



HULL COLLEGIATE SCHOOL

SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY

This policy applies to all members of our school community including those in our EYFS setting.

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Hull Collegiate School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This document is available to all interested parties on request from the main school office and should be read in conjunction with the following document:

- Disability Teaching and Learning Adjustments
- SENDA and SENDA 3 Year Plan
- Admissions
- Teaching and Learning
- SEN Information Report 2019-20
- Gifted & Talented Hull Collegiate
- Child Protection (Safeguarding) Policy
- Complaints Procedure

This document is reviewed annually by Mrs N Lough and Mrs A Manton or as events or legislation change requires. The next scheduled date for review is September 2021.

Contents page

Introduction	p3
Aims and Objectives	p4
Identifying Special Educational Needs	p4
The Graduated Approach to SEND	p6
SEND Provision	p7
Statutory Assessment of Needs (EHC)	p7
Monitoring and Evaluation of SEND	p7
Supporting Pupils and Families	p8
Pupil Voice	p8
Partnership with External Agencies	p8
Roles and Responsibilities	p9
Training and Development	p11
Funding	p12
Storing and Managing Information	p12
Complaints	p12
Admissions	p12
Transition Arrangements	p12
Access Arrangements	p13

Introduction

This policy is in line with our teaching and learning objectives and equality of opportunity policy and aims to support inclusion for all our pupils. The policy covers all statutory elements and focuses on maintaining the highest expectations for all pupils and bringing out the 'best from everyone'.

Context
This policy has regard to: <ul style="list-style-type: none">• The SEND Code of Practice: 0-25 years 2015• Part 3 of the Children and Families Act 2014 and associated regulations• Schools SEND Information Report Regulations 2014• Equality Act 2010: Advice for school DfE 2013
Headteachers: Alex Wilson; Prep: Antje Kell
Governor with responsibility for SEND: Tracy Escreet
SENCo: Seniors: Nicola Lough; Prep: Andrea Manton
Contact details: Nursery and Prep School – Andrea Manton, andrea.manton@hullcollegiateschool.co.uk, 01482 652172 Senior School – Nicola Lough, nicola.lough@hullcollegiateschool.co.uk, 01482 579103

The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinators (SENCo). The Governing Body, the Headteacher and the SENCos will work closely to ensure that this policy is working effectively.

Hull Collegiate School is committed to ensuring that the necessary provision is made for every pupil within the school community. The school celebrates its inclusive nature and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is differentiated to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something **additional to and different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEND Support*. Hull Collegiate School has a duty to use its best endeavours to ensure that provision is made for those who need it.

Hull Collegiate School will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to the best of their potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that pupils with SEND get the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identified as SEND Support, using the Assess, Plan, Do, Review approach in line with the SEND Code of Practice 2015.
- To provide a teacher responsible for the coordination of SEND provision (SENCo) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that SEND and inclusive practice is positively valued by all members of the school community.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of every pupil into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health needs
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

The following list are NOT considered to be SEND but may impact upon a pupil's progress:

- Medical needs
- Attendance and punctuality
- English as an Additional Language
- Health and Welfare
- Being a Looked After Child
- Being a child of a Serviceman or Woman

Hull Collegiate School has regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and will ensure that parents/carers are informed that SEND provision is being made for their child.

High quality teaching which is differentiated to meet the needs of all pupils is the first response to supporting pupils with SEND. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

The progress made by all pupils is regularly monitored and reviewed as part of our high quality, differentiated teaching. Where concerns are raised about a pupil's progress or when they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evenings, by phone call or at a meeting convened specifically to discuss a pupil's needs.

Where concerns are raised about a pupil's progress despite support and high quality teaching, the class teacher will seek advice from the SENCo. They will then assess if a pupil has a significant learning difficulty and agree appropriate support. Some pupils will need something additional to and different from that which is ordinarily available for most pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEND Support.

Where a pupil is identified as having SEND, the SENCo and class teachers will act to support effective learning and make all reasonable efforts to remove barriers and put effective special educational provision in place, as per the code of practice. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEND Support is being offered and share with them the provision that is being put in place. This will be reviewed twice yearly in the case of pupils

receiving specialist dyslexia tuition, and termly in the case of pupils with a support plan. The reviews will involve the parents, teacher and the child (if appropriate).

Hull Collegiate School will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school and to remove barriers to their learning.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of the pupils.

