

Haggerston School

Aspiration Creativity Character

Special Educational Needs and Disability Policy

Approved by	Date:
Full Governing Body	15.01.24
Monitored by:	Full Review Due:
Lead Practitioner for Inclusion	September 2024

Key Principles:	<ul style="list-style-type: none"> ● Enabling every individual to develop their full emotional, social and academic potential is pivotal to our vision and values. All students are entitled to actively participate in meaningful and relevant learning experiences which will prepare them to lead successful lives. ● The school has the highest expectations for students with SEND, providing high quality teaching, personalised support and challenge which enables students to overcome barriers to learning and meets their social and emotional needs. Students are taught in an environment where they receive equal respect and in which their individuality is valued. ● The school will always endeavour to fulfil its statutory obligations for students with SEND, utilising the guidance provided in the SEND Code of Practice. ● All students with SEND will be given full access to a broad, balanced and relevant education including the National Curriculum and extracurricular activities.
Aims:	<ul style="list-style-type: none"> ● To promote an inclusive ethos at Haggerston School which ensures that all students feel valued and that the needs of all students are met. ● To enable all students, including those with SEND, to reach their full potential by making reasonable adjustments and by providing a rich, stimulating, challenging and personalised curriculum and high quality, differentiated teaching. ● To ensure the highest expectations are applied to the standards and progress of students with SEND, so that any underachievement is identified and effective strategies and interventions are put in place to address this. ● To ensure that barriers to learning are identified at the earliest possible opportunity and addressed through a range of appropriate interventions. ● To ensure that students with SEND are well prepared for the next stage of their education and beyond, to adulthood, having received a high-quality education which has met their individual academic, social, physical and/or emotional needs. ● To support students with medical conditions to achieve full inclusion in all Haggerston School activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students. ● To work collaboratively with the Local Authority, students, parents, teachers and other stakeholders to design the best educational provision for pupils with SEND ● To ensure the school meets its public sector equality duty as set out in the Equality Act 2010.
Targets/ Outcomes:	<p>At Haggerston School we are fully committed to promoting and achieving an inclusive environment in which barriers to learning are overcome. We aim to achieve this through:</p> <ul style="list-style-type: none"> ● Highly effective transition processes for students with SEND from KS2 and into KS5 ● Effective systems for the early identification of barriers to learning and clear assessment structures for diagnosis of specific needs ● High quality training for staff to ensure high levels of expertise in SEND and a deep understanding of differentiation strategies ● A wide programme of interventions which are personalised to the needs of individual students ● Clear systems and practices to ensure regular communication and involvement with parents and students throughout the 'Assess, Plan, Do, Review' Process ● Close, regular monitoring of data for students with SEND to check progress, with prompt intervention to address underachievement ● Systematic review and evidence-based evaluation of the impact of interventions

