



Special Education Needs & Disability Policy

Policy No: SPA7/15

Policy Leader: SENDCO

Governor Approval: Full Governing Board

Date Ratified: March 2024

Date of Review: March 2025

**Statutory Policy required by Education Legislations: The Children and Families Act:
Section 69 / The Special Educational Needs and Disability Regulations 2014**

ASPIRE

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Section 1

Name of SENDCO: Mr B. Parker

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Contact email: bep@henrycort.org

SENDCO Accreditation: National SENDCO Award

SEND SLT representative:

Mr B. Parker, SENCO and Senior Leader

Aspire Manager Mr Lane

Contact email: mrl@henrycort.org

Also has SENDCO Accreditation

SEND Governor: Carl Stanton

Introduction

All students are entitled to a broad, balanced, relevant and differentiated curriculum. All students, regardless of their ability and level of need, are entitled to be here and to succeed at The Henry Cort Community College.

This policy is based on the premise indicated in the Teachers' Standard (5) and the National Curriculum in England: framework for key stages 1-4 (July 2014) Section 4.1 (DfE)

www.gov.uk/national-curriculum which outlines:

"Teachers should set high expectations for every student. They should plan stretching work for students whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious."

The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (July 2014) states:

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less." Paragraph 1.24 SEND Code of Practice.

Revised additions to the original Code of Practice April 2020 have also been considered and incorporated.

Section 2: Aims and Objectives

2. We aim to:

- 2.1. ensure that all students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need, disability or academic ability
- 2.2. ensure that all students with special educational needs and disabilities are identified, assessed and adequately supported
- 2.3. ensure that the college's statutory duties are met for students with Education and Health Care Plans (EHCP) and disabilities
- 2.4. ensure that every student achieves their potential regardless of special educational needs or disability
- 2.5. ensure that students are enabled to become independent, resourceful and resilient learners
- 2.6. ensure that there are good links with parents as they play a vital role in supporting their child's special educational needs and disabilities
- 2.7. ensure that the views of the individual student are considered when determining the nature of provision made for the student
- 2.8. ensure that SEND students who are eligible for Pupil Premium funding are supported effectively and in receipt of their full entitlement
- 2.9. ensure that our SENDCO has the time and resources needed to fulfil the demands of the role and the effectiveness of the department
- 2.10. ensure that students are referred for statutory assessment in a timely and efficient way
- 2.11. ensure that all students with SEND engage in the activities of the college alongside pupils who do not have SEND
- 2.12. ensure that students are offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- 2.13. support all SEND students with guidance regarding post 16 study with appropriate educational providers
- 2.14. ensure that the SEND Code of Practice is given due regard and cross referenced against Guidance on Inclusion and The Disability Rights Code of Practice for Schools
- 2.15. provide facilities to ensure disabled children have full accessibility and to work with parents/carers to address any constraints or barriers that need to be overcome to achieve this.
- 2.16. use scaffolding appropriately in lessons to ensure students develop independence, resilience and problem solving skills.
- 2.17. ensure that the delegated budget is allocated in full to; staffing within the SEND Team, the use of consultants and external professionals, provide resources to directly support our SEND students

Objectives

- 2.18. to identify and provide for students who have special educational needs
- 2.19. to work within the guidance provided in the SEND Code of Practice, 2014 and that provided by Hampshire County Council. *Ref: SEN Support Guidance for early years' providers, mainstream schools and colleges to support children and young people who do not have an Education Health Care Plan (EHC) (Children's Services Department SEN Service June 2017)*
- 2.20. to operate a "whole student, whole college" approach to the management and provision of support for special educational needs
- 2.21. to provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work to ensure the policy is implemented

- 2.22. to provide support and advice for all staff working with students with special educational needs.
- 2.23. to monitor the overall progress of SEND students through Tutor Reviews and linked TA target setting meetings.
- 2.24. to ensure all SEND students have a pupil passport which is bespoke to them and informs teachers planning for their learning.

Section 3: Identifying Special Educational Needs or Disability

“A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

The first response to no or little progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the student and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support can help identify their particular needs.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents' express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.”

