HONYWOOD SCHOOL

POLICY DOCUMENT

Special Educational Needs and Disability Policy (SEND)

This policy is regularly reviewed following recommended guidelines.

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1.   DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

In this policy, 'special educational needs and disability' (SEND) refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (DfE, 2015) states that children have a learning difficulty if they:

a)   have a significantly greater difficulty in learning than the majority of children of the same age; or

b)   have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2.   DEFINITION OF SPECIAL EDUCATIONAL PROVISION

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 at the school.

3.   AIMS OF HONYWOOD SCHOOL

At Honywood, we support and value the abilities of all our learners. We are committed to inclusion within the school curriculum and participation in all aspects of school life. Honywood adopts a 'whole school approach' to special educational needs where all staff work to ensure the inclusion of all learners through our Capital Enhancing Curriculum (See Appendix 1)

We aim to provide every learner with access to a broad and balanced education in line with the Special Educational Needs Code of Practice 2015. Our aims are:

a)   To ensure that all learners with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing

b)   To ensure that every learner is protected from harm and neglect and that every effort is made to enable them to learn and grow independently

c)   To ensure all learners can access a balanced curriculum scaffolded where appropriate and supported through interventions when needed

4.   GUIDING PRINCIPLES

4.1   Honywood school is a secondary mainstream provision principally offering a range of GCSE subjects. Through curriculum design and planning and Quality First Teaching (QFT), it is anticipated that in the main most SEND can be met through reasonable adjustments and appropriate scaffolding. Our curriculum design aims to promote independence in learning, authenticate learning and intrigue learners. Reasonable adjustments are made to ensure that this curriculum is accessible to all our learners with SEND. Our aim is to

negate the need for withdrawal or removal of any aspect of the curriculum to a learner as a result of SEND.

4.2 At all times, the school will work in partnership with parents/carers and place the learner's views as central to decisions concerning support and intervention. Our inclusive ethos aims to maximise the positive effects of integration to support learners to overcome their difficulties. All colleagues have a responsibility to ensure that they are adopting an inclusive approach in their day to day duties and ensure reasonable adjustments are made so that learners are not disadvantaged or discriminated against. Colleagues are supported to seek advice and guidance from the Special Educational Needs Coordinator (SENCO), Deputy SENCo/Autism Support Centre (ASC) and the Senior Leadership Team (SLT) and other relevant colleagues accordingly. Colleagues playing a key role in meeting the needs of a learner with SEND include: Subject teachers, Subject Leaders (SLs), Learning Group leaders (LGLs), Cohort Leaders (CLs), Learning Support Assistants (LSAs) and the SLT.

4.3 SEND provision at Honywood is resourced and designed to support learners' access to the school's curriculum. Where a special educational need cannot be met through QFT in the classroom, intervention/support that takes place outside of learning sessions will be considered. The deployment of support and intervention is planned both to meet the needs of the individual learner in keeping with the principles of person centred planning, and to ensure efficient and effective use of the school's SEND resources.

4.4 As such and in line with the graduated approach as specified in the SEND code of practice 2015, the degree of support and intervention, including in-class LSA support, will vary for any given learner with SEND. This includes not only those learners with Education, Health and Care Plans (EHCP) and SEND support but also learners with emerging and changing SEND. In all cases, equity in access to the curriculum and to the governing capitals of the school is a principal aim.

4.5 Honywood school contains a small enhanced provision for 15 learners with an EHCP with a diagnosis of autism as a primary need. All 15 places are allocated solely by the local authority; these learners will experience an enhanced level of support compared with the other learners in mainstream (see Section 12 for further information).

4.6 The Governing Body has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. Day to day operational responsibility for this policy has been delegated to the Headteacher.

5. RESPONSIBILITY FOR IMPLEMENTATION OF THE SEND POLICY

5.1 The responsibility for the maintenance, development and implementation of the SEND policy is held by the SENCO under the direction of the Headteacher and the member of the Leadership Team who manages SEND. The term SENCO may be applied to this role for the purposes of the National Code of Practice; the range of responsibilities in the role match those of a SEND Coordinator (SENCO).

5.2 The SENCO monitors the day to day running of SEND provision to ensure that it is in line with the SEND policy, liaising with subject teachers, Subject Leaders (SLs), Learning Group Leaders (LGLs), Cohort Leaders (CLs), Learning Support Assistants (LSAs), Admin support staff, the SLT and external agencies/Primary settings/Post 16 providers where necessary.

