Harford Manor School

Foundations For Futures

Special Educational Needs and Disabilities (SEND) Policy

Date approved by Governors	December 2024
Last reviewed by	
Next review date	23rd September 2025
Person(s) responsible for review:	Cathie Mcleod

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:
Make sure our school fully implements national legislation and guidance regarding pupils with SEND

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

- Support and make provision for pupils with special educational needs and disabilities
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Our vision is for each child to develop a curiosity of learning, discover their interests and grow in their love of learning.
- Develop a community where all children feel loved, respected and encouraged to develop to their fullest potential.
- Offer a safe, happy place where everyone is known and valued, and where differing needs are acknowledged, accepted and met.
- Encourage each child to be independent and develop a sense of responsibility for themselves, and respect for others in the local and wider community.
- Provide a safe, developmentally, inclusive environment for all pupils.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils 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 pupils 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

- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. Our curriculum and ethos supports providing opportunities for all pupils who attend Harford Manor Opportunities for learning both in school and off site are based on individual need.

5. Definitions

5.1 Special educational needs

A pupil 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.

All our pupils have an EHCP.

5.2 Disability

Pupils 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.
The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers. (Equalities and Accessibility Plan)

5.3 The 4 areas of need

There are four identified areas of need;

- Communication and Interaction
- Cognition and Learning
- Social/emotional/mental health
- Sensory and or Physical

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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

Pupils at Harford Manor School have Personalised Learning Goals for each of the four areas. These are set termly and come from the Annual review of the EHCP. There is an outcome for each area which is reviewed and three next steps for each area are added.

These areas are met within the different class groups where these areas of needs are met. The school is structured into 11 class groups:

Rainbow (10 Places)

EYFS/Reception and Assessment Class for pupils with SLD and additional complex learning needs

Yellow (10 Places)

KS1/Early primary age pupils with SLD whose barriers to learning, communication and regulation needs are still being assessed

Blue (10 places)

For primary age pupils with SLD whose barriers to learning include high levels of communication needs, therapy needs, intensive support in self help/care, and support in interaction skills. Learning functional skills through active, sensory and play based curriculum.

Red (10 Places)

Primary age pupils with SLD whose barriers to learning are linked to ability to focus, attend and motivation to engage in learning activities. The need to generalise skills and embed in functional situations before developing increased abstract and social learning.

Green (8 places)

For primary age pupils with SLD and ASC whose barriers to learning are linked to their difficulty in regulating their emotional and alert state, communication needs and the need for a highly sensory, practical and play based curriculum.

White (10 places)

for secondary age pupils with SLD whose barriers to learning include high levels of communication need, therapy needs, intensive support in self help/care, and support in interaction skills and whose learning is focused on independence and functional skills.

Orange (12 places)

secondary age pupils with SLD whose barriers to learning are linked to ability to focus, attend and motivation to independently engage in learning activities. The need to generalise skills and embed in functional situations before developing increased abstract learning

Purple (6 places)

secondary age pupils with SLD and ASC whose barriers to learning are linked to the support they need in regulating their emotional and alert states and how this is linked to their behaviour. Their ability to communicate and to follow an external agenda.

Indigo Class (4 Places)

Secondary Age and Post 16 -bespoke timetable non-class shaped pupils focus on engaging with activities, co- regulation of behaviour and access to school-based learning.

Further Education (12 places)

Functional skills and work based, leaving school focused placement from Year 11 upwards, to include accreditation, internal and external work experiences and focus on life beyond school.

Cullum Lodge (6 places)

secondary age and Post 16 pupils with SLD and ASD whose barriers to learning are linked to their difficulty in regulating their emotional and alert state, communication needs and the need for a highly sensory, play based curriculum. Learning based around functional skills and communication.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is the Headteacher
They will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the school governors 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 pupils up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND 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
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the school's accessibility plans
- Determine their approach to using their resources to support the progress of pupils
- Make sure that all pupils from year 8 until year 13 are provided with careers advice and opportunities

6.3 The SEND link governor

The SEND link governor is [insert name and contact details].
The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the governors 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 pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil
- The progress and development of every pupil in their class
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

Communicating with parents/carers 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 pupil and the school
- Listen to the parents'/carers' concerns

6.6 Parents or 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 pupil'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 and PLGs
- Invited to the Annual Review of the EHCP
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an End of Year report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. Where appropriate, they will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Attending review meetings
- Answering a questionnaire

Photographs shown at the review to show their engagement.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

We have embedded the Zones of Regulation across the school, offer pastoral support and support we pupils overcome any communication barriers they face, see our safeguarding/child protection policy and our Child's voice document

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the AHTs will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The large percentage of pupils with Autism has an impact on our training. Training in sensory approaches figures well in our training menu Specialist approaches such as TEACCH (Treatment and Education of Autistic and related Communication handicapped Children), using pictures and symbols for exchange. Attention Autism, Intensive Interaction, ELKLAN, Signalong and Assistive technology, S&LT, Trauma informed training and First Aid are just some of the training needs which are supported by extensive "in-house" and outside training packages.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services- VSSS

- Educational psychologists
- Occupational therapists, speech and /or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (Starfish)
- Social services
- PfAL

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

All staff's awareness of pupils with SEND at the start of the autumn term
How early pupils are identified as having SEND
Pupils' progress and attainment once they have been identified as having SEND
Whether pupils with SEND feel safe, valued and included in the school community
Comments and feedback from pupils and their parents/carers

11.2 Monitoring the policy

This policy will be reviewed by Cathie McLeod every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

13. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Equality and Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy