

 <p>HORNCHURCH HIGH SCHOOL EXCELLENCE FOR ALL</p>	Name of school	Hornchurch High School
	Policy review date	September 2018
	Date of next review	September 2019
	Who reviewed this policy?	Zoe Clarke
	SENCO	Zoe Clarke
	Headteacher	Val Masson

SEND POLICY 2018

SEND Policy based upon the Code of Practice January 2015

and the Children's and Families Act 2014

Hornchurch High School led by the governing body adopt a whole-school inclusive approach to students with special educational needs, recognising that the aims of education are the same for all students whatever their abilities. Our focus is to ensure all students enjoy their educational experience and progress to a level of independence to ensure and support an appropriate post-16 pathway. The SENCo is responsible for overseeing various interventions and is supported by a team of Learning Support.

The school recognise 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 and as defined in the 2015 Code of Practice, the school accepts that a young person has a difficulty or disability if they :

- Have 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 main stream schools or mainstream post-16 institutions

The school make provision with regard to the January 2015 Code of Practice, the SEN and Disability Act and the Discrimination and Disability Act. The implementation of the SEN Code of Practice 2015 will be through the School's SEN Policy/ School Offer. The School's SEN Policy/ School Offer will be reviewed annually during September.

The Learning Support Co-ordinator (SENCo) is a Senior Teacher and can be contacted on:

zclarke@hornchurchhigh.com

Hornchurch High School is an inclusive school which is committed to offering all its students a broad and balanced curriculum to enable them to become confident individuals so that they may have a successful transition to adulthood. Any adaptations to the curriculum are based on individual needs with the ultimate goal of including the young person with SEND socially and academically. Support should be appropriate to the young person's stage and needs and aims to overcome barriers to learning. Reference should be made to the school's Admissions Policy and Combined Equality Scheme on www.hornchurchhighschool.com

Provision for students with SEND depends on their type of need and the impact that needs have on their education. Therefore, a personalised approach is used. Needs are met under the broad terms of:

- Cognition and Learning
- Social, mental and emotional health
- Communication and Interaction
- Sensory and/or physical

A diagnosis of a need does not necessarily mean that a child has SEND and will require SEND provision. However, staff will be informed.

Students with behavioural needs, English as an Additional Language or who progress slowly and have low attainment may not necessarily have SEND. However, additional information and appropriate assessments/observations may be carried out and strategies implemented accordingly.

The school have experience in supporting students with a wide range of SEND including learning difficulties eg. Dyslexia, speech and language needs, autistic spectrum difficulties, visual impairment, hearing impairment and physical needs. Provision and adjustments are made according to need. Outside agencies are consulted as required and staff training is arranged as necessary.

The school is committed to working in partnership with the student, parents/carers and outside agencies in the identification of need, provision of support and the monitoring of progress of students. Parents/carers of and students with SEND are consulted about their education. Consultation is part of the transition processes at key stage changes eg when transferring from Year 6 to 7, Year 9 to 10 and from Year 11 to Further Education, apprentices or training. Parents of and students with SEND have the opportunity to discuss progress at various times in the year: the Academic Review Evening with the Form Tutor; the Individual Subject Consultation Evening with subject teachers for their child's year group where Learning Support staff are available to meet with parents/carers and students; SEN Passport review meetings with Learning Support Team; an Annual Review meeting if their child has a Statement of SEN or an Education, Health and Care Plan (EHCP). Progress Reports are sent home termly for all students and parents/carers are encouraged to discuss these with their child and contact the Form Tutor should there be any concerns or if they are in need of additional information. Similarly, a member of staff may contact parents/ carers to attend specific meetings to discuss their child's progress/needs. Parents/carers are encouraged to contact the school via e-mail or a phone call to discuss their child's progress/needs. Furthermore, parents/carers may also be consulted through questionnaires.

Crucially, young people with SEND are consulted on their progress, targets and provision regularly using age and need appropriate language. This may happen with their Form Tutor, Subject Teacher or a member of the Learning Support Team. Students with SEND have the opportunity to volunteer to join the Student Voice as well as being invited to be a student representative on certain Governing Body Committees.

When a child transfers between Key Stages or schools, information is shared and referred to. Assessment and observation will be carried out depending upon individual need. The school has close relationships with all its primary feeder schools and great care is taken in forming new Tutor Groups in Year 7 so that there is a balance between gender, ability, primary schools and SEND. The SENCo will visit every child in their primary school as well as organising an induction day to help children with SEND to integrate successfully. The SENCo is involved for students with Statement of SEN /Education, Health & Care Plans (EHCP) from Year 9 but most specifically in Year 11. Support is also available for students with SEND via our Careers Support Service in Year 11. Independent careers guidance will also be available. Students in Year 11 who need travel training will be consulted with their parent/carer prior to this agency working with their child. Students with SEND who transfer between schools/ colleges will be given the opportunity to have extra visits with liaison between schools/colleges involving Prospects as necessary.

Teaching, pastoral and support staff have access to information regarding students' needs through the Pupil Support Handbook, Teacher Assessment and students' school SIMs records. This information is used to inform Quality First Teaching (QFT) strategies, planning and assessment.

