



Special Educational Needs and Disabilities Policy

Statutory Policy

Amended: September 2023

Adopted by Diversity & Standards Committee on behalf of the Governing body:

To be reviewed: September 2024

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

Policy for Special Educational Needs and Disabilities

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Hove Learning Federation Policy for Special Educational Needs and/or Disabilities

Legislation and Guidance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: Advice for schools DfE (Feb 2014)
- Schools SEN Information Report Regulations (2014)

Definition of Special Educational Needs

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (SEN Code of Practice July 2014).

Special educational provision means:

'Educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools' (SEN Code of Practice July 2014).

Our Statement of Inclusion and Disability Equality

Aim -

All children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of life. Support and resources are allocated from a holistic viewpoint to improve outcomes for all. We believe that all children should be equally valued and we are committed to inclusion. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

We strive to provide a broad, rich curriculum with high quality teaching and a caring ethos that will nurture and develop highly motivated, creative and flexible learners. Children will have high aspirations for themselves and others, be responsible and confident. Children will be physically and emotionally healthy and seek to understand and support the needs of others in order to make a positive contribution to their community and society.

At Hove Learning Federation we believe that everyone has a right to be valued and respected as an individual and included in all aspects of school life. We ensure everything we do aims to remove all barriers that prevent anyone from being fully involved and from reaching their full potential within all of the educational and social opportunities provided in our school. We believe that quality first teaching is the key to supporting all children and we are aware that every teacher is a teacher of

every child including those with SEN. We do this in collaboration with the child and their family, drawing upon the support of other partners within Brighton and Hove Inclusion Support Services (BHISS).

- We are committed to promoting Disability Equality. When planning and teaching, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils, ensuring that barriers to learning are addressed and eliminated wherever possible.
- We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At Hove Learning Federation we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.
- We recognise that children at some time in their life may have an additional need.
- We believe that all children are entitled to have their individual needs met whether they are academic, social, physical, emotional or behavioural.
- We believe the views of the child should be taken into account.
- We intend, through a team approach of careful assessment, monitoring and target setting, to provide a broadly balanced curriculum, including the National Curriculum, which is appropriate, challenging and fun.
- We view parents as partners in their child's progress and development, with a vital role in supporting their child's education. Crucial is the idea that it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.
- We believe children with individual special needs should remain integrated within the school wherever possible. SEND provision should be given within class where possible, however children are sometimes withdrawn for individual or small group support.
- We strive to allocate our resources to achieve maximum value for money, reviewing and adapting provision as necessary.
- We promote a sense of community and belonging, and endeavour to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways that take account of their varied life experiences and needs.

We pay attention to the provision for and the achievement of different groups of learners, including:

- Girls and boys
- Disadvantaged pupils
- Minority ethnic and faith groups, travelers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs (SEN)
- Learners who are disabled
- Children who are looked after by the local authority (Also known as Children in Care or Looked After Children)
- Children who were previously in care
- Others such as those who are sick; young carers; in families who are under stress; children who have a parent in prison
- Any learners who are at risk of disaffection and/or exclusion.

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Identifying Special Educational Needs

The SEN Code of Practice (2014) suggests that pupils are **only** identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalized teaching. Our teachers use their own assessments and observations to produce differentiated planning in the first instance. Quality first teaching enables teachers to both identify and support children with special educational needs through thorough assessment and differentiation of tasks and support.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Assessments help us to identify what action the school needs to take under the categories of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory/Physical (including Medical) difficulties. Pupils may show need in more than one area so we look at the child as a whole and strive to implement support wherever it is needed.

Our assessments may highlight needs other than those which are classified as a Special Educational Need. Through our knowledge of the children we may identify needs in other areas which will impact upon progress and attainment for example:

- Neurodivergence-for example Autism
- Disability
- Attendance and punctuality concerns
- Health and welfare concerns
- Having English as an Additional Language
- Being in receipt of pupil premium funding (Disadvantaged pupils)
- Being a Looked After Child (Also known as Child in Care)
- Being a child of a member of the Armed Forces
- Being a child of a parent in prison.

Although concerns regarding behaviour do not qualify as an SEND in their own right, we recognise that it may be a symptom of an underlying need. At Hove Learning Federation, we think about pupils as a whole and consider their needs in all areas including those which qualify as an SEND.

Support for children with Medical Needs

When the school are notified of a specific long term medical need, then the school will ensure that a Health Care Plan or a Protocol for Administering Medication will be created and will include involvement from the parents and relevant health professionals to ensure that the school have met the requirements of dietary needs, what constitutes an emergency, who to contact in an emergency, procedures to be followed, off site visits and information sharing. Further information can be found by referring to the following policies:

- Administration of Medicines
- Intimate Care
- Supporting Children with Medical Needs

A graduated approach to SEND Support

Our school maintains quality first teaching in all classes which enables us to create an inclusive environment. Class teachers are responsible for all pupils in their class. When a pupil has been identified as having SEND, the teacher, with support from the Inclusion Manager, will plan appropriate measures to support the pupil alongside the teacher, parents and pupil. Teachers remain accountable for the progress of **all** pupils in their class.