SEND Code of Practice, 2014

Broad areas of need

1) 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 (Autistic 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.

2) 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.

3) 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**.

4) Sensory and/or physical needs

- 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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- 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 (taken from the Hampshire County Council Document - Hants SEN Support [see page 9]).

At The Henry Cort Community College, students are identified as having SEND through a variety of ways including the following:

- Liaison with primary school / previous school
- Student performing significantly below age expected levels (this in itself does not necessarily mean a child has SEND. Progress can vary over time; therefore, it is important to establish long term patterns)
- Concerns raised by parent
- Concerns raised by member of staff (for example, behaviour or self-esteem is affecting performance or there is an undiagnosed learning need)
- Use of appropriate formative assessment.
- Assessing learning needs through specific testing such as LUCID (such testing is completed by the SENDCo)
- Liaison with external agencies (e.g. Education Psychology, CAMHS, Specialist Teacher Advisors)
- Health diagnosis through a paediatrician or school nursing team

Areas not considered to be a special educational need but may impact on a student's progress include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked after Child
- Being a child of Serviceman/woman

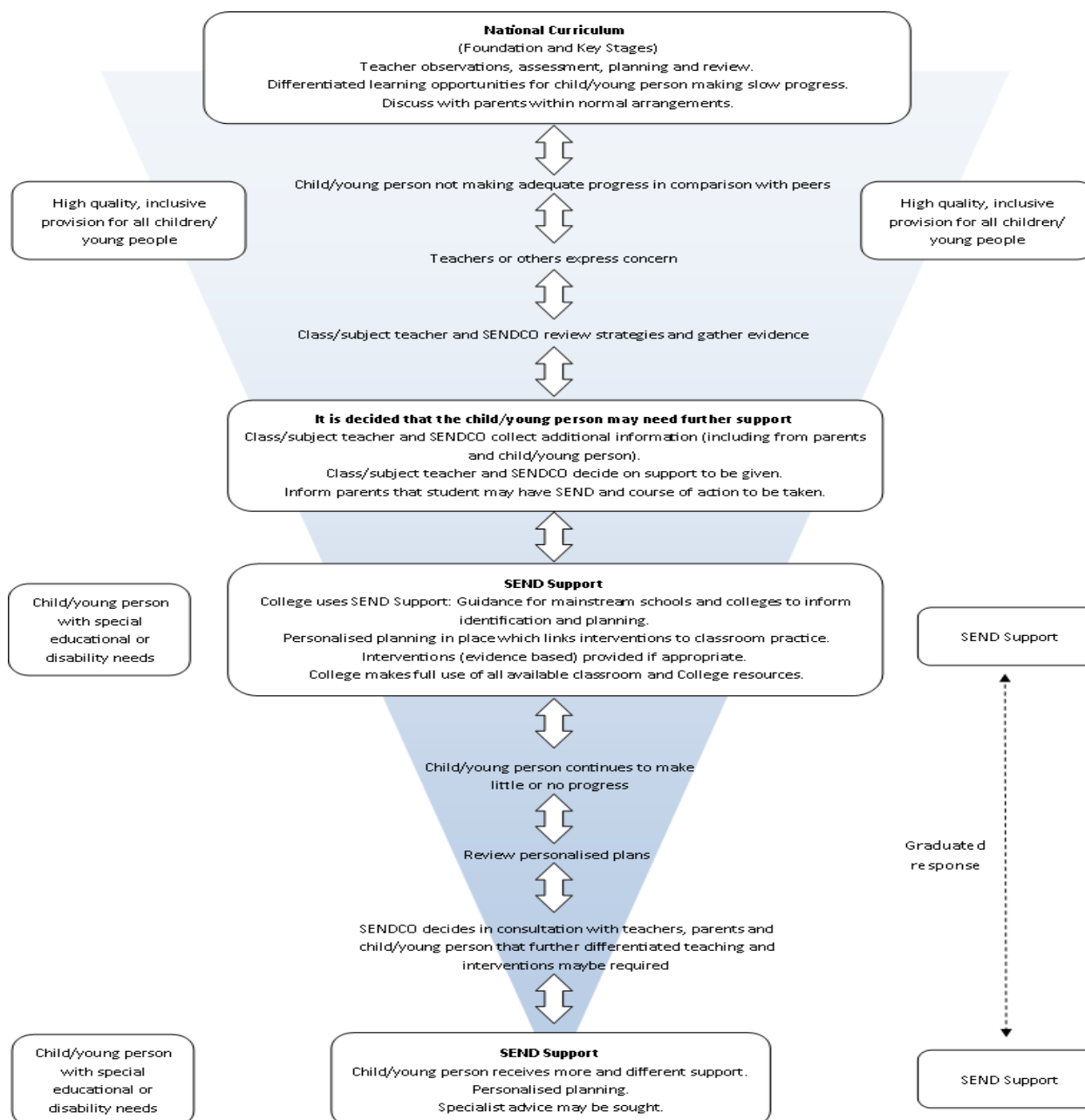
Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need.

