

Policy for:

Special Educational Needs and Disabilities (SEND) policy

Policy Author / Reviewer	Emma Heyes/S. Campbell
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Contents

1.	Monitoring & Review	2
2.	School Beliefs	2
3.	Aims and Objectives.....	3
4.	Legislation and Guidance	4
5.	Identifying Special Educational Needs	5
5.1	Special Educational Needs	5
5.2	Disability	5
5.3	The 4 Areas of Need	5
6.	Roles and Responsibilities	7
6.1	SENCo.....	7
6.2	The Principal	8
6.3	Governing Body	8
5.4	Class Teachers	9
5.5	Parents/Carers	9
5.6	Students	9
7.	Heading Our Graduated Response to SEND Provision	10
7.1	Positive Behavioural Intervention Plans (PBRIP's).....	10
6.2	Annual Reviews	10
8.	Planned Transition	11
8.1	Early Transition	11
9.	Supporting and Involving Students and Families	12
10.	Monitoring and Evaluating SEND	12
11.	Training Resources	13
12.	Accessibility Arrangements	13
13.	Dealing with Complaints	14

1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Samantha Campbell

Principal

January 2023

2. School Beliefs

At Spring Hill School, we believe all students regardless of SEND have the right to an outstanding education and the opportunity to achieve their potential. There is a culture of high expectations and aspirations. Everybody is expected to work together in a consistently supportive and purposeful way. We pride ourselves in our collaborative approach involving young people, staff, parents and stakeholders. **#SpringHillSPIRIT** and **#SpringHillPRIDE** are the cornerstones of the school.



Spring Hill School is a wholly independent special school for children and young people with a primary diagnosis of autism so every student has an EHCP (Statement of Needs). Spring Hill School consists of day and residential students as we have two children's care homes on site.

This policy has been developed in consultation with the Senior Leadership Team and School Governors. It has been shared with parents, carers and families and reflects the SEND Code of Practice 0 – 25 guidance (2014).

This policy should be read in conjunction with our other policy documents including:

- Admissions
- Accessibility
- Behaviour Support
- Anti-Bullying
- Data protection
- Privacy and Confidentiality
- Complaints Policy
- Curriculum Intent – Teaching and Learning

3. Aims and Objectives

At Spring Hill School, we aim to provide a broad and balanced curriculum which can be accessed by all students. This is achieved by the careful planning of learning opportunities and experiences (activities and lessons) so potential areas of difficulty can be addressed and barriers to student achievement reduced.

The broader aims of this policy are to ensure that:

- race, disability, gender, age, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity, and, marriage and civil partnership will not constrain any educational entitlement.
- SLT will support all staff in the delivery of educational entitlement.
- Independence, respect for others and the development and maintenance of self-esteem are integral parts of the curriculum.
- Assessment and testing will be appropriate to the needs of the learner with clear outcomes. It will be delivered in an environment and in conditions to elicit the best response from the learner.
- The atmosphere in school will promote a happy, sensitive and secure environment to ensure the most effective learning.
- Equality of opportunity will be integral to the planning of educational provision.
- Parents/carers and families are encouraged to engage in the learning process of their children.
- The views of young people, parents and their families are considered when decisions are made.
- Collaboration with partners in education, health and social care takes place to provide support.
- Young people are prepared appropriately for adulthood.

- Teaching strategies are responsive to different ways of learning.
- It is recognised that achievement can be made by all learners and this is celebrated and recorded.
- A total commitment to the principles of education entitlement is the responsibility of all staff.

Objectives:

- To recognise, identify and provide for students who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice (2014).
- To operate a whole school approach to the support and education of young people with special educational needs.
- To provide a Special Educational Needs Coordinator to work within the SEN policy.
- To provide support and advice for staff with the implementation of the SEN policy and deployment of SEN resources.

4. Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the **Children and Families Act 2014**, which sets out schools' responsibilities for students with SEND
- **The Special Educational Needs and Disability Regulations 2014**, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the special educational needs (SEN) information report
- **The Equality Act 2010** (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- **The Public Sector Equality Duty** (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- **Aiming High for Disabled Children 2009**, enables all families with disabled children to have the support they need to live ordinary family lives, as a matter of course.
- **Every Child Matters 2003** - The key aim of Every Child Matters is to ensure that all children get the support they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
- **The Education Act 2011** helps teachers raise standards in education. It includes legal powers to help teachers to tackle underperformance and to improve the way in which schools are held to account

5. Identifying Special Educational Needs

All students who attend Spring Hill School have an EHCP identifying their special educational needs.

5.1 Special Educational Needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

We will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 Areas of Need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and Interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and Learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or Physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

When students start at Spring Hill School, they enter the iSTART programme. Children receive comprehensive academic and clinical assessments to inform next steps of learning and support which are documented via Education Learning Profiles (ELP's). Each profile is hyperlinked to further information to support staff to meet each child's idiosyncratic needs. We use the GL CDS system to triangulate data across different assessments which gives us a whole student view of attainment, progress, potential and barriers to learning. Staff access combination reports to analyse statistics from CAT4, progress tests in English, maths and science and NGRT/NGST to establish a baseline in reading. Additionally, we use PASS to ascertain a child's view of school and themselves as learners. These assessments allow the school to identify the young person's needs and develop interventions/strategies that serve to reduce students' challenges over time. Assessments are completed by the clinical, care and education teams. This can lead to the identification of additional needs and forms the basis for the provision and input in place for individual students.

