

# SEN Policy and Information Report

Lady Hawkins' School



**Approved by:**

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Lady Hawkins' School we want the best for all of the children in our care and we use a graduated approach to meeting an individual's needs. For the majority of students, high quality classroom teaching will fulfil their learning needs. Some students will need the curriculum and learning approach to be slightly adapted or differentiated. These students will not be on the SEND [Special Educational Needs and Disadvantaged children] Register.

Other students may require small group intervention from a member of the support team to bridge a learning gap or to develop strategies to overcome a particular need. They may also access some support from Teaching Assistants in lessons. Teachers will differentiate the curriculum on a regular basis to allow every student to access the curriculum and develop independent learning. These students will be identified on the SEN register as 'School Support'.

A few students with more complex needs will require more intensive and long term support. These students will have an Educational, Health and Care Plan [EHCP] which will set out clearly what provision the student needs to achieve well at school.

Whatever their level of need, we aim to help all students to thrive at Lady Hawkins' School by working closely with parents and by giving them the right support. Every student with a Special Need will have a 'Passport' which gives teachers information about the needs of the student and strategies to be used in the classroom.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of the 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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Miss H Farrington and can be contacted via email at [hef@lhs.hereford.sch.uk](mailto:hef@lhs.hereford.sch.uk) or by telephone 01544 230441

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### 4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN Information Report

#### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

Lady Hawkins' assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We encourage all new children and their parents /carers to visit us prior to starting when they will be shown around the school and will meet teachers and other staff including the SENCO. We will liaise with the current or previous school and find out which tutor groups and which teaching groups are most appropriate.

Students joining us in Year 7 from our feeder Primary schools will have a two day induction programme and will benefit throughout Year 6 from Taster Days and several events held at LHS.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy sessions
- Numeracy sessions

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources, staffing and site, e.g. installing grab handles where appropriate
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions both in the classroom and outside of the classroom. Support can be provided in various ways

Teaching assistants will support individual pupils in the classroom

Teaching assistants will support pupils in small groups when as guided by the class teacher

We work with the following agencies to provide support for pupils with SEN:

- Herefordshire Children's Services - Education Psychology Service.
- Herefordshire Children's Services - English as an Additional Language.
- Herefordshire Pupil Referral Service – Behaviour
- Hereford NHS Mental Health Support Team (Weekly at school)
- Herefordshire school nurse (weekly visits)
- CLD Counselling services

In addition to the above agencies when necessary, we make referrals to Hereford children's services and CAMHS.

## 5.9 Expertise and training of staff

Our SENCO will complete the National Award for SEN Coordination (NASENCO) in January 2024 and is aiming to qualify as a specialist assessor for access arrangements by the end of the 2023/4 academic year.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

## 5.10 Securing equipment and facilities



There is an SEN budget that is provided for SEN. If there are any items that require amounts of funding greater than the given budget, application will be made to the headteacher.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trips.

No pupil is ever excluded from taking part in any activities at LHS because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of school pastoral activities to promote teamwork/building friendships
- The school's pupil support officer is available to individual pupils and groups
- A vertical tutoring system that is designed to be inclusive
- Hereford NHS Mental Health Support Team
- We have a zero-tolerance approach to bullying.

"We also recognise that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- Students being more prone to peer group isolation than other students
- The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for students with SEN and disabilities. This includes provision of a quiet space for unstructured time.”

(Taken from Child protection and safeguarding policy)

#### **5.14 Working with other agencies**

Lady Hawkins’ School liaises and engages with all services available as required. There are key personnel who represent the school and pupils and facilitate the involvement of the ‘team around the child’. At all times we are available to the pupil and family should the need arise.

#### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of pupils with SEN**

If a parent requires details of support services for their child, following a conversation on the phone, electronic platform or face to face, the school will direct them to the most appropriate service thus working together in partnership.

#### **5.17 Contact details for raising concerns**

Parents have access to their child’s tutor through edulink. This is the first port of call should there be any issues/concerns. The tutor will make contact with the relevant professional within school if they are unable to offer a solution.

### 5.18 The local authority local offer

The Herefordshire authority's local offer is available at: <https://www.herefordshire.gov.uk/localoffer>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Miss H Farrington **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to the following documents

- Behaviour policy
- Child protection and safeguarding