A Graduated Approach to SEND Support

- The criteria set out by Children's Services Department, SEND Service, Hampshire County Council is used to assess whether a student is included on the SEND register
- These criteria have been compiled as guidance to support planning and decision making for those working directly with children and young people with special educational needs (SEND)
- The criteria relate to all categories of need and are designed to be used as part of a systematic assessment, monitoring and provision cycle applied to students with SEND in mainstream nurseries, schools and colleges – leading to person-centred reviews.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff (Paragraph 6.36 SEND Code of Practice)
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the college about the student's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials (Paragraph 6.38 SEND Code of Practice)
- For higher levels of need, arrangements are in place to draw on more specialised assessments from external agencies and professionals. It may be necessary to consider the involvement of both education and non-education professionals to carry out further assessment and include their targets in a child or young person's personalised plan, e.g. Speech and Language Therapist, Occupational Therapist, Outreach, Area InCo, Educational Psychologist, Specialist Teacher Adviser
- The majority of children or young people will have their needs met through additional help that is put in place by the college, sometimes with advice from specialist services. Some, who have high or complex needs may need an Education Health Care Plan (EHCP)
- Regular and careful reviews of the quality of teaching for all students, including those at risk of underachievement are carried out by the Senior Leadership Team. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered
- The SEND Code of Practice places great importance on involving parents and young people in identifying, understanding and taking decisions about special educational needs. We aim for parents to be at the heart of decision making about their child as it is helpful for them to know how we will make decisions about any extra support and what form that support should take

A Graduated Approach to SEND Support

This is carried out on a **ASSESS – PLAN - DO – REVIEW** cycle, with the review being ‘person-centred’ thus focusing on the needs of the child/young person.



Intervention and Provisions:

The college uses a range of interventions to try and support students' development and learning. Typically, an intervention will run for 4-6 weeks and will be led by a member of the SEN team. Parents will usually be notified about an intervention before it takes places. The following interventions are regularly used in junction with small group assisted support:

- Doodle English and Maths
- Accelewrite/read
- Cued Spelling
- Handwriting development programme
- Afterschool Literacy Support
- In school literacy provision
- Secondary Language Link

- Pixl Phonics Code/Comprehension
- ELSA/Tools for emotional regulation
- Resilience and relationships
- Self-esteem and confidence
- Understanding ASD/ADHD
- Anger management
- Zones of Regulation intervention
- Educational Psychologist support
- Psycho-therapist (Counselling)
- Gate-way room providing an alternative to classroom based learning building towards full reengagement with mainstream learning.
- Nurture Group – to support most vulnerable Year 7 students and ensure a smooth and successful transition to Secondary School.

