



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY 2017

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Introduction

At Hilbre High School Humanities College 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.

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:

- 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.

Definition of Special Educational Needs and Disability (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 in the following areas:

- Medical/Physical
- Curriculum
- 6th Form
- Literacy
- Numeracy
- Social, Mental and Emotional Health
- Resourced Provision
- EAL (English as an Additional Language)
- Advisory Capacity for Teaching Staff

Criteria for SEND Action

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.

The SEND Register and Categories

The SEND categories we use are:

- **Level 0: Non Register Support (e.g. EAL support, etc.)**
- **Level 1: Additional SEND Support**
- **Level 2: EHCP Levels 2 and 3**

The SEND Register

The SEND register comprises of two categories. The highest category of need is represented by students who have an Education, Health and Social Care Plan (EHCP). These students require additional resource, provided either out of the school's own funding (EHCP Level 2) or (usually) via a combination of school's funding plus 'top-up' funding provided by the Local Authority (EHCP Level 3).

Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as having 'SEND Support' (SS) and they form the second category of students whom we place on the SEND register. Students in this category who may be moved forward to an EHCP, will receive an Additional Support Plan (ASS). All students on the SEND register will receive a Person Centred Plan, which is drawn up and monitored in a similar way to that within an EHCP (see below) but which has a lower level of resource attached to it.

Note: In addition to the two categories above that appear on the register, we also have identified groups of children who may require extra support but who do not appear on the register (SEND Level 0).

These students will receive targeted support in the classroom from their teachers. They may also receive an individual plan in the form of a Provision Map, a document which serves to indicate their needs to teachers as well as summarise the key aspects of their needs and strategies that can usefully be adapted in the classroom.

Interventions and Support

The Hilbre SEND Department and all Hilbre staff operate with the following aim:

- To ensure that all students can access school life and the school curriculum regardless of additional need.

Within this remit the Department seeks to provide support in the following ways:

- By supporting teaching colleagues as they deliver Quality First Teaching.
- By providing discrete interventions for students who are on the SEND register to support students in terms of their progress.
- By providing medical/physical support.
- By providing discrete support as appropriate (e.g. EAL intervention, curriculum withdrawal and supported self-study).

The Curriculum and the Learning Environment

‘All students should have access to a broad and balanced curriculum. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEND and disabilities will be able to study the full national curriculum.’

SEND Code of Practice 2014

Our 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.

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.

Specific interventions are provided by the SEND team, which may require students to be withdrawn from certain lessons to receive the interventions, such as Literacy or Numeracy. Some withdrawals may come out of the student’s related subject curriculum time, e.g. Numeracy and Mathematics lessons; some withdrawals may involve students coming out of unrelated subjects. Should this be the case, we endeavour to ensure that a student is not withdrawn from the same subject all the time, but that there is a spread of withdrawals across a range of subjects so that withdrawals cause minimum disruption to progress by the student in the subject from which the student is withdrawn.

Activities in addition to the curriculum

At Hilbre we operate a policy of inclusion in relation to all extra-curricular activities and we strive to ensure that activities are accessible for all. We also operate a number of extra-curricular opportunities that are designed specifically for students who experience various forms of additional need. For example, a number of our students who have SEND regularly take part in regional Bochia competitions.

Post-16

Under Section 41 of the Children and Families Act 2014 (the Act) we will carry out the following specific statutory duties:

- Co-operate with the Local Authority on arrangements for children and young people with SEND. This is a reciprocal duty.

- The duty to admit a young person if we are named in an Education Health and Social Care Plan (EHCP). Young people have the right to request that an institution is named in their EHCP, and Local Authorities have a duty to name that institution in the EHCP unless, following consultation with the institution, the Local Authority determines that it is unsuitable for the young person's age, ability, aptitude or SEND, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.
- We will support children and young people in moving between phases of education and in preparation for adulthood - as young people prepare for adulthood this will be reflected in outcomes that reflect their ambitions (eg. in relation to employment, higher education, independent living and participation in society).