Subject staff and leaders monitor the progress to support SEND students, especially after the termly reports are issued. Staff implement an appropriate personalisation to meet student need in lessons in the first instance through Quality First Teaching (QFT). Other subject specific intervention programmes are available in English and Maths. Extra Learning Support assistance is available in all English, Maths & Science lessons for these pupils who struggle with Cognition & Learning. Speech and Language intervention is offered for those students with an identified need. Quality First Teaching and personalisation are expected for all students in the school, hence subject teachers and leaders track student progress. This information is also used by the SENCo or appropriate member of the Learning Support Team to monitor progress.

An 'Assess, Plan, Do, Review' graduated approach is used. If a colleague or parent has a concern that, despite adjustments to QFT and the involvement of the students and his/her parent/carer, the SENCo is consulted. Having been assessed/ observed by the SENCo or appropriate member of the Learning Support Team, additional adjustments are made to QFT and personalisation strategies where appropriate. If concerns continue or the student meets the criteria for special educational provision, the parent/carer will be informed. The school will use its best endeavours to make appropriate Special Educational Provision (SEP) within its budget. Key Workers, School Counsellor and small group Social and Emotional workshops can be implemented to support pupils outside of the classroom. Outside agencies such as - the Educational Psychology Service, Community Paediatrics, Additional Provision Support, may be consulted.

The school's person-centred, graduated approach is underpinned by an Assess, Plan, Do, Review cycle in the identification of SEND and should be implemented as follows:

- High levels of Quality First Teaching is in place in lessons.
- A Subject Teacher/ Form Tutor or parent/carer has concerns as a child is not making 'adequate progress' ie that progress is dissimilar to that of peers starting from the same baseline, the attainment gap between the student as his/her peers is not closing or is growing wider, the student's rate of progress is below his/her previous rate of progress.
- Form Tutors, Subject Teachers, Heads of Departments monitor progress, meet with parents/carers and adjust personalisation through Quality First Teaching. Subject specific intervention is put in place. The school's Welfare Manager, Head of Year, School Counsellor and Keyworker may be involved in the case of students with social, emotional and mental health needs.
- Member of staff or a parent/carer raises further concerns at the review meeting held by Form Tutor/ Subject Teacher in which the child is involved. Information is collected from staff/assessments and/or observations carried out by the SENCo. Further adjustments made to Quality First Teaching strategies. The SENCo is consulted. Reviews are conducted by the Tutor or Subject Teacher.
- Progress continues to be a significant cause for concern, the SENCo assesses/observes further, Special Educational Provision (SEP) is agreed; staff are informed of appropriate strategies; student, parent/carer are involved. The Tutor/ Subject Teacher/ Senior Leadership Team should lead the meetings supported by the SENCo.
- Following a review where concerns continue to be expressed about the student's progress, it is agreed with parent/carer that outside agency consultation is necessary. A referral is made to the appropriate agency eg Educational Psychology Service, Community Paediatrics. Strategies are reviewed with parent/carer and student. The SENCo or Head of Year may arrange the referral depending upon the need.

- Should the student's lack of progress or levels of attainment continue to be significantly below the expected range for the age group despite SEP, the SENCo makes a request for an EHCP assessment to be initiated by the Local Authority with the involvement of the parent/carer and student.
- Students with emotional/ mental health needs may be referred to outside agencies such as Child and Mental Health Service immediately, usually via the school's Welfare Manager.
- The student makes progress which reduces needs and additional provision is not required. Needs are met through Quality First Teaching.
- Where SEN has been identified in Primary School or another Secondary School, the information is shared as part of the transition process; student needs are re-assessed and appropriate strategies implemented.

Any meeting held between the school, parent/carer and student is a 'review' meeting as the student's progress is the focus and is recorded as such.

Special Educational Provision is monitored for the effectiveness of its impact through a variety of ways eg the Learning Support Team meet to share information regarding students with SEND, meetings with parents/carers, feedback from teachers and pastoral staff, Progress Reports, literacy progress checks.

With regard to students' emotional and mental well-being, the school has an active pastoral team comprising of Head of Year, Welfare Manager, Form Tutors and School Counsellor. These members of staff provide students with appropriate support opportunities ranging from school-based mentoring to outside agency involvement. The school nurse is also available daily and students may self-refer should they wish. The Welfare Manager and the SENCo share information regarding students who are looked after and who have SEND. Furthermore, the school has an Anti-Bullying Culture which reinforces that bullying is wrong and that such incidents must be reported. Please refer to the schools Anti- Bullying Policy which can be found on the schools website.

The school has an Equality Policy which promotes equal opportunities which is reviewed annually to ensure that a student with a disability has access to his/her education and that the site is appropriate for student need. The school has ramps, lifts and the Site Manager runs a termly Health and Safety check which is reported to the Governors and is externally audited.

The school has links with a wide range of outside agencies and it is not necessary for a child to have a Statement of SEN or EHCP in order to access these agencies. Some agencies work with students on site eg. school nurse. Referrals can be made to other support agencies such as Child and Mental Health Service, Paediatrics and Social Care. Parents/carers are supplied with the relevant contact details upon request or from their child's Head of Year or SENCo. The school will also signpost families to voluntary organisations such as Troubled Families.

The school's SEN Local Offer can be found on our website: www.hornchurchhighschool.com

Should a parent/carer have a complaint regarding SEN provision, they should approach the SENCo in the first instance. If the complaint is not resolved after contact with the SENCo, then follow the school complaints procedure which can be found on the schools website: www.hornchurchhighschool.com

The SEND Policy/ School Offer is available on the school web-site: www.hornchurchhighschool.com