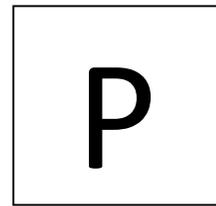




# SEND Policy



## 1.0 Definitions and Aims

1.1 This policy describes how Light Hall School, through our core values, promotes high aspirations for all students including those with special educational needs or disabilities. We provide inclusive support to enable all students to reach their full potential, removing barriers to assessment and learning, to be included in the school community, and make a successful transition to adulthood.

This policy is based on the statutory requirements as laid out in the Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs).
- Equality Act 2010: Advice for Schools (Department for Education, Feb 2013)
- Mental Health Act 2015

1.2 This policy also complies with our funding agreement and articles of association. A student has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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. Children and Families Act 2014.

1.3 The governing body are committed to Inclusion with every student having equality of opportunity and full access to a broad and balanced curriculum.

1.4 This policy reflects the aims and objectives of Light Hall School.

## 2.0 Roles and responsibilities

2.1 The special educational needs co-ordinator (SENDCo), Mrs Lis Yu, is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy

VERSION 1	TO BE APPROVED BY FULL GOVERNING BODY ON: Dec 20	POLICY RENEWAL REQUIRED: ANNUALLY	REVIEW DATE Dec 21	SIGNED: ..... CHAIR OF GOVERNORS
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- Coordinating provision for children with SEND
- Keeping up to date records on all students with SEND
- Liaising with the Designated Teacher where a looked after student has SEND
- Advising on the graduated approach to providing SEND support
- Providing advice to all staff in inclusive practice and specialist provision for our students
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with parents of students with SEND
- Liaising with outside agencies
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with previous and potential future providers to ensure students and parents are informed and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

2.2 The SENDCo is supported in her work by a team of Learning Support Assistants. The LSAs may support SEND students both in-class and out of class.

### 2.3 The SEND governor

The SEND governor will:

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

### 2.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with special education needs and/or a disability

### 2.5 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching



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- 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

### 3. SEND information

3.1 The Code of Practice (2015) provides an overview of the range of needs, which are divided into four broad areas. Light Hall School provides additional provision for students who are likely to demonstrate difficulties across these areas:

#### 3.2 The kinds of SEND that are provided for

- **Communication and interaction** – This includes difficulties communicating with others due to speech and language communication needs or those who do not readily understand the social rules of communication. This is likely to include students with autistic spectrum disorder, Asperger's Syndrome and speech and language difficulties.
- **Cognition and learning** – This is where children demonstrate difficulties accessing, retaining or applying learning. Children may exhibit moderate learning difficulties (MLD), severe learning difficulties (SLD), or profound and multiple learning difficulties (PMLD). Specific learning difficulties (SPLD) includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health** – This includes difficulties where children may be withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as, anxiety, depression, eating disorders as well as diagnosed conditions of attention deficit hyperactive disorder or attachment disorder.
- **Physical and Sensory** – This may include vision or hearing impairment, or multi-sensory impairment which means that the student requires specialist support and/or equipment to access their learning.

### 4. Arrangements for SEND Provision in School

4.1 Light Hall Inclusion Department produce a SEND list that is updated regularly. This details the name and form of the student and their area(s) of need.

4.2 A student can be placed on the SEND list in a number of ways. Subject staff can refer students to the SENDCo. Parents can also contact the school if they so wish. Once we have received a referral we will gather further information on the child and where appropriate undertake some routine testing. Depending on the outcome of the assessment, the student's name may be added to the List. On transition, the SENDCo consults with Primary School staff to ensure that information is up to date and accurate.



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- If a student transfers at another time, for example in the middle of an academic year, Heads of Year will pass on any relevant information to the SENDCo.
- 4.3 We expect movement both on and off the SEND list. A child may be moved off the list if they are making “adequate progress”. Decisions on whether a child is to be moved off the List are made in full consultation with staff and parents, who are given the opportunity to discuss the movement if they so wish.
- 4.4 Students on the SEND list are categorised according to the new Code of Practice (2015). Students have either “additional SEND needs” (K) or Education Health Care Plans (EHCPs) On the SEND list, there is also a section for students who have in the past experienced a Special Educational Need whom staff need to be aware of.
- 4.5 To support students with SEND needs, staff will have access to general strategies which can be used to support a variety of difficulties. Their progress is tracked using the school’s monitoring systems.
- 4.6 Intervention at this stage are additional to or different from those provided as the school’s usual differentiated curriculum and strategies. This could be in the form of:
- The deployment of support staff to enable one to one tuition or small group tuition (this will depend on financial resources and staff availability).
  - The delivery of specific intervention and the monitoring of its effectiveness.
  - Providing different learning materials or special equipment.
  - Staff development and training to introduce more effective strategies.
  - One-off or occasional advice from the LA support services.
- 4.7 If a student continues to have difficulties making progress, there will be involvement of outside agencies to help the school meet his/her needs. This may take the form of observations, discussions, individual or small group teaching. The advice of these professionals is used to inform staff so that relevant strategies are employed. These personalised strategies may be recorded on a pupil profile.
- 4.8 If we feel that a child is still not making adequate progress we will, in consultation with outside agencies, apply for statutory assessment, which may or may not lead to an Education and Health Care Plan. As detailed in part of the SEND Code of Practice, a request is made for an EHC Plan when the provision made from the school’s own resources is not sufficient in enabling the child or young person to make adequate progress. Parents are entitled to refer directly for an Education Health Care Plan assessment, but where possible we would seek to make this referral for you.
- 4.9 Students with EHC Plans all have Pupil Profiles and reviews are held termly where necessary with an Annual Review held at a time dictated by the EHC Plan.
- 4.10 In line with the new Code of Practice (2015) students with statements were transferred to EHC plans at key transition points before April 2018.



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- 4.11 Reviews can be conducted as a formal meeting, at Parents' Evenings or over the telephone.
- 4.12 Admission arrangements for SEND students are the same as other students. For more details please refer to the Schools admission policy.

### **Working with Parents**

We value parent partnership and recognise the important role of parents and carers and the valuable insight they can provide. We therefore actively encourage parental involvement in all aspects of their child's school life.

We aim to promote effective relationships with all our parents and carers through the following strategies:

- Parents evenings
- SEND reviews
- Providing informal events for parents and carers to meet with staff
- Providing direct contact details for our class and form teachers as well as the SENDCo
- Keeping parents and carers informed of any significant changes to their child's progress or provision as well as providing reports.

### **The role of the student**

In line with the Code of Practice and Section 19 of the Children and Families Act 2014, we endeavour to:

- Seek and respond to the views, wishes and feelings of the child or young person
- Provide opportunities for students to participate as fully as possible in decisions
- Where possible, and appropriate, students will be invited to contribute to their reviews
- Students views will be sought through all stages of the graduated approach, in a way that is appropriate for the age and readiness of the student
- Student interests and wishes will be considered when designed and delivering interventions.

### **5.0 Facilities and Resources**

- 5.1 The SEND department has a dedicated Learning Support base and a Time Out room that students may access, in order to receive intervention and additional support.
- 5.2 All new buildings are adapted for students with physical disabilities. There is also an Accessible toilet for students with physical difficulties
- 5.3 Light Hall also supports students behaviour issues in three separate venues. Refocus, Refocus II and the Sir Edmund Hillary Suite.



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Support for students with (SEMH) social, emotional and mental health difficulties who find the mainstream environment challenging. This latter facility operates by taking referrals from the pastoral and inclusion team.

Again, this resource offers support on a time limited basis.

The Sir Edmund Hillary Suite (SEHS). This operates as an Inclusion Centre for students who are struggling to maintain their behaviour. Students are referred through the weekly Inclusion Meeting. Placements are generally for 6 weeks. The aim is that students will be fully reintegrated back into mainstream lessons having taken responsibility for their behaviour.

- 5.4 The school budget includes money to be spent on SEND. Allocation of funding for SEND is determined by the head teacher. Some funding is designated directly to the Inclusion Department. The majority of the funding is spent on teaching staff, allowances for the SENDCo and the non-teaching periods that this position requires. Money is also used for Learning Support Assistants. In addition, the Refocus Centre and the Inclusion Centre receive funding from the SEND budget. Money is also set aside for improving the physical environment for SEND students.

### 6.0 Inclusion

- 6.1 In accordance with the law and the philosophy and policy of Light Hall School, the principles of Inclusion are fully adhered to. All students, irrespective of SEND, are offered a broad and balanced curriculum suitable to their needs. The SENDCo works hard to ensure access. Students with a special educational need or disability are actively encouraged to participate in extra-curricular activities, trips and visits. No child is excluded from a trip because of special educational needs, disability or medical needs. They are encouraged to interact socially with peers. We appreciate that break-times can be particularly challenging for some students and the Learning Support base and/or library is available at those times.

### 7.0 Complaints Procedure

- 7.1 Light Hall School strives to care for each individual student and provide the best education possible to suit the child's learning needs. It is envisaged that any issue would be resolved before it becomes a complaint through our good communication with parents. However, if this is not the case, please feel free to contact the school quickly if a problem occurs. This will help to avoid any ill feeling or worry and we will do our best to put the problem right as soon as we can.