Support for improving the emotional and social development of students with SEND

At Hilbre we recognise the need to provide support for students who experience social and emotional difficulties. Support for students operates both at a general and more targeted level. At a general level we address social and emotional issues through work in lessons (and particularly tutorial sessions) and through the normal operation of our Pastoral system. At a targeted level (and for those students who experience specific needs), we offer internal support from Learning Mentors and (external) Counsellors. We also offer support from External Agencies that come into school in order to carry out bespoke intervention work with groups of identified students (eg. programmes may be delivered that are designed to increase student's self-esteem).

Involving Specialists

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we will consider involving specialists, including those secured by Hilbre or from outside agencies.

Hilbre may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. We will aim to involve a specialist where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The student's parents/carers will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint Commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area.

Process of referral and intervention

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.*

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 falling making inadequate 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.

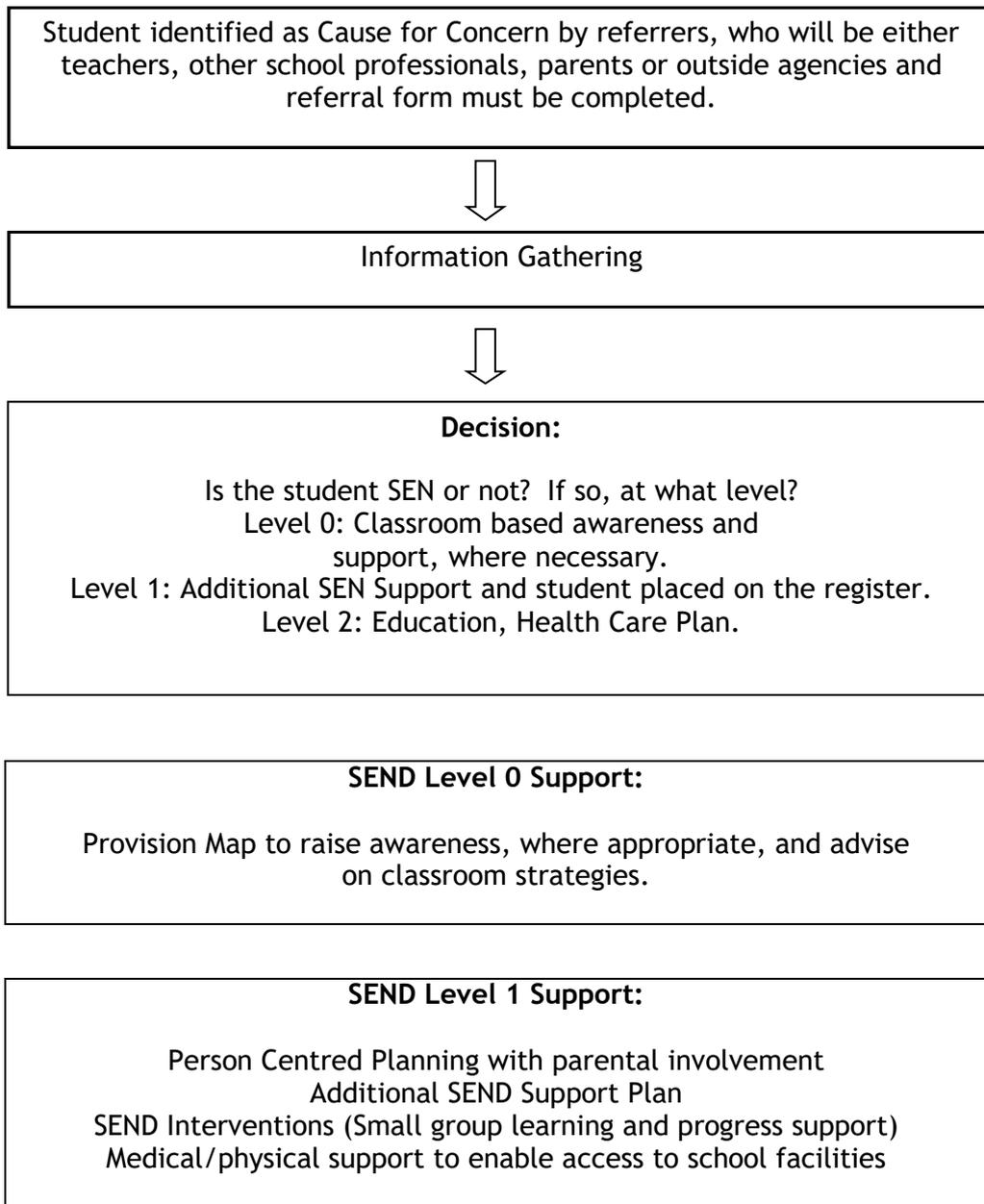
Determining the level of support required