6.   PARTNERSHIP

Effective support of learners requires an extensive and effective partnership between:
a)   Learners
b)   Parents/Carers
c)   Colleagues
d)   External agencies
e)   Primary setting
f)   Post-16 providers

<u>Learners</u>

6.1   A person centred approach is adopted in line with the Code of Practice 2015 and is an inherent part of review meetings. Learner contribution is integral to the decision making process in shaping support and intervention for them.

<u>Parents/Carers</u>

6.2   There is an open policy for contact with parents/carers. Whenever a parent/carer is concerned about a learner's progress they are encouraged to contact the relevant teacher or Learning Group Leader in the first instance. The teacher or Learning Group Leader would refer to the Subject Leader, Cohort Leader or SENCO, Deputy SENCo/ASC if appropriate.

6.3   Statutory processes ensure that parents/carers receive full access to all EHCPs and reviews in written form.

6.4   An annual Learning Review meeting takes place for every learner in the school once a year. This is usually with the Learning Group Leader, but could be with a Cohort Leader, member of SLT, SENCO or Deputy SENCo/ASC.

6.5   At key assessment points in the year (including the Learning Review/parents' evening and Summative Report), parents/carers have the opportunity to discuss their child's progress on a termly basis, in line with the requirements of the SEND Code of Practice (2015).

6.6   EHCP reviews are overseen by the SENCO or Deputy SENCo/ASC and conducted by a member of staff familiar with and known to the learner and in accordance with the guidance detailed in the SEND Code of Practice 2015. Where there are concerns about provision, a Local Authority representative, the Educational Psychologist and/or a member of the Leadership Team, (who line manages SEND in the school) may be invited to attend. The meetings are conducted as an "open forum" where all views may be expressed with the aim of arriving at a consensus view as to future provision.

6.7   If parents/carers are not happy with the SEND provision made available in the school, they are directed towards the following procedure:

a)   Contact the SEND Administrator and SENCO or Deputy SENCo/ASC who will discuss the SEND provision with them and try to arrive at a consensus about how to proceed.

b) If concerns persist, it may be necessary to contact the member of the Leadership Team with responsibility for SEND, or the Headteacher, who will attempt to balance demands and resources more equitably if possible.

c) If an equitable agreement is still not achieved parents/carers have the right of appeal to the Governing Body.

d) If further assistance is required it will then be necessary to contact the Area Education Office who will then decide what course of action to take.

6.8 Attempts to deal with complaints will be made within one week. Communication by letter will form the reply in most cases. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Colleagues

6.9 The SENCO/Deputy SENCo/ASC conducts meetings with Subject Team Leaders, Subject Staff, LSAs and ASC workers to discuss individual learners and issues of differentiation and meeting specific needs. Information is accessible by all members of staff via the SEND icon on the dashboard and through the hyperlink on the Learning Passport tool. In addition, weekly Bulletin entries and Wednesday briefings inform the staff of issues and strategies for individuals and for groups of learners with specific needs.
Liaison with primary schools and previous education settings – See "Identification" section below.

Post-16 settings

6.10 Honywood School has a responsibility to ensure that learners have appropriate access to further learning and training opportunities. The Transition Pathways in its guidance pays particular attention to learners with Special Educational Needs in Cohort 11. The SENCO/SEND administrator will liaise with the Special Needs Coordinators at Post 16 Institutions to ensure specific learning needs are known about for learners with EHC plans. The annual review in Cohort 11 forms part of this process. Information regarding SEND needs of other learners is transferred to post 16 institutions through liaison with the Careers Education, Information, Advice and Guidance (CEIAG) Officer.

7. IDENTIFICATION OF NEED

Identification and Assessment of Need on admission:

7.1 All data and information required should be provided by Primary schools/previous education settings, in advance of entry. Teaching staff will then make their own assessments as to learners' progress. Initial data is obtained by:

a) Transference of key documentation, inc. One Planning Documentation;

b) Transition meetings between SENCo or Deputy SENCo:/ASC and colleagues of Primary feeder school, for learners with EHCPs. For learners with SEND support

status this may directly involve either the SENCO or Deputy SENCo or alternatively the Cohort Leader.