Should you feel that a complaint needs to be dealt with, the whole school complaints procedure should be followed. A copy of the current Complaints Procedure is available on request.

### 8.0 In-Service Training



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- 8.1 The Inclusion Department has access to a training budget which is used to continue the professional development of all team member. The SENDCo attends relevant Solihull network meetings and other relevant Local Authority (LA) training. Other courses will be attended where there is an identified need. The Learning Support Assistants are also actively encouraged to further develop their knowledge and skills.
- 8.2 The SENDCo continually supports the professional development of all staff regarding SEND issues. Information is disseminated via emails. Training is delivered to wider staff on INSET days, and at staff meetings and we work with individuals / departments/ faculties on key SEND issues such as differentiation.

### 9.0 Partnerships and Liaison

- 9.1 A wide range of external services and agencies are accessed to help meet the needs of the SEND students. These include:

• Educational Psychological Services	• Solihull Bereavement Counsellors
• Social Services	• YISP
• School Nurse	• Schools Liaison Police Officer
• Careers Services	• Children as carers
• SOLAR or Forward Thinking	• Solihull Student Referral Units
• Birmingham Childrens' Hospital	• Solihull Inclusion Support Service
• Shine Youth – Bereavement/Loss	• Occupational Therapy Service
• Mentor Link - Mentoring	• Solihull SEND Partnership Service
• NSPCC	

### 10.0 Transition Arrangements

- 10.1 We understand how difficult it is for children and parents as they move into a new class/school year or a new school and we will do what we can, according to the individual needs of the child, to make all transitions as smooth as possible. This may include, for example:
- The SENDCo and the Year 7 Pastoral Manager liaise with feeder schools and hold a transition meeting where all primary SENDCos are invited to transfer relevant information
  - Additional meetings for the parents and child to build relationships with school staff
  - Additional visits to the areas of the school
  - Transition books and guide with photographs of key people and places
  - Enhanced transition visits for the most vulnerable students and arrangements are tailored to meet individual needs
  - Upon arrival at Light Hall School, wherever possible, students with SEND are given a names Learning Support Assistant, who can help them settle into secondary school life.
  - Staff are fully informed of students' difficulties and receive training prior to the arrival of children in September.



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- 10.2 In the Upper School, there may be access to an alternative curriculum for a small minority of students. These places are limited and are allocated on an individual need basis.

### 11.0 Success Criteria

- 11.1 If this policy is effective we would expect to see evidence of the following as part of everyday practice

#### Students

- Positive responses in student surveys.
- Positive participation in the review process.
- Active participation in all aspects of school life.

#### Parents/ Carers

- Attendance at reviews and regular engagement with the SEND department.
- Positive feedback on parental surveys.

#### Progress and achievement

- A majority of SEND students making expected or better than expected progress.
- Light Hall SEND students achieving in line or better than national expectations.

#### Teaching staff

- In lesson observations we would expect to see SEND strategies being employed.
- Having high aspirations and expectations of our SEND students.

### 12.0 Monitoring

- 12.1 This policy and the work of the Inclusion Department are monitored in the following ways:

- Parental comments at reviews
- Attendance at reviews
- Student comments through the review process
- Curriculum review conducted by Senior Managers
- Staff feedback for review meetings
- Monitoring of specific programmes
- Student evaluation of intervention programmes
- Analysing data on student achievement
- Lesson observations
- Questionnaires
- Student tracking



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- Work scrutiny

12.2 The data gathered through the monitoring process is used to evaluate the success of this policy and thus the work of the Inclusion Faculty. This will then inform the Annual Governors Report.

### **13.0 Annual Milestone**

13.1 Using data to track and challenge underachievement of SEND students.

### **14.0 Equality Statement**

14.1 This policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any individual (with regard to their protected characteristics), and it helps to promote equality across the school.

### **15.0 Further Support**

15.1 Birmingham and Solihull SENDIAS (Special Educational Needs Information Advice and Support Services) support parents and carers of all Birmingham and Solihull children with special educational needs and disabilities, from 0-25 years of age. It is a free, confidential and impartial service for parents and carers, children and young people up to 25 years. They also provide this independent advice directly to young people aged 16-15 years with SEND.

Birmingham SENDIAS - To speak to a member of their team, call 0121 303 5004, or e-mail [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk).

Solihull SENDIAS – To speak to a member of their team, call 0121 516 5173, or e-mail [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk).

### **16.0 Local Offer**

16.1 Solihull has a Local Offer section on their council website <https://socialsolihull.org.uk/localoffer/> . You should be able to find out about support and services available for your child or children and young people (0-25) with SEND (Special Educational Needs and Disabilities).