



Hodge Hill College

Special Educational Needs/Disabilities Policy

Revised in line with the new Code of Practice

2014-2015

Title	SEND Policy	Ref No	
Status	Final	Adopted	FGB 24/09/2014
Staff member responsible	J Broadrick	Legislation	<i>Equalities Act 2010</i>
Date reviewed at last Sub-committee	19 th May 2021 Curriculum and Pastoral meeting	Last re-adopted at FGB	27/09/2018
Revision	Pg. 3, 4, 5, 6, 8, 10	Last revision date	19/5/2021
Review Due	May 2022	Recommended review frequency	Annually

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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. 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. Such pupils may also require adaptations to teaching and the curriculum, but do not fall under the umbrella of SEND.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Birmingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about and access public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. As a school community we also create professional links to external agencies for that require access to additional services related to an individual student SEND need.

Mission Statement

Hodge Hill College is an inclusive 11 to 16 college where everyone is made to feel welcome. Our college vision sets out to ensure that all students have high quality learning experiences through which they are able to DREAM, BELIEVE and ACHIEVE their full academic potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation. Our inclusive curriculum's primary focus is to encourage and increase student independence throughout their time at our school in order to best prepare them for life beyond education.

1. Aims and objectives

'Every Teacher is a Teacher of SEND'.

Aims:

- Provide every child with access to a broad and balanced curriculum. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice updates 2020-21*.
- Promote independence, equality and consideration for others through our highly visible CARE brand.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression, including the tailoring of student learning pathways to suit the individual needs of our students.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents, students and staff.

Objectives:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo if they feel a student requires additional support.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential, including the rigorous tracking of students with an Educational, Health and Care plan in order to ensure the statutory expectations are met by our school.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo, Assistant Head Teacher of Inclusion and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone..Hodge Hill College will seek further support from Specialist Services which include Education Psychology Service, Pupil Support Service, Communication and Autism Team, Child and Adolescent Mental Health Services, The Physical Difficulties Service and the Sensory team.
- **Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals through data collection points, including a thorough review of pupils on the SEND register and widespread progress monitoring. Following data collection points, students may be selected for either a short or long term intervention programme pending on the students' individual need. Pupil participation is promoted across the school within the security of each tutor group. The tutor community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life, including participation in sporting and enrichment activities.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Hannah Hermann.
- The person co-ordinating the day to day provision of education for pupils with SEND is Mr Broadrick (Assistant Head Teacher of Inclusion & Literacy) (SENDCo) and Mrs Southern (Director of Inclusion) (SENDCo)

2. Arrangements for coordinating SEN provision

The SENDCo will hold details of all SEND Support records such as the SEND Register, intervention plans and records and relevant student data relevant to staff and will liaise with external agencies related to specialist SEND provision.

All staff can access the following documents on the shared staff area:

- Hodge Hill College SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles and strategy sheets where applicable.

- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through Birmingham SEND Local Offer.
- A staff SEND Handbook which is updated and issued annually by the Inclusion Team.

By accessing the above every staff member will have a complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

3. Admission arrangements

Please refer to the information contained in our school handbook.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school handbook.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and relevant support agencies. An individual plan of action to aid transition will also be offered where necessary, including the provision of transition plans that are made available to relevant teaching staff.

4. Specialist SEND provision

Hodge Hill College is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see **Section 10**.

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

5. Facilities for pupils with SEND

The school was built in the 1950's on a physically challenging site as it is on a hill. The school consists of a range of buildings on various parts of the site which can be a challenge to access for pupils with mobility issues due to significant inclines and large numbers of steps & stairs both inside and outside which require navigation.

- West Building is, to a large extent, accessible to all children including those with SEND as it has a lift to some floors on the front of the building.
- Whilst the ground floor of East building is fully accessible for children with SEND access difficulties, both the second and third floor respectively may prove to be challenging for students with physical difficulties due to lift access being unavailable.
- After school provision, including enrichment and sporting activities are accessible to all children including those with SEND.

6. Allocation of resources for pupils with SEND

The school budget, received from Birmingham LEA, includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the AHT Inclusion discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as requiring specific and specialist intervention.

7. Identification of pupils needs

Identification:

See definition of **Special Educational Needs** at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Pupil progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

Send Support:

Where it is determined that a pupil does have a specific SEND need, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the subject teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the

assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided upon to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, Achievement Co-ordinator, SENDCo and parents in order to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to further progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The Form tutor, Achievement Co-ordinator and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with Inclusion Assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviewing pupil progress will be made at termly 'Making the Grade' (MTG) academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting involving parents, SENDCo and Achievement coordinator if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health & Education professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Birmingham LEA, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes and alterations to targets to be put in place and actioned.

An online link to the Birmingham SEND Local Offer can be found on the college website homepage. For further information please contact the Assistant Head Teacher/ SENDCo at Hodge Hill College, Mr J Broadrick.

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made, including students that may have an ongoing or long term health need or medical condition that may require education in an external setting on a temporary basis. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the Family of Schools. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Pupils with SEND:

The SENDCo and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and the teaching and learning of pupils with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition and intervention is made available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEND

The Head Teacher Mrs Hannah Hermann oversees the College Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services and nominated Safeguarding Officers to access. Where a behavioural incident warrants exclusion the relevant Achievement Co-ordinator, member(s) of SLT and Head Teacher will consider the incident in line with the College Exclusion Policy.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the college encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of CPD sessions led by the Inclusion team.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The Inclusion Faculty offers an *Open Door* policy where parents can access the Assistant Head Teacher of Inclusion/SENDCo regularly through making an appointment. Further feedback from parents can be given at any time upon request.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEND Report. The evaluation is carried out by the SENDCo in consultation with the Head Teacher, link SEND governor and Head of Learning Support. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms. This will be collated and published by the governing body of an Academy School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

11. Complaints procedure

Refer to the general Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Achievement Co-ordinator and designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

12. In-service training (CPD)

We aim to keep all college staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The college seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Inclusion Faculty and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The Assistant Head Teacher/SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Inclusion Assistants are offered training opportunities through a range of local agencies working with specific students at the college. The Assistant Head Teacher of Inclusion/SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

13. Links to support services

The college continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is vital to the effective and successful SEND provision within the college. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Assistant Head Teacher of Inclusion/SENDCo who will then inform the child's parents. At this time, any relevant information regarding pupils with SEND is discussed and if necessary filtered to teaching staff using a variety of means to aid in the path to appropriate provision.

14. Working in partnerships with parents

Hodge Hill College believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

The Assistant Head Teacher of Inclusion/SENDCo to provide support to teaching staff upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

15. Links with other schools

Where a student has a current statement or EHCP there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENDCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, pupil and staff views follow the actions of a Review Meeting. Pupils with funding where appropriate will also receive an annual review.

16. Links with other agencies and voluntary organisations

Hodge Hill College invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The Assistant Head Teacher of Inclusion/ SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Social Services
- Sensory Team
- Physical Difficulties team
- Pupil Support Services
- Communication and Autism Team

Representatives from voluntary organisations and other external agencies are also at times invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ **(Head Teacher)**

Date _____

Signed _____ **(SENDCo)**

Date _____

Signed _____ **(SEND Governor)**

Date _____