

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Reviewed June 2022

Status: Statutory

The Warnock Committee recommended that the majority of children with special educational needs (SEN) should be educated in mainstream schooling and the Education Act 1981 started to put this recommendation into practice. The Education Act 1993 took this principle further by enabling the Education Secretary to issue a code of practice for SEN. The code set out guidance on all the aspects of SEN provision in mainstream and special schools, including the responsibilities of governing bodies. Subsequent updates of the code have set the context for educating children with SEN firmly within mainstream education. Today it is believed that every child needs to fulfil their potential and that this must apply just as much to children with SEN as to everyone else. This principle is now enshrined throughout our educational system. Standards of attainment have risen across all groups of learners, including those with SEN. However, the gap in attainment between children with SEN and their peers is still large. In 2008, the then DfE established a committee of enquiry under the chairmanship of Brian Lamb. After a thorough investigation, recommendations were made for change in four key areas:

- Children's outcomes at the heart of the system.
- A stronger voice for parents.
- A system with a greater focus on children's needs.
- A more accountable system that delivers better services.

These recommendations were accepted in full and led to new guidance being issued by the then DfE in March 2010. Increasingly, particularly since an extended definition of the term 'disability' was enshrined in legislation, the needs of children with SEN are coupled with those of disabled children. In March 2011, the coalition government issued an SEN and disability green paper entitled 'Support and aspiration: a new approach to special educational needs and disability'. The green paper proposed wide-ranging reforms and revision of existing SEN legislation and practice. This was followed by a major consultation exercise with a large range of interested parties. At the same time, a number of 'pathfinder' schools tested some of the proposals in the green paper. An evaluation report of the pathfinders' experiences was published in 2013 and the outcomes of these findings have been incorporated into legislation. The Children and Families Act was passed in April 2014 and part three of that Act deals specifically with special educational needs. A new code of practice for special educational needs and disabilities came into force on 1 September 2014.

Key features of the SEN regulations, SEN Code of Practice 2014 and accompanying guidance 2015 (as amended 2016)

Under the SEN Code of Practice:

- Local authorities (LAs) must publish a local offer describing the facilities and support available in the area for children with SEN and disabilities. This has been published on our Website.
- LAs must involve children, young people and their parents in developing SEN provision.
- A single assessment process has been introduced which is more streamlined, quicker, and which involves children, young people and families much more fully. This means replacing the previous system of statements and learning difficulty assessments (LDAs) by a '0 to 25' Education, Health and Care Plan (EHC plan) which extends the rights and protection of children and young people with SEN through their early years, primary, secondary and further education and beyond into adult life. Since April 2015, EHC plans are also extended to include children and young people under any form of statutory detention who have SEN or disabilities.

- The LAs can authorise an EHC plan assessment for children or young people referred to it and then draws up and puts in place the EHC plan.
- The intention is that there will be improved co-operation between all the various services available to and dealing with children and young people with SEN, and very specifically between educational, health care and social care agencies.
- There is an offer of a personal budget for families that have a child or children who have an EHC plan.

The intended effect of the code of practice is to ensure that:

- Children’s special educational needs are picked up early and support is routinely put in place quickly.
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled, wherever they are.
- Parents know they can reasonably expect their local school, college and LA to provide support, either through an SEN support programme,(which replaces the former School Action and School Action+ stages) or if necessary through an EHC plan. Parents are more closely involved in decisions about services. Children who currently have or had a statement of SEN, and young people over 16 who have an LDA can gradually be transferred to integrated assessment and a single EHC plan, which is completed as quickly as possible.
- Parents have greater control over the services they and their family use:
 - Every family with an EHC plan having the right to a personal budget for their support.
 - Parents whose children have an EHC plan having the right to seek a place at any State-funded school, whether that is a maintained school or special school, an academy, free school or special academy.
 - Parents may also request a place at an institution operated by independent providers of special needs education.