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.

Support Pathway



SEND Support Level 2:

Person Centred Planning with parental involvement
Education Health Care Plan (Level 2: Internal Process) or
Education Health Care Plan (Level 3: External Process requiring additional funding)
SEND Interventions planned in conjunction with External Agencies (where appropriate)

Termly review:

Key review criteria: Is progress based on the SEND Code of Practice as follows?

- All students are able to make adequate progress which:
- Is similar to that of peers starting from the same baseline.
 - Matches or better the child's previous rate of progress.
 - Closes the attainment gap between the child and their peers.
 - Prevents the attainment gap growing wider.

Termly review decisions:

Is the student responding to the level of support given?
Is the student achieving the targets/outcomes that have been set?
Do we maintain, withdraw, increase or decrease SEND support?
Should alternative (none SEN) support be given as an alternative?
Student should be exited from SEND support

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 (EHCP's) and Additional SEND Support Plans (ASSP's). The process of both identification and planning can be summarised as follows:

Referral/initial identification - assessment - planning - monitoring - review

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 ASS Plan or EHCP).
	Phase 3: Monitoring, review and adaptation	Scheduled review of the Action Plan (ASS plan/EHCP) - consideration of effectiveness and any adaptation.

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 SEND Status	Student Involvement	Detail
Additional SEND Support EHCP	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.
	Phase2 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.

Responsibility for co-ordination of SEND

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.

Role of the Special Education Needs Co-ordinator (supported by the Deputy SENCO)

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 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.

Responsibilities for the co-ordination of SEND provision in addition to the SEND Department

Heads of House and 6th Form

Heads of House and Heads of 6th Form should ensure that House meetings contain the opportunity to discuss SEND issues including referral of concerns about individual students. They have a responsibility to collate information about specific students and raise concerns relating to SEND with the SENCO.

Subject progress

Subject Area Leaders should ensure that subject meetings contain the opportunity to discuss SEND issues, including referral of concerns about individual students. They must liaise with the SENCO and/or other SEND staff and ensure that their team members liaise, to ensure that advice and guidance is provided for teachers requiring SEND support for the teaching of SEND students.

Subject teachers

Subject teachers must ensure that they are aware of the Special Educational Needs of students in their classes. They should be familiar with details given on the school's SEND register and relevant information (EHCP, ASSP, Provision Maps) and use the suggested strategies in order to help each student to make adequate progress. Class work and homework should be differentiated in accordance with the student's SEND.

Special arrangements for students with Special Educational Needs in public examinations

Students with Special Educational Needs and Disabilities may need special arrangements to ensure access to public examinations. Students may need to be assessed and their needs identified as follows:

- Access arrangements will be identified at the start of each academic year through the SEND register, EHCPs, ASSPs, Provision Maps the pastoral team, teachers and learning mentors.
- Investigations and assessments will be conducted, where appropriate, using external assessment where necessary.
- The SENCO will liaise with the examination officer to ensure that necessary applications are made and arrangements are put in place.

Transition arrangements for students with SEND

In the normal course of events our transition arrangements are such that all students who will be attending Hilbre will, in the summer term of Year 6 meet, in their Primary School environment, a key member of Pastoral staff from Hilbre. Students then attend Hilbre on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require additional visits in order that students can experience various aspects of the school day in advance of Induction Day or following Induction Day and in response to any issues that are identified.

