



# HILBRE HIGH SCHOOL HUMANITIES COLLEGE

## SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY 2020

SENCO: Mr A Evans (Assistant Headteacher/Senior Leader)  
Status: Previously SENCO prior to 2008  
Deputy SENCO: Mrs M McClean  
Status: Undertaking National SENDCo Award

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## **INTRODUCTION AND VALUES STATEMENT:**

At Hilbre High School, we believe that all students should be able to maximize their potential. The school will act in a way that seeks to remove and reduce the barriers to learning that students with special educational needs may experience. The school recognises that this is the role of every member of staff. Hilbre High School will also look to deploy specialist resources in the most efficient manner possible, in order to support students who have additional needs and with a focus on the outcomes that students achieve.

At Hilbre High School we emphasise social, emotional and academic inclusion. We have a commitment to celebrating diversity within our school community and creating an environment where everyone can flourish, progress and reach their true potential. Every student who enrolls at Hilbre is welcome.

The SEND policy document was developed to reflect the SEND Code of Practice, 0 - 25 guidance and in line with advice offered by the National Association for Special Educational Needs (NASEN).

## **OBJECTIVES OF THE POLICY:**

**To provide an education that enables all children and young people to make progress so that they:**

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

**To ensure all students are able to make adequate progress which:**

- Is similar to that of peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

**To comply with the legal obligations of the Equality Act 2010 so:**

- Disabled children and young people are not discriminated against, harassed or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Eliminating discrimination, promoting equality of opportunity and fostering good relations between disabled and non-disabled children and young people.

**To achieve our objectives, we will:**

- Work within the guidance of the SEND Code of Practice 2014.
- Ensure decisions are informed by the insights of parents/carers and those of children and young people themselves.
- Have high ambitions and set stretching targets for them.
- Track their progress towards these goals.
- Keep under review the additional or different provision that is made for them.
- Promote positive outcomes in the wider areas of personal and social development.

- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.
- Provide support and advice for all staff working with students with SEN.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND):**

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years states that: *'a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition'*:

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age;

Or

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

### **FOUR CATEGORIES FOR SPECIAL EDUCATIONAL NEEDS AND PROVISION:**

- 1. Communication and interaction.**
- 2. Cognition and learning.**
- 3. Social, mental and emotional health.**
- 4. Sensory and/or physical.**

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

### **SEND PROVISION AT HILBRE HIGH SCHOOL HUMANITIES COLLEGE:**

We provide specialist SEND provision in the following areas or via the following means:

- Medical/Physical.
- Curriculum.
- 6<sup>th</sup> Form.
- Literacy.
- Numeracy.
- Social, Mental and Emotional Health.
- Resourced Provision (Local Authority commissioned provision for students with an EHCP who have either an Autistic Spectrum condition or Moderate Learning Difficulty diagnosis).
- Nurture Group (internally managed 'small-group' provision for students with higher level needs, which offers curriculum flexibility and specialist teaching).
- EAL (English as an Additional Language).
- Advisory capacity for teaching staff.

## **THE ROLE OF THE SPECIAL EDUCATION NEEDS CO-ORDINATOR: (SUPPORTED BY THE DEPUTY SENCO)**

Responsibility for SEND lies with the SENCO, who is supported by the Deputy SENCO. The SENCO reports to the Deputy Headteacher and the Headteacher. The SENCO also reports directly to a named Link Governor for SEND.

The SENCO should:

- Liaise with the Headteacher/Senior Management to determine the strategic development of the SEND policy and provision for students with SEND.
- Oversee the day-to-day operation of the school's SEND policy.
- Liaise with the relevant designated teacher where a Looked After Student has SEND.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaise with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps accurate records of all students with SEND.
- Liaise with and advise fellow teachers and classroom support staff and provide effective ways of disseminating and collecting student information to staff.
- Manage support staff.
- Co-ordinate provision and resources for students with SEND.
- Monitor and regularly review the progress of students with SEND to ensure they are correctly placed on the SEND register.
- Oversee the records of all students on the SEND register.
- Work with the Resource Provision Leader to ensure that the needs of students in this provision are being met.
- Liaise with primary schools, special schools, and units/bases in relation to transition planning and transfer documentation to receiving schools.
- Liaise with parents/carers/carers of students with SEND.
- Contribute to the in-service training of staff.
- Liaise with external agencies, including the Special Education Support Service, Health and Social Services and voluntary bodies.
- Develop effective ways of overcoming barriers to learning through analysis and assessment of need.
- Monitor the quality of provision to ensure it meets the needs of students with SEND.
- Collaborate with Curriculum Area Leaders and classroom staff to ensure equality of learning for all SEND students.
- Provide the Local Authority with necessary documents, as requested.
- Depending on the school's organisation, teach students with Special Educational Needs.
- Ensure effective deployment of SEND staff.
- Ensure that the School Offer is appropriate to need.