Section 4: Managing student needs on the SEND register

4. Managing student needs

- 4.1. Screening tools are used to help determine the strengths and barriers to learning of those students on the SEND register. This is supplemented with evidence from subject teachers, parents and the students themselves. Screening tools used include: SATs Data, CATs Data, Lucid Lass, NGRT/NGST, SLCN assessment.
- 4.2. If there is strong evidence that a child, previously unidentified, has SEND the SENDCo will discuss this with parents and carers to reach a joint decision about whether the child should be added to the SEND register. This will be confirmed by a formal letter.
- 4.3. A Provision Map will detail SEND provision for each student on the SEND register. This includes a *Pupil Passport*, *Pupil Plan* and *Provisions*.
- 4.4. A Pupil Passport is written for each student outlining their strengths and barriers to learning which is accessible to all staff via *classcharts*. This document may also contain current performance data such as reading and spelling ability. Details of the student's needs and level of support are also included. A range of teaching and learning strategies are also provided as guidance to teaching staff to support their planning of appropriately differentiated tasks that take account of the student's learning need.
- 4.5. In addition to the Pupil Passport, all SEND students have a progress plan, identifying key areas to develop (targets) which are monitored and reviewed by a member of the SEND team (accessible via classcharts).
- 4.6. Additional provisions put in place to support further development are also recorded in classcharts and constitute a record of intervention whilst at the college.
- 4.7. If the student continues to make little or no progress, further provision in the form of evidence based intervention programmes may be needed to support some students.
- 4.8. Different support of this nature may be used if the student continues to make no progress and advice from external professionals may be sought. A service level agreement is in place with Hampshire Education Psychology Service to be able to access Educational Psychologists.
- 4.9. Henry Cort also offers a bespoke and intensive level of support for SEND students through the Aspire Programme. This provides diagnostic testing and a short term, but intensive level of support and operates through a referral process to the college SENDCos.
- 4.10. If additional provision and interventions fail to support a student in making appropriate progress, coupled with evidence gathered from specialist agencies a referral for an EHCP (Education, Health and Care Plan) will be discussed with Parents/Carers.
- 4.11. A Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA) may be deployed to support the learning of an individual or individuals within the classroom environment.
- 4.12. TAs and HLTAs are linked to a faculty within the college in order to provide subject specific support and exploit their area of curriculum specialism for the benefit of the students.
- 4.13. The SENDCO may request a Special Educational Needs Support Agreement (SENSA) from the SEND Service of the local authority.
- 4.14. If the above are unsuccessful, a request for statutory assessment of a student's need will be made to the SEND Service of the local authority, with a view to an Education and Health Care Plan being written to support the needs of the student.
- 4.15. Students who make adequate progress and no longer meet the criteria for SEND will be taken off the SEND register and listed as 'Provision no longer required' on SIMS.

- 4.16. Some students arriving at Henry Cort in Year 7, may be initially placed within a small group environment to enable a high level of support within and beyond the classroom to be given to help support their needs.
- 4.17. Teaching staff will provide evidence of strategies used to support students with SEND.

Section 5: Supporting Students and Families

New Students

- All new children visit the college prior to starting as part of our transition programme
- For students with SEND, we encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school
- We sometimes write social stories with children if transition is potentially going to be difficult
- We run a programme specifically tailored to aid transition for the more vulnerable students including a Nurture Group for specific students in the first term of Year 7.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs then a Special Educational Needs support agreement, transition agreement or EHCP review will be used at a transition meeting during which we will invite staff from both schools to attend

Parents

Information for parents can be found in the following places:

- Hampshire Local Offer (Regulation 53, Part 4): <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- SEND Information Report (Regulation 51, Part 3, section 69(3)(a)): www.henry-cort.hants.sch.uk
- Hampshire SENDIASS – Impartial Special Educational Needs and Disability Information, Advice and Support (SENDIASS) in Hampshire <https://www.hampshiresendiass.co.uk/info@hampshiresendiass.co.uk>.
- IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/
- Admission Arrangements can be found on the Admissions page on the college website: www.henry-cort.hants.sch.uk
- SEND Support – Guidance for early years providers, mainstream schools and colleges Children's services Department SEND Services <http://documents.hants.gov.uk/education/sen-support.pdf>

Section 6: Supporting Students at College with Medical Conditions

The college recognises that students at college with medical conditions should be properly supported so that they have full access to education, including college trips and physical education. Some children with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education Health Care Plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The Supporting Students with Medical Conditions Policy can be found on the Policies page on the college website.