7.2   Admission policy is based on the principle that parents/carers may apply from outside the catchment area whether their child has learning difficulties or not. A place will depend on the number of places available in a particular year group and according to the stated admissions policy of the local authority.

7.3   When a learner with learning difficulties is admitted in this way, it is expected that a parent will show fundamental agreement with the SEND policy of the school and be prepared to work in partnership with the school since it will not alter its policy for individual learners. The SEND policy will be explained carefully and discussed with the parents/carers as a first step in establishing a working partnership.

8.   IDENTIFICATION OF SEND

SEND Code of Practice 0-25 (updated May 2015) identifies 4 broad categories of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other learners. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

<u>Sensory and/or physical needs</u>

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SENCo/Deputy SENCo/ASC in liaison with other colleagues, parents/carers and the child (if appropriate), decide upon the support/ interventions/strategies to be provided and implement accordingly. The needs of the whole child will be taken into consideration throughout this process.

When we identify a new SEND, parents/carers will be informed and the learner added to the school SEND register, likewise if a learner no longer requires additional intervention they will be removed from the school's SEND register and the parents/carers informed.

9. **CURRICULUM PROVISION AND ACCESS**

9.1 All learners have access to a broad and balanced curriculum which is delivered through Quality First Teaching (QFT). Through additional scaffolding, reasonable adjustments and differentiation we aim to increase inclusion and create a greater level of independence and resilience in learning and participation in learning activities. iPads play a pivotal role in learning. Learners with SEND are supported with and guided in the specific use of the iPad to help meet their needs.

9.2 The first step in responding to learners who have or may have SEND is quality-first adaptive teaching. Teachers are responsible and accountable for the progress and the

development of all students in their class. Where a concern is raised about a learner in class the first step is for the subject teacher to assess the learner's needs in that subject and create an appropriate plan of action to be implemented in the classroom over a finite period of time after which progress will be reviewed. The teacher's response should follow the 'assess, plan, do, review' structure.

9.3   The SENCo/Deputy SENCo/ASC will work with subject teams, Cohort Leaders and individual teachers to support quality first teaching strategies for learners with SEND.

9.4   Intervention and support should not compensate for a lack of good teaching. High quality teaching, appropriately scaffolded for individual learners, is the first step in responding to possible special educational needs.

9.5   The school regularly and carefully reviews the quality of teaching for all learners, including those at risk of underachievement. This is done through a variety of means including subject team meetings, learning walks (observing progress of learners in class), book scrutinies (reviewing feedback and learner progress), learners' voice and other quality assurance measures.

9.6   If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress in academic, social or other areas, then timely interventions may take place through the subject teacher, Learning Group Leaders or Cohort Leaders.

9.7   If the problem remains unresolved after a range of appropriate support strategies have been tried, then the subject teacher, Subject Leader, Learning Group Leader or Cohort Leader will seek the advice of the SENCo/Deputy SENCo/ASC who will work collaboratively with the teacher, the child and the family to identify if the child needs additional or different support .

10.   RECORDING, MONITORING AND EVALUATING

Provision mapping will be used to enable all Interventions to be monitored, recorded and evaluated.

10.1 <u>Recording</u>

Relevant documentation is held for each learner supported in a nominated area in accordance with GDPR legislation. These folders may contain:

a)   Records of parental meetings
b)   Records of meetings
c)   Computerised data from progress reviews
d)   Annual review notes
e)   Action Plans
f)   One Page Profiles
g)   Diagnostic reports
h)   Learning Reviews and annual reviews of an EHCP (compulsory)
i)   Educational Psychologist notes referring to the learner
j)   One planning documentation including person centred documents

10.2   <u>Monitoring & Evaluation</u>

The monitoring of learner progress and the effectiveness of the provision is evaluated through:

a)   Individual Learning Reviews.

b)   Evaluation/assessment of intervention/support - this may include the use of specific assessments tools and standardised assessments.

c)   Assess, plan, do, review cycle - this may include the gathering of feedback from teachers, LSAs, learners and parents/carers.

d)   Analysis of school data; this may include soft data and hard data.

e)   For learners with EHC plans, 3 termly reviews and the use of action plans will be used to monitor progress towards the outcomes of the EHC plan. For SEND support learners, One planning documentation will be used to monitor progress.

f)   The SEND register is reviewed termly; learners with EHC plans and in receipt of SEND support/intervention will be included. Other learners will remain on the school's SEND provision map and will continue to be monitored.

g)   If despite repeated cycles of one planning and the use of evidence based support and intervention which may include the involvement of specialist services the learner continues to make less than expected progress, then the school may consider an application for a Needs Assessment for an EHC plan.