## **A GRADUATED APPROACH TO SEND SUPPORT:**

### **Graduated Response:**

Our response to SEN issues is incremental. Providing differentiation, in its various forms, is primarily the responsibility of the classroom teacher. The SEN Department support teachers in this role via training, the provision of guidance materials and the publication of individual plans ('Provision Maps') for individual students. Awareness of students with SEN and the differentiated classroom practice that can be provided in response, should be reflected in teacher's lesson planning and delivery.

We identify required actions for SEND students in terms of rates of progress to be achieved and access to learning. When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need (as stated in the SEND definition above), the child or young person will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than without it.

Important: By defining a child or young person as having SEND does not mean that they will automatically be placed on the SEND register (see below) and it may be the case that should they not meet criteria for this, they will be monitored and that, should their progress dictate, they will be placed on the register at some future point. A student may have an identifiable SEN, but have their needs adequately met via Quality First Teaching.

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. We will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. 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.

At Hilbre we offer a broad curriculum. This allows flexibility for students who experience a range of additional needs to progress and flourish. Flexibility can take the form of curriculum choices; it can, for example, be seen in terms of the range of option choices available in Years 10 and 11, where it is possible for students to develop a curriculum that gives emphasis to their particular strengths and skills. Flexibility also exists in terms of the opportunity for students to have a bespoke curriculum, which may mean a reduction in the number of subjects taken, in order for students to cope better with the demands of their subjects. Some students may also require bespoke elements to their curriculum and this is particularly true where these elements may be required in order that the demands of an Education and Health Care Plan can be met.

### **Quality First Teaching:**

When concerns exist regarding possible SEND, the first response is to check that QFT has been in place and that the student's needs exceed this level of support. QFT is supported and maintained through the following processes and structures.

### **Training/CPD/Information Provision:**

QFT/OCD are supported via the school's CPD programmes (see 'SEND CPD program' below). Hilbre staff are also supported in their delivery, by the booklet 'Hilbre SEND/Quality First Teaching'. This booklet explains the most common SEND sub-categories and diagnosable conditions, as well as the classroom strategies and interventions to consider, in response to them.

## HOW DO WE KNOW THAT QFT IS TAKING PLACE?

### Lesson Observations and Reports:

Recording of SEND students and differentiation, takes place as part of the schools' standard Performance Management, lesson observation process. In addition, the Teaching Assistant team carry out regular evaluations of lessons, in relation to the extent to which differentiation is carried out for SEND students. A specialist Higher Level Teaching Assistant has a remit to work with and observe students with SEND, in order to gauge their level of access and identify the impact of any barriers to learning. The specialist HLTA is also tasked with supporting teachers in the preparation and actioning of differentiated learning material and strategies. Any issues raised by the teaching assistant team are either addressed on an individual student basis or are used to inform the CPD program.

When there is clarity that a student's needs are such that something additional to QFT is required, the student will be moved to the next stage of the SEN process.

### IDENTIFICATION AND REFERRAL:

#### Identification, information gathering and review:

The identification of SEND is built into the overall approach to monitoring the progress and development of all our students.

At Hilbre, we carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

Assessment consists of:

- CATs testing.
- Reading and Spelling Age Assessment.
- Key Stage 2 SATs testing.
- Specialised testing, eg. Dyslexia screening/additional reading tests.
- Observation by specialist teachers, eg. ASC.

In addition to the above, teachers, supported by the SENCO and Deputy SENCO, make regular assessments of progress for all students and student progress is regularly recorded in school Monitoring.

Where students are failing to make adequate progress given their age and starting point, they will be initially given additional support by their teacher.

Adequate progress is progress which:

- Is similar to that of peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

At this initial stage of identification, teachers may suspect that a student has SEND. While gathering further evidence (including the views of the student and their parents/carers) teachers will put general teaching support in place, where required. The student's response to such support can help to identify their particular needs.

Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the SEND Co-Ordinator, working with the class teachers, will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEND support that is required to support the child.