Section 7: Monitoring and Evaluation of SEND

- The SENDCO is an Assistant Principal, who is also the representative/advocate for SEND on the SLT, The Aspire manager is also a trained SENDCO
- Learning Support HLTAs and TAs are deployed through the college faculty system and line managed in keeping with college policy on line management of support staff. Deployment of HLTAs and TAs is done under the guidance of the SENDCO through Faculty Leads
- Monitoring of performance draws primarily on observations of support sessions in conjunction with progress data from interventions. Monitoring of performance also draws on feedback from faculty leaders and classroom teachers, observations of lessons in which TAs are acting as support, and where appropriate, feedback from parents/carers and students
- A Provision Map is created for new all SEND students to the college, which forms a live and working document to help track progress and facilitate the 'plan – do – review' cycle.
- The SENDCO meets regularly with the Principal
- The SENDCO works with the Principal and SEND Lead Governor to set out a monitoring programme. This includes learning walks, observations of interventions and scrutiny of intervention data. The SENDCO provides a written report on interventions carried out periodically to the Principal and SEND Lead Governor
- SEND provision is also monitored by the college quality assurance processes

Section 8: Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the college's SEND provision and practice and to discuss the needs of individual students.

The SENDCO regularly attends the Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND.

All staff have access to Pupil Passports, progress and intervention data (such as reading and spelling ages) to inform planning and support effective teaching and learning.

All staff have access to the SEND toolkit to provides key resources to help scaffold learning tasks and activities.

Section 9: Roles and Responsibilities

SEND Governor

The SENDCO or SLT lead reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors is responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed.

The Governors agree priorities with the SENDCO for spending within the SEND budget with the overall aim that all students receive the support they need in order to make progress.

Staffing

As of September 2020 the SEND Team includes the following staff:

- SENDCO: Mr B. Parker
- Aspire Manager (and qualified SENDCO) Mr M. Lane
- 1 Learning Support HLTA & 1 Teaching Assistant deployed in the following faculties; Communications, Maths/ICT, Humanities and PE/Science.
- 1 Teaching Assistant deployed in the Creative Arts Faculty
- 1 Teaching Assistant deployed to support students linked to the Aspire Academy
- 2 Intervention teachers – helping to deliver intervention programmes with small groups of students or 1-2-1 if necessary.
- 1 Well-being Manager – Mrs S Pratt
- 2 Emotional Literacy Support Assistants (ELSA) (well-being team)
- 1 SEND Governor

The Aspire room or C02 offers a base for the SEN team where; staff training takes place, testing and screenings of students and interventions. At break time it also provides a supervised safe space for vulnerable students to enjoy. There is also the emotional and wellbeing department, which is located in the heart of the college. This is staffed by Mrs Pratt (Stella) and our two ELSAs – Mrs Chappell and Miss Selfe.

HLTAs and TAs are based mainly in faculty areas in accordance to their area of specific subject specialism.

There are a number of separate rooms used across the school for SEN intervention, Well-being and pastoral support and meetings with students and parents.

Section 10: Storing and Managing Information

The Henry Cort Community College collects and uses personal information referred to in the General Data Protection Regulation (GDPR) as personal data, students, parents and other individuals who come into contact with the college. This information is gathered in order to

enable the provision of education and other associated functions. In addition, the college may be required by law to collect, use and share certain information.

The college is registered as a Data Controller, with the Information Commissioner's Office (ICO). Details are available on the ICO website.

Section 11: Reviewing the Policy

This policy is reviewed annually.

Section 12: Accessibility

Statutory Responsibilities

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The Accessibility Policy and Plan is available to request from our [college website](#).

Section 13: Dealing with Complaints

The college has a range of policies and procedures which parents accept when the child is taken on the college roll. Often complaints are to do with misunderstandings, which can be quickly resolved. These are part of everyday relations.

The [Complaints Procedure](#) is available to view on the college website.

Policy Approved: March 2024

To be reviewed: March 2025