Hope School and College

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SEN. Policy

Policy reviewed annually by the Headteacher and Governors

Hope School and College Special Educational Needs (SEN) Policy

Policy Introduction:

This policy has been developed in consultation with all staff and Governors. It reflects our school and college values and philosophy in relation to Special Educational Needs and Disability (SEND) and outlines a framework for all.

This policy should be read alongside our SEN Information Report (School Local Offer) which can be found on our school website.

Parents have been made aware of the policy and are welcome to contact us with any feedback and / or comments about this policy, which will be taken into account at each review.

1. Our values, beliefs and ethos:

Hope School and College is committed to providing an appropriate and outstanding quality of education to children and young people at our school and college in a safe, supportive, nurturing and innovative environment.

We offer an environment dedicated to learning and believe that:

- Every individual has an entitlement to a broad, balanced, appropriate academic and social curriculum, which is accessible to all and ensures everyone is fully included in all aspects of school and college life.
- Everyone is equally valued in school and college.
- All our pupils should be challenged to become as independent as possible through practices appropriate to their needs and experiences.
- Our pupils will be taught by highly qualified, experienced, and motivated staff.

We pride ourselves in the knowledge that we are continually evaluating policies, practices and strategies for a safe, secure and happy environment where we can all develop and progress.

At Hope School and College, we are fully committed to inclusion for all, which is evident within everything we do.

Hope School and College

Wigan Safeguarding Children Board

Wigan Council

Our vision and aims:

Taking the individual needs of every pupil as our prime aim, we strive to achieve the highest possible standards in the wider educational context, where **achievement, equality** and **independence** are key aspirations for all.

At Hope School and College**:**

- We share a vision of excellence where the highest standards of teaching mean that the culture of learning is inherent in us all.
- The staff, pupils and all those involved share in and celebrate the achievement of all. We all have a crucial part to play.
- Creativity and independence are expected and encouraged.
- Everyone has the opportunity to grow, develop, and extend their understanding of their own individuality and uniqueness.

To achieve this, we will:

- Encouraging personal, social and emotional growth and a deeper awareness of cultural, moral, and spiritual values.
- ensure that all Special Educational Needs and Disability (SEND) legislation and relevant guidance are implemented effectively across school and college.
- ensure equal opportunity for all.
- Continually monitor the progress of all, identifying additional needs as soon as possible, providing specific support matched to need.
- recognise and celebrate strengths, skills, and talents.
- provide full access to a creative, diverse and inspirational curriculum, which is differentiated based on individual need, ensuring exciting, and inspired learning and the development of enquiring minds.
- support every pupil's ability to participate and drive their own learning so that they can explore, question and challenge.
- inspire all to have aspirations about their future by enabling them to:
    - communicate in a way that is meaningful to them.
    - have some control over their lives.
    - be part of their community.
    - develop a healthy lifestyle.

2. Legislation and guidance:

This policy 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 coordinators (SENCOs) and the SEN information report.

3. Definitions:

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16
institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

(Taken from Special Educational Needs and Disability (SEND) Code of Practice Pages 15 and16).

4. Roles and responsibilities:

All staff are responsible for meeting our pupils' Special Educational Needs and Disabilities.

4.1 **Our Headteacher** is Sue Lucas (s.lucas@hope.wigan.sch.uk) Sue is responsible for:

- The daily management of all aspects of Hope School and College provisions.
- Working closely with our SENCO (Special Educational Needs and Coordinator)
- Keeping the governing body fully informed about progress, SEND, inclusion, capacity, strengths and pressures.
- Leading and developing a vision for Hope School and College provisions.
- Ensuring that the School Improvement Plan includes SEND and inclusion priorities in view of our increased intake and diverse needs.

4.2 **Our Special Educational Needs and Coordinator (SENCO)** is Shona Formby (s.formby@hope.wigan.sch.uk)

In liaison with our headteacher Sue Lucas (s.lucas@hope.wigan.sch.uk) and our deputy head Pauline Lynch (p.lynch@hope.wigan.sch.uk), our SENCO will determine the strategic development of the SEN Policy, SEND Information Report and provisions.

Our SENCO will:

- Have day to day responsibility for the operation of the SEN Policy and the coordination of specific provision made, to support pupils, aged 2-19, with SEND, including those with Education, Health and Care (EHC) Plans.
- Provide professional guidance to colleagues and work with staff, parents and external agencies to ensure that our pupils receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Be involved in the deployment of resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, in relation to SEND enquiries.
- Liaise with departmental leads and staff with areas of responsibility, to ensure smooth transition between departments / new provisions / for new starters.
- Monitor the quality and effectiveness of the SEN Policy and review the SEN Information Report annually.
- Ensure parents/carers are informed, supported and prepared throughout their child's journey and particularly for their child approaching adulthood Liaise with the governing body to ensure school and college meet its responsibilities under the SEND Code of Practice and the Equality Act 2010, in relation to reasonable adjustments and access arrangements.
- Ensure nursery, school and college keep records of all with SEND up to date.