References

- The Disability Discrimination Act 1995 as amended by Special Educational Needs and Disability Act 2001, Part 4 Education (DDA and SENDA), Section 175 Health Safety and Welfare Education Act 2002, The Children Act 2004; The SEN strategy 2004; The Disability Discrimination Act 2005; The Equality Act 2010.
- The Education Act 1996; The National Curriculum 2000 with The Education Act 2002 enabling greater flexibility in disapplication; and provision for vocational training (2004) as amended in the new National Curriculum 2014.
- The Children and Families Act 2014.
- The Special Educational Needs and Disability Code of Practice 2015; The Special Educational Needs and Disability Regulations 2015; The Special Educational Needs (Personal Budgets) Regulations 2015.; Special Educational Needs (detained persons) Regulations 2015.
- DfE SEN guidance.

SEND POLICY FOR HARLINGTON SCHOOL (HS)

This policy is based on the updated Children and Families Act 2014 and the SEN code of practice plus accompanying regulations 2015 (and as amended 2016). At Harlington School, we are committed to offering an inclusive curriculum to secure the best possible progress for all pupils whatever their needs or abilities. This policy is intended to address students with special educational needs (SEN) and students who have disabilities.

Basic information about our SEN provision

The legal definition of special educational provision for children aged two or over is as follows: *‘Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school (other than special schools)’.*

At Harlington School, we interpret this to be:

‘Students have SEN if they have a learning or behavioural difficulty which calls for special educational provision to be made for them.’

‘Students with a disability have SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.’

Objectives

The specific objectives of our SEN policy are:

- To identify students with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child’s special needs and that there is effective communication between parents and school.
- To ensure that all students make the best possible progress.
- To ensure that students with SEN and disabilities join in with all the activities of the school.
- To ensure that students express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and successfully liaise with outside agencies, especially in the cases of students who have an education, health and care (EHC) plan with health and social care providers.

Role of governors

The efficacy of the school’s SEN policy and practice is judged against the objectives set out above. The following procedures take place at least annually:

- Success criteria will be reviewed annually.
- Where appropriate, new success criteria will be determined by the headteacher and governing body.
- The governing body reviews annually the implementation of the policy.
- The governing body reviews annually on the provision made.
- The governing body will ensure that appropriate special educational provision is made for all pupils identified as in need.

The governing body co-operates fully with the local authority (LA) admissions criteria. The governors' admission policy has due regard for the guidance in the code of practice.

SEN leadership

The named SEN co-ordinator/inclusion co-ordinator for the school is **Ms Lucy Metcalfe**.

The named member of the governing body who takes a special interest in SEND is Ms Catherine Mosdell.

The governing body as a whole is responsible for the provision for pupils with SEND.

Specific responsibilities of SEND management include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for all students with SEN.
- Liaising with and advising fellow teachers.
- Managing teaching assistants.
- Overseeing the records of all students with SEN.
- Liaising with parents.
- Contributing to in-service training of staff.
- Liaising with the LA in initiating and supporting students who already have or are in need of an EHC plan.

Admission arrangements

We welcome students with SEN with an EHC plan in our inclusive, mainstream school. We fully support the inclusivity principles underpinning the code of practice. Applications from parents of students with SEN but no EHC plan will be considered on the basis of the LA's published admissions criteria. We have a carefully constructed programme of SEN support in place for these students.

Identification and assessment of students with SEN

Harlington School is committed to early identification of SEN and adopts a focused response to meeting special needs in line with the code of practice. It is based on the assumption that students' SEN requirements fall into the following four broad areas:

- Communication and interaction.
- Cognition and learning.
- Emotional, social and behavioural difficulties.
- Sensory and physical difficulties.

A range of evidence is collated through teacher assessment and monitoring and consultation with the SEND co-ordinator/area inclusion co-ordinator, to decide whether additional and/or different provision is necessary or if an EHC assessment is needed.

Allocation of resources to and amongst students with SEND

- We recognise the legal duty on governors to inform parents when special educational provision is being made at school for a student.