Transition information is arranged when Pastoral staff make their visits to primary schools. In the case of students with additional needs, direct communication between parents/carers/carers/primary colleagues and Hilbre's SENCO (or other SEND staff) may be required. For some students, additional work may be needed in terms of a 'Transitions Toolkit' or other documents designed to collect specific information, particularly for students who are on the Autistic Spectrum. All SEND documentation is transferred from primary schools late in the summer term.

Admission arrangements

Hilbre will admit students with already identified SEND as well as identifying and providing for those not previously identified as having SEND.

Facilities for SEND students or students who are disabled

The school is working with students with physical disabilities and their parents/carers and carers to enable them to participate in school life as fully as possible.

The school has full wheelchair access and works with relevant organisations and agencies to adapt the environment and curriculum to ensure continuing access (see Appendix 2: Hilbre High School Humanities College Access Strategy).

Complaints Procedure

The school aims to be sensitive to the needs of the students and their parents/carers. The SENCO is open to seeing parents/carers at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress, behaviour at home and at school; factors contributing to difficulties students may be facing and further steps the school might take.

Informal complaints may be made through the child's Form Tutor, Head of House, Subject Teacher, Teaching Assistant, SENCO/Deputy SENCO or the Assistant Headteacher: School Evaluation and Self Improvement. Complaints will be acknowledged and a response given or a meeting arranged for further discussion as soon as possible.

More formally the Headteacher will receive and investigate complaints and seek to resolve problems.

Parents/carers who have a concern which they feel has not been properly addressed may put their concern in writing to the Governing Body.

Parents/carers' right of appeal

Following statutory assessment by the LA and a decision being made, parents/carers have a right to appeal about the decision to the Special Needs Tribunal.

The following reasons may be used by parents/carers to appeal:

- Refusal to make a formal assessment of the child's SEND.
- The LA has refused to issue a Statement or EHCP.

Parents/carers may value independent advice and support when their child is being assessed for a possible Statement or EHCP. This can be sought from the designated, commissioned agency. Hilbre High School will provide contact details but information can also be found in Wirral Local Authorities' ['Local Offer'](#).

This policy has been written in light of the Children's and Families Act 2014 and the SEND Code of Practice that is contained within The Act. The SEND policy at Hilbre is also guided by the demands and guidance contained within the Disability Equality Act 2010 and all other relevant legislation as it pertains to current practice.

Appendix 1: Further information about the four areas of Special Educational Need:

1. Communication and Interaction

Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

Children and young people with an Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents/carers, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

2. Cognition and Learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

A child or young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Children and young people with Specific Learning Difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

3. Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Schools, colleges and early years' providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. **Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their students and students with emotional, social or mental health difficulties. This should be described in their published SEND policy and schools should ensure a solid evidence base for any interventions offered.** Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years' providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

4. Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. The Department publishes guidance on these duties and further details can be found later in this section.

Some children and young people require special educational provision. It is this group that should be identified as having a SEND.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disabled Children and Young People

Many disabled children and young people also have a SEND. Where this is the case, access arrangements and other adjustments should be considered as part of SEND planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made. The specific duties that schools, early years' providers, post-16 institutions and Local Authorities have towards disabled children and adults are included in the Equality Act 2010 the key elements are as follows:

- They **must not** discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

The duties on early years' providers that are not schools cover discrimination in the provision of services: the terms on which services are provided; the termination of a service; and any other detriment. Early years providers that are not schools are required to make reasonable adjustments to procedures, criteria and practices; by the provision of auxiliary aids and services; and by physical alterations.

The duties on schools cover discrimination in admissions; the provision of education and other benefits, facilities and services; exclusions and any other detriment. Schools are required to make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Schools **must** also publish accessibility plans (and Local Authorities, accessibility strategies) setting out how they plan to increase access, for disabled students, to the curriculum, the physical environment and to information. Plans and strategies **must** be reviewed and revised every 3 years.