	<ul style="list-style-type: none"> Preparation of practical, quality documentation (One Page Profile and SEN Support Plan) to outline individual needs and strategies to promote their learning which are used by students, parents, teachers and support staff
Definitions	<p>The 4 broad areas of SEND need are:</p> <ol style="list-style-type: none"> 1. Communication and Interaction (E.g. SLCN: Speech, Language & Communication Needs; ASD: Autism Spectrum Disorders) 2. Cognition and Learning (E.g. MLD: Moderate Learning Difficulties; SLD: Severe Learning Difficulties; PMLD: Profound & Multiple Learning Difficulties; SpLD: Specific Learning Difficulties) 3. Social, Emotional and Mental Health difficulties (e.g. ADHD: Attention Deficit Hyperactivity Disorder; ADD: Attention Deficit Disorder, Attachment Disorder, Anxiety, Depression, Self-harm) 4. Sensory and/or Physical needs (Eg. VI: Visual Impairment; HI: Hearing Impairment; MSI: Multi-Sensory Impairment; PD: Physical Disability) <p>The support cycle we use reflects recommendations in the SEND Code of Practice 2015, based on the principles of ASSESS, PLAN, DO, REVIEW:</p> <p>ASSESS. Student aptitude or need is identified by the SENDCo / Inclusion Manager through transition information, outcome of assessment or statement of concern from carer, teacher, student. 'Learning Concern Form' referrals made at any stage during the year are discussed at Inclusion Meetings, MAP (Multi Agency Panel) or TAC (Team Around the Child) meetings.</p> <p>PLAN. A personalised, educational School Support Plan is devised in partnership with parents, the student and key professionals involved with the child.</p> <p>DO. The plan is implemented for the student and their interventions form part of the SEND Provision Map.</p> <p>REVIEW. At the end of the second and third Assessment Phase cycle, the Inclusion team evaluates the impact of interventions on students' attainment and wellbeing. Evaluation will take into consideration 'quantitative' evidence such as National Curriculum Levels, number of credit and corrections etc. and 'qualitative' factors such as confidence questionnaires, reports from staff etc. The findings of the review are communicated to parents and students and may prompt changes and adaptations to the educational plan for that child.</p> <p>Other Definitions:</p> <ul style="list-style-type: none"> EHCP: Education Health and Care Plan SEN K Support: Students who have been identified as having Special Educational Needs but who do not have an EHCP Learning Difficulty: Difficulties in acquiring knowledge and skills to the normal level expected of those of the same age, especially because of mental disability or cognitive disorder <p>Special Educational Provision: Educational provision which is additional to or otherwise different from the provision made generally for children in a mainstream educational setting</p>
Other Documents	<p>This policy should be read in conjunction with the following documents:</p> <ul style="list-style-type: none"> SEND Information Report Inclusion Policy Equal Opportunities and Anti-Bullying Policy

	<ul style="list-style-type: none"> • Accessibility Plan • Child Protection and Safeguarding Policy <p>Legislation and guidance informing this policy:</p> <ul style="list-style-type: none"> • SEND Code of Practice (2015) • Working together to Safeguard Children (2015) • The Children and Families Act (2014) • Equality Act (2010) • Reasonable Adjustments for Disabled Pupils (2012) • Supporting Pupils at School with Medical Conditions (2014) • The Special Educational Needs and Disability Regulations (2014)
Roles and Responsibilities:	
Students will:	<ul style="list-style-type: none"> • Strive to be the best version of themselves. To work hard every day to master the knowledge and skills they need to lead successful, fulfilled lives. • Create beautiful work to inspire others. To be independent-minded, creative thinkers and problem-solvers. • Try to be articulate, confident and determined individuals; to work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit. • Attend their annual review meetings to discuss their progress and views as part of the 'assess, plan, do, review' cycle. • Give their views and attend meetings regarding their One-page Profiles and SEN Support Plans.
Teaching Staff will:	<ul style="list-style-type: none"> • Use class data to plan and teach data-led lessons which are tailored to the individual needs of students with SEND after each assessment point in the year. • Implement effective classroom strategies, including differentiated teaching, which ensure access to the curriculum for all students. • Know and implement strategies outlined in the Education, Health and Care Plan, Success Plan or Pastoral Support Plan of students with SEND. • Attend training, provided by the school, to develop expertise and understanding of Special Educational Needs and how best to meet students' needs in the classroom. • Work collaboratively with teaching assistants to actively foster independence and confidence for designated students with SEND in lessons to ensure effective support in lessons.
Subject Leaders will:	<ul style="list-style-type: none"> • Design a curriculum which is accessible and challenging for all groups of students in the school, including those with SEND. • Develop the expertise of classroom teachers in their faculty to ensure they are able to support and challenge students with SEND and hold staff to account if they fail to make appropriate provision for students with barriers to learning. • Monitor the progress of students with SEND across the faculty and take prompt action to address achievement gaps. • Ensure that effective systems are in place to identify and meet the needs of students with SEND and ensure that support strategies are coordinated, monitored, evaluated and reviewed. • Communicate with the Head of Year, SLT and SENCO about the resources needed to ensure all students have equal access to high quality educational opportunities. • Work collaboratively with the Inclusion Team to ensure a synchronised approach to meeting students with SENDs academic needs.