- We inform parents/carers when special educational support is being made through face-to-face meetings with the SEN co-ordinator/area inclusion co-ordinator. If such meetings are not possible, then alternative arrangements are made including electronic conferencing.
- We encourage parents/carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them as part of our continuing dialogue.
- We ensure that the significance of individual EHC plans are carefully explained to parents and students.
- We allot additional resources from the pupil premium funding to any SEN student who is eligible.
- We adopt a graduated response in order to help students with SEN, recognising that there is a continuum of special educational needs.
- Where students' progress is not adequate, we confer with the student, parents and staff to request the LA for an EHC assessment. An EHC plan is then drawn up and jointly agreed. We then work with the other plan commissioners to ensure that it is followed, monitored and reviewed.

Arrangements for providing access for pupils with SEND

We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEN and vulnerable or disabled students to a balanced and broadly-based curriculum.

SRP Provision

Harlington School is funded by the LA to provide a Specialist Resource Provision for pupils with disabilities and sensory impairment. Trained support staff and specialist facilities are on site to meet the needs of these pupils, and OFSTED has commended in three separate inspections the inclusive ethos fostered by the school. Students with disabilities are involved in every aspect of school life, and full integration is a strength of the school across a wide range of needs, with staff and students all working closely alongside each other in a very positive learning environment.

LSAs support students with additional needs in lessons and around the school. Welfare Assistants are responsible for all aspects of care for disabled, visually impaired and hearing impaired students. In addition to general welfare duties, they also track student performance; oversee daily transport arrangements; and ensure safety of around the school. They are also fully timetabled for classroom support and work with all pupils with special needs, including those with learning difficulties, and those who speak English as an additional language.

Criteria/methods for evaluating success of education provided for students with SEND

Our policy provides clear and comprehensive evaluation criteria, which include:

- Successful integration of students at points of transition.
- Parental comments and feedback.
- Successful collaboration with external agencies for students with or without an EHC plan.
- The maintenance of accurate, up-to-date records by the SEN co-ordinator/area inclusion co-ordinator and other staff.
- Evidence from monitoring classroom practice by the school's senior management/SEN co-ordinator/area inclusion co-ordinator.
- Analysis of student tracking data and test results (for individuals and groups of students).
- Monitoring of procedures and practice by the designated SEND Governor.
- School's self-evaluation.
- Evidence from inspection reports e.g. LA; Ofsted; Audit etc.
- School improvement plan.

Complaints procedure

Our school's complaint procedures are set out on the school website. Each child's form tutor/year head works closely with parents at all stages in his/her education and should always be the first port of call in case of any difficulty. Parents/carers of students with SEN or disabilities, whose concerns cannot be resolved by the usual school procedures, can request independent resolution. Any student with an EHC plan is entitled under the LA's Local Offer to receive information on action to take concerning complaints, disagreements and how to access mediation if needed. The school can make further information about the process available on request.

In-service training/continuous professional development (CPD)

Our school makes an annual audit of the needs for all staff taking into account school priorities as well as individual professional needs. School uses funding each year to meet identified training needs. Particular support is given to NQTs and other new members of staff. Our SEN co-ordinator/area inclusion co-ordinator has responsibility for prioritising the training needs of staff.

Arrangements for partnership with parents of students with SEND

We recognise how essential it is to actively seek to work with parents and value the contribution they make in terms of their unique strengths, knowledge and experience. Our school works closely with the parent partnership service. Information about this service is always available from the SEN co-ordinator/area inclusion co-ordinator. Parents of any student identified with SEND, whether they have an EHC plan or not, may contact the parent partnership service for independent support and advice.

Student welfare

We endeavour to show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child. We ensure that all students have a mechanism for expressing their views through the school council/student voice.

Links with other services such as health, social care and voluntary agencies etc.

We work jointly with health and social care professionals in supporting all our students with EHC plans. But we also liaise with these and other agencies as appropriate for all our students with SEND. For example, the school receives regular visits from the nominated education welfare officer (EWO) and educational psychologist (EP) for our area. We liaise regularly with the LA VI Unit, and another local establishment that has an autism speciality (HACS). Our speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties. Multi-agency liaison meetings with the representation from social services and the health service are held on a regular basis, not only for our EHC plan students, but for all who need support to secure effective collaboration in identifying and making provision for vulnerable students.