this is to enable teachers to know and understand the needs of all students who have a special educational need. The IPM offers strategies on differentiation and background information.
- Weekly 'Teacher Around Child' meetings.
- SEN training for newly qualified teachers and other member of staff. Faculty specific SEN strategy booklets detailing key strategies for autism, dyslexia, Speech, Language and communication and ADHD.
- Differentiation INSET delivered to faculties by SENCO and her team.
- Emails are regularly sent to staff providing updates on students' needs and strategies to support needs.

## **How equipment and facilities to support children and young people with special educational needs will be secured**

Specialist equipment will be considered on an individual needs basis.

## **The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

If the normal school arrangements do not cause a student to show progress, we will contact parents to discuss this and we will follow the graduated approach to address the student's needs. The graduated approach is outlined in the code of practice assess, plan, do, review and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of students with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

## **The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a student has been identified as having special educational needs because special educational provision is being made for him or her, the student will be consulted and will be involved in the arrangements made for them as part of person-centred planning.

## **The arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school**

The same arrangements for the treatment of complaints at The Hollyfield School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the SENCO or the Head teacher to resolve the issue before making the complaint formal to the Chair of the GB.

## **How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students**

SEND Family Voices is a service which provides support for parents. SEND Family Voices is a community group run by volunteer parents and representatives of disability specific groups and specialist schools. Contact details are as follows:

Telephone: 07469 746145

Email address: [sendfamilyvoices@outlook.com](mailto:sendfamilyvoices@outlook.com)

Website: <https://sendfamilyvoices.org>

## **The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

SENDIASS/Kids: [www.kids.org.uk](http://www.kids.org.uk)

[richmondandkingston@kids.org.uk](mailto:richmondandkingston@kids.org.uk)

## **The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At The Hollyfield School Year 6 students are invited to take Cognitive Attainment Tests (CATS). The tests take place on a Saturday morning in May. Students who need additional reassurance or guidance during are offered to take the tests in the library. The tests are followed by an afternoon of sports activities.

Before transition each student is invited with their family to meet a member of the leadership team. This is a chance to discuss tutor group friendships and to discuss student, parents/carers and school expectations.

On Induction Day year 6 students attend an Induction Day at The Hollyfield School for taster lessons and to meet form tutors, student support officer and Head of Year. Additional visits are welcomed by appointment with the SENCO or student support officer.

Parents are invited to a Parent Information Evening in which a series of workshops are delivered on aspects of the school including progress tracking, pastoral support and the curriculum.

At The Hollyfield School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

The SENCO at The Hollyfield School attends transition meetings with primary schools to collect information about students in year 6 on the SEN register. The student support officer at The Hollyfield School visits primary schools to collect information about students who need pastoral support. The SENCO will pass on information to local colleges when requested regarding SEN and exam access arrangements. The pastoral team and sixth form staff will support students moving to post-16 education.

Students in sixth form who have a special educational need are supported by the Learning Support Department. The support is suitably tailored to meet the learning needs of each student. We also contribute information to a students' onward destination by providing information to the next setting.

### **Information on where the local authority's local offer is published**

The local authority's local offer is published on <https://www.afclocaloffer.org.uk> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the governing body policy for students with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014

## **Appendix 1: Nationwide and School based policies**

### **Nationwide Policies**

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

### **School based policies**

- Rewards & Behaviour Policy
- Relationship Policy
- Anti-bullying Policy
- Equalities Policy
- Child Protection Policy
- Home and School in Partnership Policy
- School Complaints Procedure
- Accessibility Plan and Individual Health Care Policy