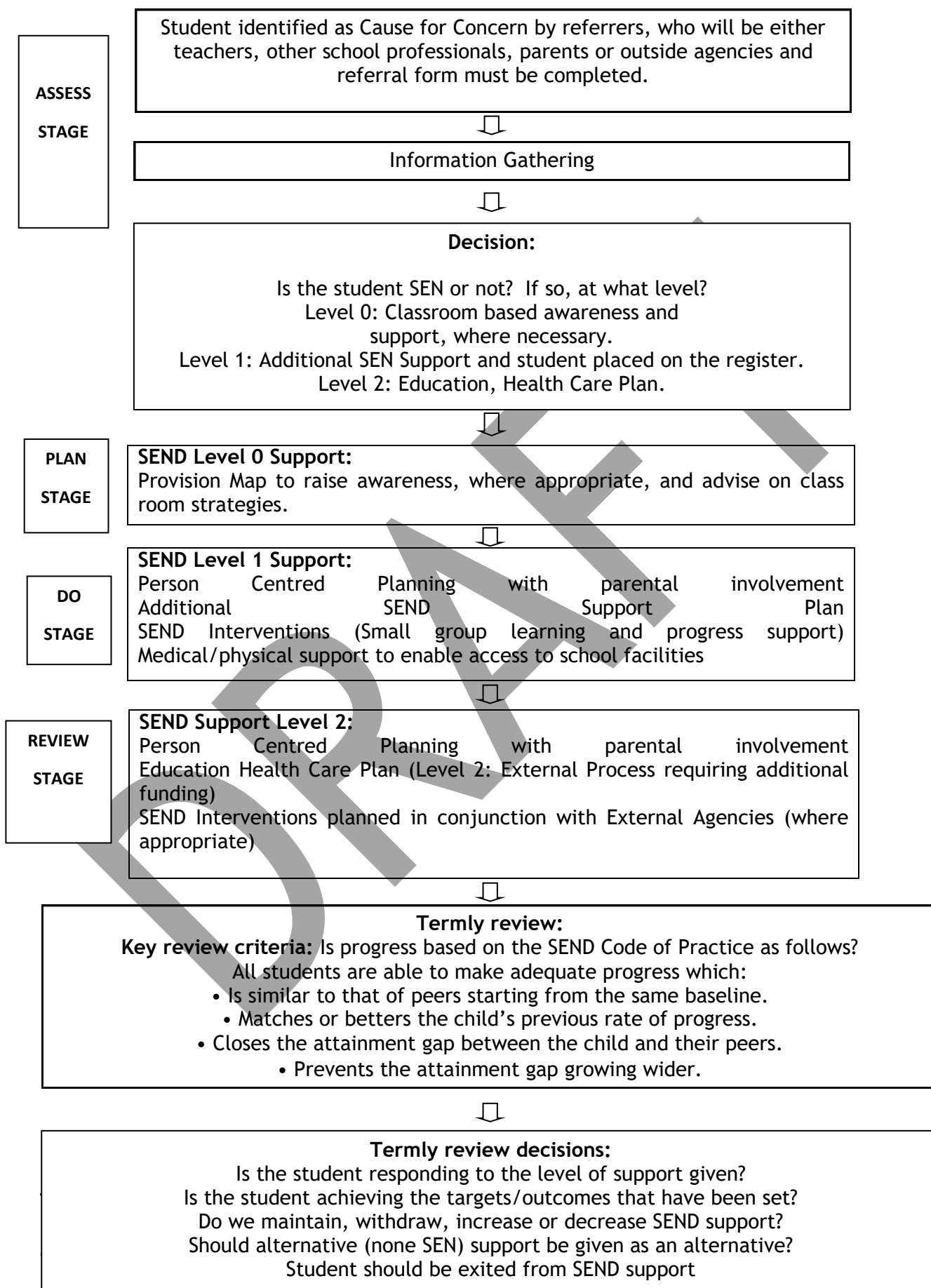
**Determining the level of support required:**

After identification and information gathering, a decision whether to take the referral further will be made.

- Step 1: Consult with referrers.
- Step 2: Consult with teachers and other internal staff.
- Step 3: Consult with parents/carers.
- Step 4: Consult with outside agencies.
- Step 5: Decision: The student is SEND and will be placed on the register, or not.
- Step 6: Decision: If the student is SEND but not at a level sufficient for registration, the SEND team will organise Level 0 (non-register) support to be administered in the classroom by teachers.
- Step 7: If the student is SEND and should be placed on the register, a decision as to what level of support is required will be made (Level 1, Level 2).
- Step 8: Inform parents/carers of the outcome.
- Step 9: For EHCP students: Consultation with outside agencies and parents/carers to agree the EHCP.