SENCO will:	<ul style="list-style-type: none"> • Ensure the SEND policy and SEND Code of Practice are fully implemented. • Monitor, analyse and report on the progress of students with SEND, evaluating the effectiveness of intervention and ensuring value for money. • Establish effective systems and structures for the identification and assessment of SEND, the implementation of support and the monitoring of impact on student outcomes. • Be a key point of contact for external agencies and the Local Authority. • Lead the professional development of staff on effective classroom strategies for meeting the needs of students with SEND . • Prepare key documentation which effectively communicates the key strategies and interventions required for the successful implementation of Education, Health and Care Plans or Pastoral Support Plans for students with SEND. • Deploy support staff effectively to ensure that individual students' needs are met. • Work effectively with parents/carers to design effective individual plans to overcome barriers to learning. • Develop a wide range of effective interventions to support the diverse needs of students with SEND within the school, driven by high expectations and the imperative to ensure equal access for all students to a high-quality educational provision. • Produce, review and maintain key documents related to SEND such as the SEND Information Report and Provision Map. • Report to SLT and the Governors on the progress and welfare of students with SEND . • Work with key staff and stakeholders to ensure widespread support for students with SEND and an inclusive school culture. • Ensure that the assessment and implementation of Access Arrangements for examinations enables students with SEND to access and achieve their academic potential. • Ensure that there is a wide programme of enrichment activities which are designed to meet the social, academic and physical needs of students with SEND. • If a child is identified as having SEND, ensure that parents are formally informed that special educational provision is being made. • Ensure that parents of students with SEND receive an annual report on their child's progress. • Analyse pupil performance data for students with SEND, evaluating the effectiveness of the provision and making strategic decisions to drive improvements, where necessary. • Ensure the views of parents/carers, students and teachers to inform school improvement planning around SEND. • Work effectively with the Local Authority to ensure that the provision for students with SEND is high quality, sustainable and collaborative.
Tutors will:	<ul style="list-style-type: none"> • Know and understand the backgrounds and needs of students in their tutor group, identifying where support and intervention can be used to promote inclusion. • Work collaboratively with the Inclusion team to ensure a synchronised approach to meeting students with SENDs pastoral needs. • Monitor the attendance and punctuality of students with SEND, working with parents, Head of Year and key-workers to address any concerns.
Heads of Year will:	<ul style="list-style-type: none"> • Know and understand the backgrounds and needs of students in their year group, identifying where support and intervention can be used to promote inclusion. • Work collaboratively with the inclusion team to ensure a synchronised approach to meeting students with SENDs pastoral needs.

	<ul style="list-style-type: none"> • Make full use of outside agencies, such as CAMHS, counselling and mentoring, etc. To ensure that all students are supported to achieve. • Attend MAP (multi-agency panel), Referral meetings (student referral group) and TAC (team around the child) meetings to ensure that students' needs are fully understood by all stakeholders involved with the child and that planned, personalised interventions are implemented and reviewed regularly. • Monitor the attendance and punctuality of students with SEND , working with parents, tutors and key-workers to address any concerns.
SLT will:	<ul style="list-style-type: none"> • Ensure the curriculum structure meets the needs of students with SEND, giving students access to appropriate courses and qualifications. • Ensure a culture of tolerance, celebration of diversity and achievement for all. • Ensure regular, high quality training on SEND is delivered so that staff are well trained to adapt learning for the diverse range of students they teach. • Ensure the school is well resourced to meet all medical, physical and learning needs. • Analyse pupil information to ensure that students who are at risk of exclusion from any aspect of school life are given prompt and effective intervention.
Parents will:	<ul style="list-style-type: none"> • Attend annual review meetings to discuss the progress of their child as part of the 'assess, plan, do, review' cycle. • Work in partnership with the Inclusion team to ensure the best educational plan for their child.
Governors will:	<ul style="list-style-type: none"> • Ensure that the school complies with Equality, Disability and SEND legislation, including the general and specific duties. • Ensure that the SEND Policy is implemented, monitored and reviewed. • The SEND governor will report back to the Governing Body on the quality of SEND provision. • Review the SEND Policy on an annual basis.

Appendix 1: [SEND information report](#)