10.3   The Governing Body evaluates the effectiveness of the SEND Policy by:

a) Analysis of GCSE examination results and the position of SEND learners in these results. This provides a rough guide to curriculum access and differentiation.

b) The monitoring of parental responses to the SEND policy through correspondence.

c) Visits to school to observe and discuss support given to learners with SEND and/or disabilities, including those learners in the Enhanced provision, during Governance visit days. This could include learner forums.

d) Critically evaluating and reviewing the policy at least annually.

e) Being provided with regular updates on the progression of curriculum development through meetings of the governors' curriculum committee.

11.   PROFESSIONAL DEVELOPMENT

11.1 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all learners, training for staff is identified and planned through the school's Continuous Professional Development Programme and through the school's self-evaluation and appraisal process.

11.2 New staff undertake induction on taking up a post at Honywood School and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice.

11.3 During training days at the start of the academic year the SENCo gives a presentation to all staff about SEND provision. This presentation includes information about specific learners on the SEND register. The SENCo/Deputy SENCo/ASC gives strategies on how to best support these learners and also links to find further information on the SEND icon available on the desktop or on the iPad.
The school's SENCo/ Deputy SENCo/ASC regularly attends local authority SEND meetings and training.

12.   ENHANCED PROVISION CENTRE FOR AUTISM (ASC)

12.1 The Autism Support Centre (ASC) is one of eight enhanced provisions for autism across Essex (four primary, four secondary). They are funded separately from the main school and have separate admission criteria (below). Each secondary provision has 15 places spread across the five year groups, so three spaces per year group. At Honywood, the ASC policy is in line with the overall SEND policy and therefore fulfils the same aims.

12.2 Admission Criteria:

a) A diagnosis of autism spectrum condition and a finalised Education, Health and Care Plan (EHCP) for children or young people with autism as the primary need.
b) The cognitive ability to access the mainstream curriculum of the Academy/School and achieve success in accredited qualifications but, for reasons primarily associated with their autism, such as their social anxiety, are as yet unable to make sufficient progress or fulfil their potential in a full-time mainstream school placement.
c) The ability to benefit from access to mainstream classrooms with appropriate support from the Centre (e.g. do not have a level of social anxiety, which may result in

significantly high levels of challenging behaviour or have challenging behaviours which are entrenched and are additional to their autism).

12.3 <u>Admission Process:</u>

a) In years 5 & 6, parents/carers and/or SENCo/Deputy SENCo/ASC will make Statutory Assessment Services (SAS) aware of their interest in naming an enhanced provision on the child's EHCP. This is often done via the annual review process, but is not restricted to this.
b) SAS sends a consultation through to the nearest suitable provision (sometimes a child may live in one educational region of Essex, but be nearer to a provision in a different region of Essex. Honywood School is in the Mid-Essex region.)
c) The SENCo/Deputy SENCo/ASC and a colleague from Thriftwood Special School (Honywood's link autism hub school) will read the EHCP and associated paperwork, and arrange a visit to observe the child in their current educational provision (or equivalent). Observations and thoughts on suitability are fed back to SAS via regular panel meetings.
d) SAS have the final decision on who will be offered a place.

12.4 <u>A Day in the Life of an ASC Learner:</u>

✔ Learners start their day by checking in with support staff in the ASC. Any concerns, messages or changes to the day are addressed.
✔ Learners are registered with their learning group (form group)
✔ Learners attend mainstream learning sessions with support. Our longer term aim is to reduce support in sessions where their learning needs can be addressed by the classroom teacher.
✔ Learning sessions are 75 minutes long. Learners may take movement breaks or spend some of the session in the ASC to avoid sensory over-stimulation.
✔ Some sessions are split to provide access to therapeutic activities. These include workshops on art therapy, fine motor skills, emotional literacy, gardening, sensory diet, dog therapy, mentoring and Lego therapy. There are opportunities to take part in emotional regulation and social understanding sessions.
✔ Learners may eat their lunch in the ASC but may choose to eat with friends elsewhere. If queuing is an issue then learners are allowed to avoid a queue.
✔ Learners check in with MLH staff at the end of the day before getting transport home. Some decide to stay to complete independent study (homework) for up to an hour.