4.3 **Our Education, Health and Care (EHC) Review Co-ordinator** is Mellissa Birch (m.birch@hope.wigan.sch.uk)

In liaison with our SENCO, the EHC Review Coordinator will:

- Oversee the EHC review process, which involves sending invites, requesting advice, circulating advice and distributing review documents after EHC annual review meetings.
- Be a point of contact for parents / carers, staff and external agencies, in relation to SEND enquiries.
- Chair some of the annual EHC review meetings.

4.3 **Our Governors** will:

- Monitor the effectiveness and quality of SEND provision within the school and college.
- Work with the headteacher, deputy head teacher and SENCO to determine the strategic development of the SEN Policy and provision across school and college.
- Be knowledgeable and up to date about school and college strengths and areas for further development.

4.4 **Class teachers**

Every class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely and collaboratively in partnership with support staff to plan a broad and balanced curriculum, identifying curriculum intent and lesson strategies, ensuring progress, assessing the impact of interventions and liaising with senior leaders and the SENCO regarding any concerns.
- Identifying and reducing barriers to learning whilst utilizing a range of teaching strategies to match preferred learning styles.
- Understanding and following the graduated approach for pupils with SEND, whilst maintaining high expectations for all.
- Devising Individual Development Plans (IDP's) taking into account teacher, pupil and parental priorities alongside those identified in the EHC plans.
- Updating assessments in line with school and college policy.
- Ensuring they follow this SEN Policy and provision identified in EHC plans.

4.5 **Support staff**

Support staff are responsible for:

- Knowing about the SEND of the pupils they support.
- Following guidance from the class teacher, senior leaders and SENCO to ensure pupils' needs are met.
- Implementing recommended strategies and interventions from external agencies.
- Providing a balance between intervention and encouragement of independence skills.
- Enabling pupils to share ideas and demonstrate their knowledge and understanding.
- Recording the nature and impact of support / interventions in line with school and college policy.
- Knowing what the pupils are intending to learn and how they can support the pupils to achieve their identified goals and targets.
- Discussing progress and achievements, also highlighting any barriers to the class team, senior leaders and SENCO as appropriate.

4.6 **Pupils** will:

- Provide a positive role model for other pupils in school.
- Be aware of the differences and diversity of other pupils.
- Develop an understanding and be sensitive towards the feelings of others.
- Work cooperatively with adults and peers.
- Show respect for adults and peers.
- Make responsible choices in relation to learning and behaviour.

4.7 **Parents / Carers** will:

- Take an interest in their child's education.
- Listen to their child's worries / concerns.
- Support any homework.
- Ensure their child regularly attends school / college.
- Inform school / college if their child is going to be absent in line with our attendance policy.
- Inform a member of staff if there are any worries or concerns about any aspect of school / college life or academic work.
- Inform school / college of any relevant changes to their circumstances (including contact details, consents etc.), their child's needs and / or if new concerns arise.
- Attend and contribute to meetings about their child, including parent's evenings and Education, Health and Care reviews.

Parents/Carers will be reassured that Hope School and College will:

- Value the contribution of parents / carers in relation to the knowledge they have about their own child.
- Respect and listen to the views of parents and carers.
- Give parents / carers the opportunity to contact staff.
- Provide information about school / college and their child's progress (which can be provided in different formats on request).
- Endeavour to understand and meet their child's SEND and / or medical needs.
- Direct parents / carers to other sources of support and advice.
- Deal with any enquiries quickly.

5. Staff training:

We encourage and support staff to be committed to professional development and to sharing communication to ensure ongoing learning.

Staff complete mandatory training in relation to Safeguarding, Data Protection, and medical needs. In addition, staff attend training:

- as outlined in the School Improvement Plan.
- as identified through the appraisal process and via continuing professional development.

Teachers have weekly staff meetings where the focuses are training, professional development and sharing good practice / new initiatives in relation to SEND.

The SENCO arranges an annual update via staff meeting for all teachers at the start of every academic year in relation to SEND and EHC plans, with additional input for staff on request. The SENCO will also attend class liaison meetings to focus on class specific issues on request.

6. Storing and Managing Information:

Information is stored and managed in line with Hope School and College's General Data Protection Regulation (GDPR) Policy and Retention Policy.

7. Monitoring arrangements:

This policy will be reviewed by our headteacher, SENCO and Governors annually. It will also be updated if any significant changes to the information are made during the year.

8. Dealing with Complaints:

Initially, if you have concerns about the SEND provision your child is receiving you should contact the school office (01942 824150). Depending on the complaint being made we will direct you to the appropriate person.

We have a Complaints Procedure should parents/carers require it, and this can be obtained from the main office.

9. Links to other policies and documents:

This policy links to our policies relating to:

Accessibility plan

Access Plan

Behaviour and Relationship Equality

Supporting Pupils with Medical Conditions

Promoting Positive Mental Health and Wellbeing

These policies can be found on our website or upon request from the school office.