



Special Educational Needs and Disability Policy

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Special Educational Needs and Disability Policy

1 **Aim**

By following this policy, we will ensure that:

- All staff will take responsibility for the identification, teaching and inclusion of students with SEND (Special Educational Needs and Disability) as an integral part of raising standards.
- All students will be identified and supported through co-operation and partnership with parents and outside agencies in line with guidance in the SEN Code of Practice (2014).
- All students will be included in the educational and social life of the school, and the development of their own learning.

2 **Context**

Legislation:

This Policy takes account of:

- SEND Code of Practice: 0-25 Years (2014)
- Children and Families Act (2014)
- Education Act 2005, Education Act 2011
- Education (Special Educational Needs Co-ordinators) (England) Regulations 2008
- Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009
- The Equalities Act 2010
- School Discipline (Students Exclusions and Reviews) (England) Regulation 2012
- School Admissions Code

Principles:

We are committed to the inclusion of all students. Every individual is valued and their achievements celebrated.

We support the entitlement of all students to a broad and balanced curriculum.

Each student is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning.

3 **Evaluation**

This policy will be evaluated annually by the Trustee Board to ensure it is still fit for purpose.

4 **Authors**

This policy has been updated by KLM in November 2023.

5 **Procedures**

Procedures to support this policy are appended as follows:

Appendix 1 - Definition

Appendix 2 - Roles and Responsibilities for Co-ordination of SEND provision

Appendix 3 - Disability Statement

Appendix I:

Definition

Children have special educational needs if they have a *learning difficulty, disability or additional need* which calls for *special educational provision* to be made for him or her.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

- they have a physical or mental impairment; or
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

- Progressive conditions considered to be a disability
- There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be *disabled/have a disability*.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Appendix 2: Roles and Responsibilities for Co-ordination of SEND provision

The Trustee Board is responsible for:

- Ensuring the implementation and monitoring of the SEND policy;
- Having regard for the SEND policy and Code of Practice when carrying out its duties towards all students with SEND;
- Ensuring that Horsforth School provides for all students with SEND including the funding of SEND provision;
- Monitoring and reviewing progress of SEND students;
- Ensuring SEND is central to the School Evaluation Form (SEF) and School Improvement Plan (SIP);
- Ensuring there is a dedicated SEND Trustee as a primary link between the SENDCO and the Trustee Board;
- Participating in appropriate training.

The Headteacher is responsible for:

- The overall management of the policy and provision for students with SEND and ensuring that those strategies include working with parents/ carers and external agencies to encourage involvement in the students' education and learning needs;
- Monitoring and reviewing progress of students with SEND;
- Ensuring SEND is central to the SEF and SIP;
- Ensuring the curriculum meets the needs of students with SEND;
- Consulting with the Local Authority and other relevant parties where it is appropriate to deliver a co-ordinated approach to SEND provision within the cluster/ area;
- Participating in appropriate training.

The SEND Co-ordinator (SENDCO) is responsible for:

- Co-ordinating the day-to-day operation of provision for students with special educational needs;
- Monitoring and reviewing progress of students with SEND;
- Liaising and sharing information with Parents/ carers and external agencies regarding students with SEND;
- Liaising with and assisting staff responsible for teaching and supporting students with SEND;
- Supporting the assessment process for students with SEND;
- Participating in appropriate training.

The Teachers of SEND students are responsible for:

- Liaison with the SEND Team, if applicable regarding appropriate support
- The inclusion of the student within the classroom and ensuring access for all
- Personalising learning and resources to meet need
- Monitoring and reviewing progress of students

- Facilitating the student to make progress
- Participating in appropriate training
- Feedback to parents/carers

The SEND Team/support staff will support the Teacher in delivering the above provision, if applicable.

Admission Arrangements

We aim to ensure equal opportunities for students with Special Educational Needs and Disabilities. Further information can be found in Horsforth School's Admissions Policy.

Information about the identification, Assessment and Provision for all students with SEND

Identification and assessment of students' needs

Horsforth School has a responsibility for the identification and assessment of students' needs in line with guidance in the SEN Code of Practice (2014).

The identification and assessment of students with SEND will ordinarily be by the school from which they are transferring, if applicable, and the transition and assessment process will be managed based on the initial information available.

Any subsequent provision which may be required will be in consultation between Horsforth School, the student and their parent/ carer and any external agency where appropriate.

Access arrangements

Students will be identified for Access Arrangements in examinations based on diagnosis in place and current difficulties identified by SEND team, class teachers, parents or students.

Students will be screened for access arrangements based on their 'normal way of working' in line with JCQ guidance.

Inclusion of students with SEND

It is the responsibility of the class teacher to include students with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

In order to meet the requirements of the Special Educational Needs and Disability Act (2014) and in line with the guidance in the Disability Discrimination Act Code of Practice for Schools (2005), Horsforth School will not treat students with additional needs less favourably and will make reasonable adjustments to ensure they are not discriminated against.

We will have regard to the requirements as identified under The Equality Act 2010, to promote equality and positive attitudes towards people with additional needs eliminating discrimination whilst upholding our school's values and ethos.

Access to the curriculum

The broad and balanced curriculum for students with SEND is appropriately differentiated according to need.

Access to this may be supported by relevant staff at Horsforth School as appropriate.

It is everybody's responsibility to be aware of and to support the needs of those students with SEND with whom they are involved.

Allocation of resources for students with SEND

Resources will be allocated based on need and availability of resources through the use of available funding to meet the needs of students.