Governing Bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their

accessibility plans. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

The duties on Further Education Institutions within the post-16 sector cover: admission; the education, course or qualifications offered to the student; and access to recreational or training facilities. Further Education Institutions **must** make reasonable adjustments to procedures, criteria and practices, by the provision of auxiliary aids and services and by physical alterations. Further Education Institutions, Local Authorities and maintained schools, maintained nursery schools and academies and free schools are covered by the public sector equality duty and must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

The Department publishes detailed guidance for schools on their duties under the Equality Act 2010 which is available on the Department's website.

The Equality and Human Rights Commission also provides technical guidance for school and FE institutions and guidance on reasonable adjustments.

Appendix 2: Hilbre High School Humanities College access strategy

The school has a responsibility to provide a broad and balanced curriculum for all students. The curriculum provided meets the needs of individuals and groups of students and responds to individual and diverse learning needs and overcoming barriers to learning.

The school will always try to ensure that the needs of most children with SEND can be met in a mainstream setting.

Main Principals:

- Secure a greater involvement of disabled students in the day to day life in school and participation in the curriculum.
- Achieve changes in confidence in staff in teaching and supporting disabled children with a range of needs.
- Secure improvements in the attainment and progress of disabled students.
- Demonstrate a commitment to innovation in curricular development, extending inclusive opportunities.
- Ensure access to resources and high quality support to ensure full participation of all students.
- Develop relationships with parents/carers and carers and other involved agencies to provide the best learning environment.
- Enable all students with SEND and disabilities to realise their potential.
- All students with SEND and disabilities will be given a high quality of education and achieve educational standards appropriate to their capabilities.
- Improve physical access to school and make them as accessible as would be reasonably expected.
- Provide forward looking accessibility strategies.

The strategy for developing inclusive schooling for disabled students will be an integral part of the School Improvement Plan and the school will continue to provide increased opportunities for students to access specialist programmes within its mainstream setting.

The School Improvement Plan will give obvious consideration to budgetary and funding constraints in relation to SEND funding for resources, specialist and capital projects and resource provisions.



**HILBRE HIGH SCHOOL
HUMANITIES COLLEGE**

**ACCESS ARRANGEMENTS EXAMINATION
SET UP POLICY**

MARCH 2017

Access arrangement procedures for SEND examinations

Introduction

The aim of this policy is to clearly define the role and responsibilities of those staff in school that have dealings with the Access Arrangements for our students during examinations, both in planning and preparation and also ensuring that correct and accurate procedures are in place prior to the start of any exam.

Roles and Responsibilities for Access Arrangements

School Examinations Officer (SEO)

Several weeks before the examinations are due to start, the SEO will make the arrangements and prepare timetables for all students requiring Access Arrangements and then organise the preparation of entry lists with Access Students highlighted so that an Access Timetable can be prepared. Detailed information will be passed onto relevant staff via the 'Yellow Access' timetable and these will be given both as a hard copy in staff trays and e-mailed out.

NB. If there are any amendments to these plans prior to the exam, ie. change of tiers, withdrawals etc. then an updated version of the Yellow Access Timetable stating version number and date will be reissued to all staff listed above via staff tray and e-mail. Any member of staff who has a question or query with any of the written instructions MUST see the SEO.

Appendix 4: Contact Details of Support Services

Key support services with whom we work in close conjunction are:

Agency	Contact Details
Child and Adolescent Mental Health	Adcote House, Oxton. 0151 670 0031
Community Paediatrics	St Catherine's Hospital, Wallasey 0151 514 2504
Occupational Health	0151 666 4790
Physiotherapy	0151 514 2525
Wirral LA Sensory Service	Hearing Support: 0151 346 3412 Vision Support: 631 3448
Wirral Educational Psychology Service	0151 346 6666



Appendix 4:

SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of student _____ Form _____

1. Please tick which area(s) of SEN is/are of concern for this student

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this student.

4. Please detail any other factors which might be relevant, ie. recent conversations with parents/carers.

Name of teacher completing this form:

Date:

Copies to Student file and SEN file

Action to be taken - including date & person completing action

- No action required
- Observation and report
- Dyslexia screening
- Referred for internal intervention

- Advice given to staff
- Contact parents/carers/carers
- Referral to House office
- Referral to external agency
- Added to SEN register and SIMS updated

Notes