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**SUPPORT PATHWAY:**





## THE PROCESS OF INDIVIDUAL PLANNING:

We create and operate two forms of plans for student on the SEND register; Education, Health and Social Care Plans (EHCPs) and Additional SEND Support Plans (ASSPs). The process of both identification and planning can be summarised as follows: Referral/initial identification - assessment - planning - doing - reviewing.

### Person Centred Planning and Consultation with parents/carers and students:

A key element of the 2014 legislation is to ensure that children, young people and their families and carers are central in the process of creating both forms of plan. At Hilbre, we will ensure that this is the case by adopting a Person Centred Planning (PCP) approach to the creation of plans.

This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents/carers, and, where appropriate, the young person's wider family are also collected. To carry out this process properly, time needs to be spent in discussion with both the young person and their families. Our staff follow a structured approach to this process and our aim is to write a structured plan that properly reflects the key views, concerns and wishes of the young person and their family.

In the case of EHCPs, the planning process will often cover provision within education but also, where needs dictate, provision within Health and Social Care. Clearly when this is the case we operate a multi-agency approach to support (depending on the specific nature of the young person's needs, Hilbre may be the lead agency when organising the creation of the plan, or in some cases it may be an external Health or Social Care agency that takes on this role).

For ASSPs the process of creating the plan is essentially the same, in that it seeks to gather the young person's feelings and views in relation to their learning and needs, as well as their parent's/carer's views. The key difference in comparison to EHCPs is that these plans are completely internal and focus entirely on educational provision and support within Hilbre.

### Parent/carer consultation:

At all times we seek to work in partnership with parents/carers/carers and our aim is always to reach a joint, agreed approach in relation to the planning of provision in response to student's needs. For students with higher levels of need, who are placed on the SEND Register, the details regarding parent/carer involvement are shown below:

SEND Status	Parent/carer consultation	Detail
Additional SEND Support EHCP	Initial phase: Identification of needs, placement/status on the SEND Register	Completion of parent/carer information regarding views on a child's needs and key issues experienced both inside and outside school.
	Phase 2: Resource identification and Action Plan development	Discussion and agreement regarding specific levels of intervention, resource requirements and expected outcomes. Action Plan drawn up and agreed (as part of a Provision Map or EHCP).

	Phase 3: Monitoring, review and adaptation	Scheduled review of the Action Plan (Provision Map) - consideration of effectiveness and any adaptation.
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*\*Additional Support Plan (ASS). At Hilbre, Additional Support Plans are written in the form of a Provision Map.*

### Student consultation:

Students who are placed (or are in the process of being placed) on the SEND Register will participate in a Person-Centred Planning process. The aim of this process is for the student to represent his or her own views about their needs (when relevant this will include needs that could relate to health and social care support) and about their experiences in school. The structure of this process will vary according to the student's age; the aim will always be to enable the student to best express his or her views and feelings about their educational experiences with regard to what works well, what they find problematic and what barriers they feel that they face. The process will also include the setting of targets/outcomes for the student.

Student Status	SEND	Student Involvement	Detail
Additional Support EHCP	SEND	Initial: Collection of student views about school and learning. What works and what helps the student to progress? What is difficult? Target setting.	Students work within a designed framework/process to help elicit their views.
		Phase 2 Action Plan design	Design of the Action Plan discussed with students - students views sought.
		Phase 3 Review and revision	Student's opinions collected about the success of the Action Plan - joint review of progress evidence. Review of targets/outcomes. Discussion of amendments/alterations.

### Progress and Monitoring:

Written into both EHCPs and ASSPs are targets and success criteria. Both forms of plan will be formally reviewed and monitored on a termly basis. This monitoring consists essentially of measuring student's rates of learning progress and, in light of this, reviewing, amending, adapting or ceasing the plan. Any major changes to a plan will be discussed first and as we seek to ensure that the plan continues to reflect the views of the young person and their families. EHCPs are also monitored via a scheduled annual meeting between the key support agencies and the young person and their family.

### **Use of data and record keeping:**

We will record details of additional or different provision made under SEND support. This will form part of regular discussions with parents/carers about the child's progress, expected outcomes from the support and planned next steps. We will ensure that we have accurate information to evidence the SEND support that has been provided over the student's time in the school, as well as its impact.