13.   WHAT TO DO IF I DO NOT AGREE WITH DECISIONS ABOUT SEND PROVISION FOR MY CHILD

The SEND Code of Practice says:

Decisions about provision for children and young people with SEND or disabilities should be made jointly by providers, parents and children and young people themselves, taking a person-centred approach with the views of children, young people and parents taken into account when those decisions are made. Paragraph 11.1

If you have any concerns regarding the support around your child in school, the first step is to talk to their Learning Group Leader, Cohort Leader or to the SENCO/Deputy SENCo/MLH. Most common situations can be resolved in this way. If you think the school is doing all it can but your child needs

even more help, you can ask the Local Authority for an Education Health Care needs assessment. If your child has an EHCP, and you are not happy with the provision for him or her, contact the Statutory Assessment Service via
http://www.essexlocaloffer.org.uk/statutory-assessment-service-contact-information/

If your concern is about an aspect of special needs provision, which might include information about relevant voluntary organisations and support groups in Essex, contact the SEND IAS (SEND Information, Advice and Support) team on their helpline: 01245 436036.

For further information please see the link below:
https://www.gov.uk/government/publications/send-complaints-guide-for-young-people-aged-16-to-25-in-education

APPENDIX 1

CURRICULUM OVERVIEW

Honywood School

MISSION: A CAPITAL ENHANCING CURRICULUM
Our mission is to develop independence and resilience in all our learners and staff by creating a sense of community through deep and purposeful relationships and a culture of challenge, aspiration and innovation. Central to this aim is an entitlement to enrichment through a capital enhancing curriculum and the development of moral, social, cultural, knowledge and future capital.

MC
Developing excellence of character is really important at Honywood. We believe that cultivating the right habits and virtues is central to leading a successful and happy life.

We call that, building **Moral Capital**

At Honywood we develop Moral Capital through our curriculum model of choice and our core values of trust, respect, equity and excellence (TREE).

Employers tell us they love Honywood learners because they are polite, considered, self-assured, motivated, independent and possess great communication skills.

SC
Relationships are really important at Honywood. We believe that to prepare our learners for the future they must be able to build and sustain networks of relationships.

We call that, building **Social Capital**

At Honywood we develop Social Capital through a curriculum that builds confidence and communication skills in all our learners.

Providers tell us they love Honywood learners because they arrive with the resilience, confidence, self-motivation, emotional intelligence and the social skills needed to succeed.

CC
Authentic and enriching learning is really important at Honywood. We believe that physically engaging with the world around us is a core part of the curriculum – an entitlement for all.

We call that, building **Cultural Capital**

At Honywood we develop Cultural Capital through a 5-year programme of curriculum enrichment & extra-curricular opportunities linked to learning in & out of class.

The places we visit and the guests that visit us tell us they love Honywood learners because they are curious about the world they live in and have a thirst to know more.

KC
Academic study is really important at Honywood. We believe that inter-connected learning of concepts & subject knowledge is key to creating successful, self-aware & independent learners.

We call that, building **Knowledge Capital**

At Honywood we develop Knowledge Capital through high quality teaching & a broad, aspirational & academically challenging curriculum, accessible to ALL learners.

Parents tell us they love Honywood because we transform their children into capable learners that are resilant, responsible, well- motivated and proud of their school.

OC
Aspiration and challenge are really important at Honywood. We believe that success comes from creating a school wide culture where every learner is supported to achieve and subjects are never dumbed down.

We call that, building **Organisational Capital**

At Honywood we develop Organisational Capital through our focus on relationships at all levels of the organisation. By getting to know every learner we are able to understand their goals and challenge them to achieve them.

Primary schools tell us they love Honywood because we encourage learners to be craftsman-like in their approach & we personalise the learning to meet their individual needs.

PC
Leadership skills are really important at Honywood. We believe that aquiring the characteristics & attributes of leadership will help our learners achieve economic success and well-being for themselves and society.

We call that, building **Professional Capital**

At Honywood we develop Professional Capital by providing curriculum opportunities to collaborate within teams, and entrusting our learners with responsibility for leading our school.

Interns, teachers and leaders that visit us tell us they love Honywood learners because they collaborate so well together and are highly reflective and self-aware.

TRUST - RESPECT - EQUITY - EXCELLENCE