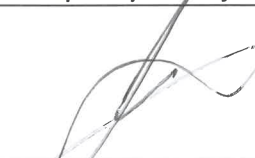



## Special Educational Needs and Disability Policy



<b>Date policy approved by Governors</b>	<b>6 February 2019</b>
This SEND Policy replaces all previous SEND Policies and references to the SEND Policy in other policies and documents from the implementation date set out below.	
<b>Date policy to be implemented</b>	<b>February 2019</b>
<b>Manager/s responsible for policy review</b>	The Headteacher
<b>Date of next review</b> This policy is subject to annual review	February 2020
	
<b>John Organ – Chair</b>	<b>Alice Redfearn - Headteacher</b>

### Summary

The policy outlines the requirements and expectations of all members of staff at Horatio House for the provision of education for all students.

### Policy Statement

Special Educational Needs and Disability (SEND) is defined for the purposes of this policy as factors that might reasonably be expected to have a substantial adverse effect on an individual such as:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a multi-sensory impairment;
- Persistent distractibility or difficulty concentrating;
- Difficulty understanding or following simple verbal instructions;
- Physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard. (The Equality Act 2010)

All students at Horatio House have additional needs which have affected their ability to access mainstream education and thus SEND provision is universally offered.

### Aims

To create a safe and secure tailored learning environment, promoting the development of every student and enabling them to meet their individual learning potential.

## Objectives

- To identify pupil's additional needs and take appropriate action to mitigate the effect of those needs;
- To work in partnership with parents, carers and relevant support agencies;
- To work within the guidance provided in the [SEND Code of Practice \(2015\)](#);
- To ensure the school community adheres to the principles and practices of [Keeping Children Safe in Education \(2018\)](#);
- To provide support and advice for all staff;
- To promote positive attitudes to learning and high self-esteem;
- To provide students with equality of opportunity and promote social inclusion;
- To prepare students for the next stage of their lives e.g. college, work experience etc;
- To raise educational achievement across the curriculum and celebrate individual success;
- To promote each student's personal, spiritual, moral, cultural and social development.

## Policy Statement

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 : <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and The Children and Families Act 2014  
[http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

## Roles and Responsibilities:

### Designated Roles:

The Special Education Needs and Disabilities coordinator is Alice Redfearn.

The Designated Teacher for Looked After Children at Horatio House is Alice Redfearn.

The EHCP Coordinator is Alice Redfearn

## Staff Responsibilities

All members of staff are responsible for meeting the needs of students with SEND through good quality teaching, appropriate target setting and differentiation in accordance with the SEN Code of Practice. Pupil progress is reviewed by teachers with the school leadership team including the SENDCO termly and tracked with additional learning needs supported by intervention as required. Students with an Education Health Care Plan are subject to formal review at least annually, and more frequently if required. Horatio House commissions an Educational Psychology service to assess young people as necessary.

## **SENDCO Responsibilities**

The SENDCO is available for direct consultation with students, school staff and parents if they have any concerns around achievement. The SENDCO will review the existing strategies being used to support learning and how they might be developed. If deemed necessary, the teacher and SENDCO will decide on the next course of action in order to meet the student's learning needs. It is the role of the SENDCO to facilitate the carrying out of assessments to show if adequate progress is being made taking into account the student's targets and past learning.

Any steps taken to meet the needs of an individual student will be recorded on the school case management system.

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating the provision for young people with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Managing the work of teaching assistants in their support of SEND students
- Contributing to and, where necessary, leading Continuing Professional Development of staff
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Monitoring, evaluating and reporting on the provision for students with SEND to the Governing Body and Trust

## **Governor Responsibilities**

Governors are responsible for the review of this policy and the regular monitoring of SEND provision within the school in accordance with this policy.

## **Arrangements for Co-ordinating Provision for Students with Special Educational Needs**

The needs of the majority of students will be met in the classroom. Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class.

Horatio House offers a high ratio of adults to students and in most cases any additional educational needs can be met through differentiation within small group work. Any additional specialist intervention will be delivered by a trained teaching

assistant, the SENDCO or specialist teacher. All students have access to ICT facilities.

For those students who hold an Education Health Care Plan, reviews will be held annually except in the case of additional recognised need, transition or significant change in circumstances. This may be triggered by a member of staff, student or parent.

Horatio House works closely with Education, Health and Social Care partners, engaging in joint planning and collaborative work in order to support students with SEND. Horatio House may also commission services to complete periods of work with identified groups of SEND students, or individual students, on the basis of assessed need.

#### **Arrangements for providing access by students with additional needs to a balanced and broadly based curriculum:**

- All students receive either part-time or full-time educational placements
- Horatio House offers a personalised and differentiated curriculum which is designed to meet the needs of individual students according to their age, ability, social and emotional development
- Individualised and differentiated activities and programmes of work
- Access to alternative providers to support the curriculum in a relevant context

#### **Senior Management Evaluation of the progress of students at Horatio House with SEND:**

- All members of the senior management are involved in the monitoring of the curriculum through the observation of teaching and learning
- There are regular staff development meetings including individual teacher observation meetings and pupil progress meetings
- The views of parents and carers as well as students are sought through EHCP reviews and phone calls

#### **Family involvement in the education of students with SEND:**

- All parents and carers are welcomed and positive relationships promoted
- Regular telephone contact is maintained by the SENDCO and teachers
- Parents and carers as well as the young people are always invited to reviews and meetings are held at a time and place to enable their attendance

#### **Admission arrangements for students with SEND:**

Please refer to the Admissions Policy

#### **Specific Medical Needs:**

Horatio House recognises that students with medical conditions must be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an

Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

**Policy Requirement:**

The policy will be reviewed annually. The named SENDCO and Headteacher will ensure that the policy is followed by all staff.

**Related Policies:**

- Equality and Diversity Policy
- Teaching and Learning Policy

