



## SEN Support – Identification Policy September 2017

<b>Committee Responsible</b>	Student Behaviour & Safety Committee
<b>Designated member of staff</b>	
<b>Date of next review:</b>	September 2018

This Policy is written in conjunction with:  
DfE Special educational needs and disability code of practice: 0 to 25 years (January 2015)  
AfC SEN Threshold Guidance (May 2017)

### A SPECIAL EDUCATIONAL NEED (SEN)

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (CoP).*

*‘Only those who require provision that is personalised to a high degree and delivered for the longer term should be described as needing SEN intervention and therefore having SEN’  
(AfC Threshold Guidance)*

### GRADUATED APPROACH

*“The approach recognises that there is a continuum of [special educational needs](#) and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”*

### THE SEND REGISTER

Students at Hollyfield School are placed on the SEN Register when they meet the criteria above. All students on the SEN register will have an IEP. Students on the SEN Register may be receipt of the following interventions:

- Targeted support from TAs in lessons or in a small group or 1-1
- Regular and ongoing pastoral support
- Mentoring
- Tuition in school
- E.P. intervention

- Access arrangements for KS4/KS5 national assessments and exams if student meets JCQ requirements. This will be in conjunction with study skills and coaching for access arrangements
- Modified timetable
- Homework Club

Students who are on the SEN Register at their primary school transfer to the SEN Register on the School Information System (SIMS). If students who transfer in this way require one or more of the interventions described above they will remain on the SEN Register at Grey Court. Most students will have documentation from their primary school – this may be a dyslexia report from a specialist teacher or Educational Psychologist or a CAMHS Report.

## THE GRADUATED APPROACH OF HOLLYFIELD SCHOOL:

### ASSESS PLAN DO REVIEW

#### GRADUATED APPROACH

*“The approach recognises that there is a continuum of [special educational needs](#) and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”*

**ASSESS:** A clear analysis of the student’s needs is made, drawing on all or some of the following: assessment, information from those working with the student, progress and attainment. The views of parents and the student’s own views will influence the assessment. Information from external support services including health and care professionals, Educational Psychologists, Speech and Language Therapists, Occupational Therapists may also be considered. . Hollyfield School takes seriously any concerns raised by a parent.

**PLAN:** Where it is decided to provide a student with SEN support, parents will be formally notified. Parents, teachers and support staff who work with the student will be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches. This information will be written in an Individual Education Profile (IEP) and will be available on the school Management system (Sims). Parents will hold a copy of the IEP and each time it is updated parents will be sent a copy by email. The SENCO is responsible for monitoring and updating the IEP.

**DO:** Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the subject teacher in the further assessment of the student’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**REVIEW:** Regular reviews will take place between relevant staff, SENCO and parents. The effectiveness of the support and interventions and their impact on the student’s progress will be reviewed. The impact and quality of the support and interventions will be evaluated and a revision of the support in light of the student’s progress and development will be discussed with the parent and student. Where a student has an EHC plan, the local authority will review that plan as a minimum every twelve months. Hollyfield School will co-operate with AfC in the review process and, as part of the review AfC can require schools to convene and hold annual review meetings on its behalf.