At Hove Learning Federation, we use differentiation as part of our quality first teaching to support all pupils including those with a SEND. Although additional support can be accessed both in school and externally, this does not compensate for good quality teaching in the classroom and all measures will be put in place to support a child in class before they are identified as needing additional support.

The school uses an assessment system to track pupil progress in reading, writing and mathematics. It is updated termly and used as a basis for Pupil Progress Meetings. Class teachers and year group leaders analyse attainment and highlight children according to progress made. They then hold progress meetings within year groups to discuss levels, celebrate success and identify any areas that need addressing in future planning.

Specialist Provision

For higher levels of need where provision within school is not sufficient to support a child, there is specialist provision which can be accessed:

- **Outreach support from Special Schools**

We work closely with special schools, such as Hill Park, who visit and advise us on supporting children with complex additional needs.

- **Speech Therapist:**

A speech and language planning meeting is carried out termly by the Inclusion Leaders, speech and language therapist and specialist language teacher from BHISS (see below). Children are prioritised for assessment and review based on the amount of time allocated to us by these services. These services also provide an advisory and training role for staff.

- **School Nurse:**

A pupil may be referred to the School Nurse when there are specific health needs.

- **Ethnic Minority Achievement Service (EMAS):**

EMAS offer a flexible and tailored service which is able to respond to the diverse and changing demands of the English as an Additional Language population in private, voluntary and independent Pre-schools and nurseries and also in primary and secondary schools across the city. EMAS offer a flexible provision, incorporating bilingual assistant and/or teaching support, as well as advisory input and training. Support can be arranged according to individual school's needs.

- **Safety Net:**

Safety Net is an educational charity who work with children, families, schools and neighbourhoods to build communities where children know they have a right to feel safe and supported and adults are aware of how to act protectively to protect children from harm. A lot of the work that Safety Net do is based around the principles of Protective Behaviours, a safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe.

- **Brighton and Hove Social Communication Resource:**

Children with social communication difficulties including autism and social and emotional mental health difficulties may be referred to the Brighton and Hove Social Communication Resource if they do not attend school, or find it very difficult to attend school full time because they have social communication difficulties.

Brighton and Hove Inclusion Support Service (BHISS)

When children have more significant needs, the school is able to seek additional advice or support from BHISS. This service provides experienced professionals in the following areas:

- **Autism:**

The school receives support from a Specialist Teacher for Autism who meets with the Inclusion Leaders to agree on ways to direct her time to support children with a diagnosis. This can include working with teachers and support staff to advise on provision and planning.

If a pupil receives a diagnosis of Autism, a post diagnosis meeting will be offered in school, attended by the parents, Inclusion Leader, teacher and a Specialist Teacher for Autism from BHISS. The aim of this meeting is to plan next steps of support for the pupil following their diagnosis.

- **Educational Psychology:**

The school meets termly with an Educational Psychologist from BHISS who provides additional support in understanding and planning provision for children with more complex needs. If a child displays significant need and does not appear to be responding to additional support in school over time, he or she may be referred for further assessment. Pupils are prioritised for assessment and review based on need and the amount of time allocated by the service.

- **Language:**

A Specialist Language Teacher works with the school to provide support to staff in meeting the needs of individual and groups of pupils who present with language difficulties. The teacher also attends termly planning meetings with the Inclusion Leader and Speech Therapist.

- **Literacy Support Service:**

A Specialist Literacy Teacher assesses and supports Key Stage 2 pupils who have been identified as having significant literacy difficulties over a period of time.

- **Sensory Needs - Hearing Impairment and Visual Impairment:**

Advisory Teachers visit our Hearing or Visually Impaired children at least once a half term. They provide support to staff in meeting the needs of these pupils and may also liaise directly with families.

- **Social Emotional and Mental Health:**

A Specialist Social, Emotional and Mental Health (SEMH) Teacher works with the school to provide support to staff in meeting the needs of individual and groups of pupils who present with social, emotional, mental health difficulties. The teacher also attends termly planning meetings with the Inclusion Leader and SEMH Teacher.

Assess – Plan – Do – Review

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the Inclusion Leader to carry out a clear analysis of the pupil's needs. We use the **ASSESS-PLAN-DO-REVIEW** cycle to inform our decisions about when a child is placed on the SEN register and what level of support they should receive.

Assess - The schools' system is based on Assessment for Learning and quality first teaching.

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Plan – Teachers plan differentiated work which follows the national curriculum and shows progression of learning. Teachers plan individual, SMART targets for pupils which are shown on their SEND Learning Plans. These Plans should also include any available advice from outside agencies.

Do – Quality first teaching means formative assessment as part of daily teaching and part of the DO process is to assess children whilst learning to ensure that differentiation of work is appropriate.

Review - A child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the SEN *Code of Practice*, that is, progress which:

- Narrows the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Matches or improves the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

SEND Learning Plans are created termly by teachers, with support from the Inclusion Manager, setting targets to be achieved by the child by the end of the term and strategies to support the child in meeting these targets. All SEND Learning Plans and reviews will be shared with parents and carers as they are created.

Parents and carers consultation evenings provide opportunities to discuss concerns and progress. Parents and carers are encouraged to make other appointments on request.