Monitoring and evaluating the success of provision for students with SEND

This will be done through the following:

- Form teacher monitoring of achievement, sanctions and attendance during student review sessions;
- Subject teacher monitoring of progress made in class through assessment points;
- SENDCO reviewing and monitoring student progress using available information which may include Learning passport/Individual Education Plan (IEP) targets, behaviour and attendance data as well as progress review data;
- Scrutiny of data of students with SEND after every assessment point and the sharing of findings with all relevant staff, followed by implementation of intervention strategies (where appropriate);
- Reviewing Learning passports/IEPs to see whether students have achieved their targets;
- Reviewing progress made in achieving SEND priorities in School Improvement Plan;
- Monitoring resources allocated to students with SEND including Teaching Assistant/support staff provision;
- Local Governing Body meetings to consider the progress and performance, finance and provision for students with SEND;
- Student, staff and parent voice.

Students with an Education, Health and Care plan (EHCP)

Horsforth School will ensure that students with an EHCP receive the provision to which they are entitled and that all staff are aware of those student's needs. All staff working directly with children who have EHCPs will read a summary of which at the start of each academic year. Staff teaching these children will be required to read and feed back on the full document. Quality assurance measures will ensure these provisions are in place and effective.

Links to support services

Links and partnerships are developed with outside agencies to provide support and advice, to enable Horsforth School to meet student needs effectively.

The following agencies may be contacted to provide support to students with SEND, normally via the SENDCO, where appropriate:

- CAMHS (Child and Adolescent Mental Health Service)

- Complex Needs Team /SENIT
- Horsforth Children's Services
- Educational Service for Physical Disability
- STARS
- Hearing Impaired Service
- Visual Impairment Team
- Occupational Therapy
- Physiotherapy
- School Nurse/ Medical Officer
- Sensory Impairment Service
- Social Care
- Speech, Language and Communication Therapy
- The Educational Psychology Service
- Traveller Education.
- Medical needs teaching service
- SENSAP

Working in partnership with parents/carers

We welcome and encourage all parents/carers to participate in their child's educational progress.

Links with other schools

We foster strong links with partner primary schools, helping to ensure smooth transitions for students with SEND. Additional transfers of information and meetings will take place for students with SEND.

Close links for all cluster SENDCos will be maintained throughout the academic year.

For students with EHCPs the SENDCo will aim to attend the Year 6 Annual Review, where appropriate.

Appendix 3: Horsforth School: Disability Statement

School Ethos, Vision & Values

Our School Aims:

- Opportunity and achievement for all
- For Horsforth School to be renowned for its focus on high levels of teaching, learning and diversity.
- To pursue a balanced development of skills and experiences for all students in all aspects of their development.

Horsforth School is strongly committed to the following principles:

- The school should be a caring community which values equally each of its members
- Each member of the school has a right to equality of treatment and access to education, irrespective of their needs
- An ethos which promotes mutual self-respect for the differences between individuals
- The school should not tolerate prejudice or discrimination, but actively seek to combat them in their many forms
- Each member of the school is entitled to a secure and supportive environment in which to seek to realise his/her potential'

This Disability Equality Statement promotes many of our agreed values which include:

- Being a Comprehensive School
- Promoting a sense of belonging between the school and the wider community.

Arising from these school aims and values, at Horsforth School we are committed to ensuring equality of education and opportunity for students with additional needs or disabilities, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability or additional needs and to participate fully in school life. Our Admissions Policy does not discriminate against disabled students.

The achievement of students with additional needs or disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment or need.

This School uses the “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against people with additional needs or disabilities. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

We recognise that our policies and practices may impact on people with additional needs and in particular on the educational opportunities available to, and the achievements of, these students.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.

We recognise that all our School's policies may have an impact on the participation and outcomes for students with additional needs or disabilities, parents/carers, staff and members of the local community.

The Equality Act (2010) provides rights for people not to be directly discriminated against or harassed because they have an association with a person who has a disability or additional need. This can apply to a carer or parent of a person with disabilities or additional needs. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to have disabilities.

The general duty to promote disability equality is owed to all people with additional needs or disabilities which means that we have due regard to:

- Promote equality of opportunity between people who have additional needs or disabilities and other people;
- Eliminate unlawful discrimination;
- Eliminate disability related harassment;
- Promote positive attitudes towards people with additional needs or disabilities;
- Encourage participation by people with additional needs or disabilities in public life; and
- Take steps to take account of people's needs or disabilities, even where that involves treating people with additional needs or disabilities more favourably than other people.

Accessibility

There is specific disability legislation in relation to students with disabilities and accessibility which means we will plan strategically over time to:

- Increase access to the curriculum;
- Make improvements to the physical environment of the school to increase access

We must ensure that students with disabilities do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. Where possible, environmental considerations will be made when considering timetabling and health and safety in school such as line painting, stair markers etc.

Activities

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Identification of students with disabilities is through a range of routes, including parents / carers, students themselves, teaching staff, Leeds City Council Admissions Team, analysis of test results and teacher assessments, primary school liaison by the School's Transition staff.

b) Physical environment

The School will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The SENDCO, working together with staff and the wider community, identifies any needs for providing information and curriculum materials in large print, Braille or other accessible formats for students and parents as part of the identification of need described in a) above. A variety of external agencies are called upon to support this process, including the LA and the local Health Authority (accessed through the Education Psychologist service).

d) Financial planning and control

The Headteacher with the Senior Management Team, together with the Trustee Board will review the financial implications of school accessibility as part of the normal budget review process.