As a school we recognise that other barriers to learning in addition to SEN may inhibit progress and provide support accordingly.

These may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is recognised as a response to an underlying need. Changes in behaviour or challenging behaviour are identified and monitored through the whole school behaviour management system; attendance registers; incident reports and bullying reports (refer to Positive Behaviour Support Policy and Anti-Bullying Policy). When a student's behaviour is causing concern, key staff (usually form tutor, Vice Principal, SENCo and Clinical) analyse the information and meet to determine the causes and identify solutions.

6. Roles and Responsibilities

6.1 SENCo

The SENCo at our school is Emma Heyes.

They will:

- Work with the Principal to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support all students.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that our students receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students. Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned.

- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Principal to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all students up to date and accurate.
- With the Principal, monitor to identify any staff who have specific training needs, and incorporate this into the school's plan for continuous professional development.
- With the Principal, regularly review and evaluate the breadth and impact of the support the school offers or can access.

6.2 The Principal

The Principal will:

- Work with the SENCo to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for all students and their progress
- Have responsibility for monitoring the school's budget to support individual students
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students
- Advise the LA when a student needs an EHC plan early review
- With the SENCo, monitor to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

6.3 Governing Body

Since all our students have Special Educational Needs, all our governors are expected to have regard to the SEN Code of Practice. Governors are expected to keep up to date with any changes in place relating to SEN provision. Regular meetings are held to discuss any issues and they have the opportunity to observe Annual Review meetings or examine the

school's paperwork. Unannounced and planned monitoring visits are challenging and ensure roles/responsibilities are carried out in relation to SEND.

5.4 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

5.5 Parents/Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given a termly report of the student's progress

The school will consider the views of the parent or carer in any decision.

5.6 Students

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the student:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be considered in making decisions that affect them, whenever possible.

7. Our Graduated Response to SEND Provision

All students at Spring Hill School experience high quality first teaching from an appropriately qualified teacher; small class sizes; the additional support of Learning Support Assistants; Speech and Language, Occupational Therapist, Educational Psychologist, Therapy Assistant and support from appropriately qualified care staff.

All teachers are responsible and accountable for the progress and development of all the students they teach. All teachers have access to previous data and assessments; however, it is important that students are observed in our setting.

Where a student is not making the expected progress for their ability, bearing in mind their starting points, there will be a multidisciplinary approach in initiating an intervention and monitoring the success and impact of the intervention, overseen by the SENCo.

The standard of teaching throughout school is regularly monitored through formal learning observations and informal observation (e.g. learning walks); student progress is monitored and challenged through regular student progress meetings between the student's teacher, Keyworker (if residential), clinical psychologist, OT/SaLT, SENCo, Vice Principal and Principal.

Education and Health Care Plan:

The short-term outcomes listed in the EHCP will form the basis of the school's EHCP Review.

The form tutor works alongside the SENCo, clinical team, Vice Principal, and Keyworker (if residential) highlighting practice for further development.

If the outcomes require specific input, these are identified so that responsibility for allocating support/provision, monitoring, reviewing and feeding back progress is carried out in a timely manner.

Students and their families should be aware of the outcomes, and where appropriate be involved in setting and monitoring them.

7.1 Positive Behavioural Intervention Plans (PBRIP's)

These bespoke plans provide information and management advice regarding individual triggers and diffusers as identified by the young person, their Key Worker and other supporting staff. It details good practice which can be used in several situations across the school. It also highlights the support required in crisis situations.

6.2 Annual Reviews

All EHCP's are reviewed at least annually. The process is designed to be as person centred as possible.

Students, parents/carers, the Local Authority, school staff, other key professionals (including social workers and health professionals) are invited to attend and provide written contributions before the date of the meeting.

A report compiled by school including contributions made by the student, parents/carers, form tutors and other school professionals involved is sent out to everyone invited to the meeting at least 2 weeks before the date of the meeting.

The meeting is chaired by the SENCo and the focus is on the student's progress towards achieving the long-term objectives specified in the EHCP and what changes may need to be made to support progress.

The appropriateness of current provision, future planning, preparation for adulthood and suggested outcomes and targets are also discussed. Where there is a perceived funding need (e.g. 1:1 support) this will be discussed with the Local Authority as soon as possible.

When the student is nearing the end of their time for education at Spring Hill School the annual review will consider good transition planning.

The school prepares and sends a report of the review meeting to everyone invited within 2 weeks of the meeting. The report includes a summary of what was discussed at the meeting and sets out recommendations for action or amendments needed to the EHCP.

The EHCP Review report will also include agreed short-term outcomes for the next 12 months based on the EHC Outcomes within the EHCP, these are reviewed termly.