Roles and Responsibilities

SEND Governor

The school's designated governor for SEND is Louise Wilkinson. She is responsible for:

- Maintaining an overview of SEND provision
- Reporting on the success of the SEND policy and any changes to the policy to all governors
- Ensuring monitoring of the implementation of the SEND policy and outcomes of termly reviews
- Ensuring that the SEND policy is an integral part of the school development plan
- Supporting the school in all other aspects of Inclusion
- Termly liaison with SENCo

Executive Head Teacher and Heads of School

The Executive Head Teacher is Maddie Southern.

The Heads of School are Lorna Cummings for Holland Road Ben Massey for Portland Road and School Road.

The Executive Head Teacher and Heads of School have overall responsibility for putting into place effective arrangements to ensure that pupils' special and/or additional needs are met. The Executive Head Teacher and Heads of School also work with staff and governors to ensure that the SEND policy is up to date and being implemented consistently in school.

On an operational level, most of these responsibilities are designated to the Inclusion Leaders.

Inclusion Managers

The schools' Inclusion Managers (SENCo's) are Mandy Stewart for Portland Road, Charlotte Wallace for Holland Road and Ben Patterson for School Road.

The Inclusion Manager is responsible for:

- Day to day operation of the schools' SEND policy
- Liaising with the head teacher and school leadership team on a regular basis
- Liaising with and advising teachers
- Coordinating provision for pupils with SEND, ensuring that appropriate SEND Learning Plans and EHCPs are in place
- Maintaining and managing the schools' records for all pupils with SEND, including the Whole School SEND Overview and Class SEND Registers
- Arranging and chairing annual reviews for children with EHCPs
- Liaising with and advising parents of children with SEND in collaboration with teachers
- Contributing to the in-service training of staff and identifying external training options
- Providing information for reports to governors
- Supporting transfer of pupils from preschool, between year groups and key stages and onto secondary schools
- Liaising with external agencies
- Monitoring and data analysis regarding the achievement of SEN pupils

Class Teachers

Class teachers are responsible for 'quality first teaching' which will be accessible to all children including those who have additional needs. By quality first teaching we mean:

- Differentiating to meet the needs of all children in their class
- Targeting individual pupils for particular support
- Exploring every opportunity across the curriculum to reinforce basic skills in literacy and numeracy

- Careful monitoring of pupil progress
- Attend relevant training as required
- Managing Teaching Assistants and Individual Need Assistants/Learning Support Assistants, including ensuring they are aware of the individual targets and agreed strategies of support for the children they are supporting.

The class teacher will be the member of staff who has the most contact with the pupils so they will take responsibility for thorough assessment and identification of any additional needs. The class teacher will liaise closely with parents and seek support from the Inclusion Leaders when necessary.

Learning Support Staff

Learning Support Assistants/Individual Need Assistants

Individual Need Assistants/Learning Support Assistants are managed day to day by teachers with oversight from the Inclusion Leaders. Individual Need Assistants/Learning Support Assistants support children with a range of needs within school. Their responsibilities for supporting children with additional needs are:

- Knowing and understanding the outcomes and provision set out in the child's EHCP
- Familiarising themselves with the SEND Learning Plan targets for the child/ren they are supporting
- Delivering support in class that addresses differentiated intervention planning and SEND Learning Plan targets, as directed by the class teacher
- Having reference to their own copy of teachers plans each week
- Liaising with class teachers in order to deliver differentiated provision
- Helping to prepare any resources e.g. visual prompts to help support differentiation in order to include all learners, or as directed by class teachers
- Giving feedback to class teacher by annotating weekly plans with pupil progress and significant comments noted. Giving these to class teachers, once completed, for monitoring purposes
- Attend relevant training as required.

Learning Support Assistants/Teaching Assistants

Teaching assistants will work with children in the class as directed by class teachers and aim for full inclusion of all children into the class. Teaching assistants will ensure that they are aware of any additional needs within the class.

Learning Mentors

Learning Mentors offer support to children with additional emotional or social needs which are barriers to them making progress in school. These may include bereavement, attachment difficulties, autism, social understanding or trauma. If a class teacher feels that a child would benefit from additional support from our Learning Mentors, a referral will be made by the teacher. Parents will be informed if intervention is agreed. If parents have concerns regarding their child's emotional well-being, they should contact the class teacher in the first instance. Learning Mentors will usually work with a child individually or in a group for a time limited period. Feedback from the sessions will be given to the class teacher who will share any reports (if appropriate) during parent consultations. Further information is available on request through the Inclusion Managers. Our Inclusion Team also support children who are adopted, under special guardianship, in care or previously in care. Parents/Carers of these children will be invited to additional events which are arranged each term.

Senior Learning Mentors

In addition to the above Learning Mentor responsibilities Senior Learning Mentors are Deputy Designated Safeguarding Leads.

Acronyms used in this Policy

SEND – Special Educational Need and/or Disability

BHISS – Brighton and Hove Inclusion Support Services

SALT – Speech and Language Therapist

SENCo – Special Educational Needs Co-ordinator

EP – Educational Psychologist

This Policy is reviewed annually.