Our teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from Teaching Assistants or specialist staff. Where a student is not making adequate progress, the SENDCO, teachers and parents/carers must, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual students.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. *The majority of our students can make progress through such teaching.*

### **Exiting the SEND Register:**

The process of monitoring and review should be such that the SEND register should be a fluid document. The criteria and processes around entry are explained above; the criteria for exiting the register are as follows:

- The student is no longer considered to have a special educational need (occasionally, the cause of an additional need may be temporary. A possible example lies with mental health issues, where successful intervention or other factors may mean that a student's health improves to the extent that they can be considered to no longer have a special need).
- If the student is making good progress and it can reasonably be expected that this progress will continue if the student is only supported through Quality First Teaching.

There may be some instances where students are maintained on the SEND Register despite the fact that they are not currently receiving any additional support. This will be the case when it is anticipated that the student will require support again in the short/medium term and where removal from the Register would only be temporary. Keeping the student on the Register in these circumstances is helpful in avoiding oversights and future omissions.

### **Higher Level Needs:**

Some students may progress through initial levels of support but, through the review and planning process, it may be clear either that it is still proving difficult to meet needs and/or their progress is still below the level that is expected. If a student has been supported at SEN Action and either of the conditions (above) apply, then consideration will be given to the question of whether the student should be put forward for consideration for an Educational Health Care Plan (EHCP).

### **Education Health Care Plans (EHCP):**

EHCPs are granted to students who require an element of funding from the Local Authorities' High Needs funding allocation. The procedure through which applications are processed is as follows:

- Schools identify students and can evidence that support has been effectively offered through QFT and SEN Action. Clear 'plan, do and review' cycles have been implemented and the outcomes are such that the student's SEN remain and progress is still inadequate.
- School complete a 'request for formal assessment' and present initial evidence to support this - this is then submitted the Local Authority.
- The Local Authority will decide whether they will agree to carry out a formal assessment of the students' needs.
- If an assessment is agreed, an Educational Psychologist carries out the review process.
- On completion of the psychologist's report, the Local Authority will decide whether to produce an EHCP.

Note: The process outlined above is subject to statutory timescales. Parents/carers have the right to challenge the Local Authorities' decisions. A process exists whereby disputes are initially referred into a mediation process. If no resolution is forthcoming, parents/carers can refer the case to a SENDIST tribunal. For more information about EHCPs, parents/carers are advised to review the Local Offer Wirral <https://localofferwirral.org/help-for-your-child/sen-and-disabilities/all-about-ehc-plans/>

Hilbre's responsibilities with regard to this process are:

- To have robust processes of identification, support and review in place, such that identification of students is consistent.
- To gather and provide good quality evidence to inform the decision making process.
- To organize and submit good quality paperwork.

#### **MANAGING STUDENTS'S NEEDS ON THE SEND REGISTER:**

##### **Review Cycles and Systems:**

At Hilbre there is a graduated review cycle, depending on levels of need and support, as follows:

- Common review process - This involved the tri-annual review of all students' progress. The SEND Department review all students who are behind in terms of their expected progress. If there is a possibility that an SEN issue exists, then a process of testing and investigation will be initiated. In the case of students who are already on the Register, significant underperformance will trigger a review of current support and provision. In the case of students who are on the 'code 0' register, underperformance is of particular note and will again trigger a more in-dept review of performance (including the provision of QFT) and possible support.
- Review for students on the SEND Register - All students on the SEND Register have a Provision Map (individual plan). The Provision Map system generates its own review process and this triggers additional bi-annual reviews of progress.
- Reviews for students with EHCPs - In addition to the processes explained above, there is a statutory obligation to review EHCPs through the Annual Review process. This review can be a multi-agency review. Where there are concerns about performance, provision or when there has been a change in a student's needs, an emergency or interim review can be called at any time.

All of the review processes outlined above, are based on the process of assessing an existing plan, assessing the progress that this plan has generated and reviewing and changing the plan, if necessary.

## **SUPPORTING STUDENTS AND FAMILIES:**

Parents/carers can access the Wirral Local Offer for support and guidance about SEND [www.localofferwirral.org](http://www.localofferwirral.org)

Parents/carers should also refer to Hilbre's [SEN Information Report on the school website](#). The [School's Admission policy](#) is also available for parents/carers to review on the school website and may be of particular interest to parents/carers of SEND students.

## **LINKS WITH OTHER AGENCIES:**

At Hilbre we seek to work positively with all external agencies who offer support to a student or to families. Hilbre is always prepared to take a lead role in the organisation and co-ordination of multi-agency meetings. The list of external agencies with whom we work is extensive, but includes Community paediatrics, CAMHS, health agencies, social care, the Local Authority (including Educational Psychology and other support services), the police and other schools.

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