8. Planned Transition

When students are ready to move from Spring Hill School to their next provision, a transition plan is agreed and put in place. This may involve transitional visits and meetings with staff from the new provision.

The plan will be individual to the needs of the young person/child and will involve close liaison between school staff, the staff at the new provision, parents/carers, the young person and the Local Authority with responsibility.

All relevant information about the achievements and needs of the young person will be passed onto the new provision as soon as is possible to aid a smooth transition.

8.1 Early Transition

Very occasionally there are times when, despite the high levels of support and bespoke provision at Spring Hill School, a student does not make the expected progress required. This is often due to a change of presenting needs where it is felt that more specialist provision is required or the student is ready to return to a mainstream provider.

In these situations, close liaison is maintained between parents/carers, SLT, other key professionals (e.g. Social Workers) and the LA. When a solution that is in the best interests of the young person concerned is agreed upon, transitional arrangements are made.

The school is committed to make any transitions to another establishment as smooth and as positive as possible. Every decision that is made, regarding a child/young person's provision is undertaken with their best interests in mind.

9. Supporting and Involving Students and Families

The school acknowledges the important role parents and carers have in the education of their children. As such, close contact is maintained between home and school. Teachers, support staff and the clinical team maintain regular contact with families. Spring Hill School places significant value on strong home to school partnerships.

All students on role have an EHCP. Referrals are only taken from the Local Authority with responsibility for the education of the young person (see Admissions Policy). Parents/carers do, at times, contact the school to arrange informal visits or exchange dialogue re: the suitability of a place at the school. Spring Hill is happy to support parent/carers visits.

Some students follow a formal and semi-formal pathway and will undertake externally accredited examinations. To make sure students have the best possible opportunities to perform at their full potential during external assessment, special access arrangements are arranged for students who need it.

This can include:

- Extra time
- Use of a laptop
- Modified language papers
- Reader
- Scribe

The SENCo, Vice Principal and Exam's Officer are responsible for collating information received from subject teachers and clinical team, with information contained in the EHCP to support an application for special access arrangements with the Joint Council for Qualifications (JCQ).

Staff who undertake invigilation duties receive regular JCQ training to enable them to support students accordingly.

10. Monitoring and Evaluating SEND

SEND provision throughout the school is regularly monitored and evaluated. Ultimate responsibility for making sure the provision is appropriate for the needs of the young person lies with the SLT and class teachers.

Monitoring takes place through:

- Learning observations
- Student progress meetings
- Monitoring of all progress from starting points across academic attainment, behavioural/Social and Life Skills/emotional development
- Review of GL assessment data
- Monitoring and moderating of teachers planning and marking

- Annual Review process
- Review of PBRIPs.
- Student, parent/carers and staff views are sought through annual questionnaires, including QoL surveys.
- Students also have opportunities to put forward their views and suggestions during Student
- Voice, tutor time, through house meetings, assemblies and student council.

The annual school calendar identifies key dates when the above activities take place. SLT may, at any time, undertake spot checks and audits to ensure best practice is being consistently delivered across the school.

Parents/Carers and students are encouraged to contribute to the Annual Review process. Students attend their review meeting and, where deemed appropriate, students may attend and contribute to the whole meeting.

11.Training Resources

Spring Hill School believes in investing in staff through proactive learning and development. We add value to the workforce by continually investing and enhancing knowledge, expertise and skills to secure continuous Improvement of individual practice for the benefit of children and the school community.

Our programme of CPDL is viewed as a longer-term cumulative investment in the sustainability and success of our school, the staff team and our students. Through individual supervision and group progress meetings, we encourage our workforce to take personal responsibility and develop a thirst for undertaking and engage in a range of development opportunities. The school invests in external portals such as The National College, The Key, National Online Safety and The Safeguarding Network, to ensure staff are able to access the most up to date resource to support their knowledge and pedagogy to the benefit the students.

Training opportunities for staff continue to be led and prioritised by student need. Training is recorded and monitored via a tracking system.

12.Accessibility Arrangements

The school follows the statutory responsibilities placed on it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The accessibility plans and strategies are available on request.

The school operates a whole school inclusion ethos regardless of disability. The school recognises that each young person is different, and this demands a curriculum which is differentiated – a curriculum that meets the needs of the individual young person.

It is inherent to the delivery of this policy that all departments accept and carry out their responsibilities to ensure that all students have full access to the curriculum.

Parents/carers are able to communicate regularly with key members of staff through their preferred method of communication. This can be via email, telephone conversations or face to-face meetings at a time agreed by the member of staff so as not to disrupt their duties with students or planning and meeting time.

13. Dealing with Complaints

The school prides itself on having close, regular and positive communication with parents, carers, families and other professionals. However, in the unusual event that parents/carers are not entirely happy with something related to school, they should first raise their concerns, informally, with their child's form tutor.

Alternatively, if the concern raised is in regard to a staff member, contact should be made to Samantha Campbell (Principal).

We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally following the complaints procedure (refer to Complaints policy), this is available on request or accessible through the school's website.