All new entrants to the school (from year 3 upwards) will be screened for dyslexia, with parental permission. Pupils who may be at risk of being dyslexic after initial screening will be assessed on further individual tests by a specialist teacher and, if necessary, a full Psychological Assessment will be recommended. Parents will be kept fully informed of the results of these screening tests, as will class teachers, form tutors and heads of year

The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child, if appropriate, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child, if appropriate. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

SEND Provision

The provision offered to pupils requiring SEND Support will differ from pupil to pupil. They may include:

- an individual learning programme
- evidence based interventions
- additional support from another adult
- different materials, resources or equipment
- work within a small group
- use of alternative technologies
- peer-to-peer support
- personal care support
- use of therapies (e.g. yoga)

Statutory Assessment of Needs (EHC)

A small number of pupils, whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the relevant Local Authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Hull Collegiate School will follow the relevant Local Authority's guidance for this process and involve parents/carers and the child from the beginning.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is monitored at least termly and where pupils are not making expected progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Hull Collegiate School we endeavour to support parents/carers so that they:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the class teacher at least once a year formally. Parents/carers have open lines of communication with all teachers via email or the Hub. The SENCo is happy to meet with parents/carers at their request.

More information about the support offered to parents/carers from our local authority can be found within their Local Offer:

East Riding of Yorkshire Council - <http://www.eastridinglocaloffer.org.uk>

Hull City Council - <http://hull.mylocaloffer.org/>

North Lincolnshire Council - <http://www.northlincs.gov.uk/schools-libraries-learning/sen/the-local-offer/>

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils can share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their IEP reviews and at the end of a targeted intervention. We ask pupils, where appropriate, to contribute to the setting of their own targets.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. In the past year, the following agencies have been involved with pupils at Hull Collegiate School:

- East Riding of Yorkshire Council Local Authority
- East Riding Early Years Services
- Hull City Council Local Authority

- North Lincolnshire Local Authority
- NHS Speech and Language Team (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Social workers
- Youth Support Service
- Hull Dyslexia Sparks
- The Educational Guidance Service (independent psychologists)
- Yoga Therapist

Parents who would like information, advice and family support can contact SENDIASS. The service is for parents who have a child up to the age of 19, who has special education needs.

<https://www.kids.org.uk/hull-sendiass>

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCo.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The

SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

1. The key responsibilities of the Senior School SENCo and Prep SENCo include:

- a) the identification of pupils with SEND in collaboration with colleagues, outside agencies, parents and pupils;
- b) keeping up to date SEND information electronically and via pupil filing system.
- c) monitoring and reviewing the progress of pupils with special educational needs;
- d) keeping reviews and IEPs up to date and disseminating relevant information to colleagues;
- e) supporting colleagues; for instance, in teaching strategies and in the appropriate use of classroom support;
- f) advising and supporting staff development;
- g) regularly meeting with Heads of Departments and Pastoral Heads to coordinate and advise on appropriate support and provision throughout the school;
- h) reviewing the effectiveness of the SEND Policy annually and advising the Head teacher, Head teacher of the Prep School and the Governors;
- i) at least twice yearly meeting with the designated SEND Governor to advise on the operation of the policy;
- j) coordinating provision and managing LSAs and other SEND staff; and
- k) liaising with other schools, outside agencies and support services, pupils and parents.
- l) enabling the conduct of exam access arrangements including testing.
- m) Writing an annual SEN Information Report to be published on the school website.

2. The key responsibilities of the Specialist Teachers include:

- a) withdrawing pupils with dyslexia in years 3 to 9 and teaching them in pairs in regular weekly support lessons. Teaching will be based on the Dyslexia Institute Literacy Programme and lessons will be individually planned;
- b) assessing his/her pupils using standardised tests before starting the literacy programme and twice a year thereafter;
- c) writing a progress report/IEP twice annually with new targets outlined;
- d) liaising with teachers and parents and attending parents' evenings;
- e) specialist testing as appropriate.

3. The key responsibilities of the Learning Support Assistants include:

Learning Support Assistants support pupils with special educational needs in particular and some pupils experiencing difficulties in learning in general within the mainstream classroom.

They keep relevant records and liaise closely with the Senior School SENCo and the Deputy Head (Prep) in ensuring the effectiveness of classroom and withdrawal support.

SEND Team

Mrs N Lough Senior School SENCo

Mrs A Manton Prep School SENCo and Specialist Dyslexia Teacher

Mrs J North Specialist Dyslexia Teacher

Ms T Moore Learning Support Assistant

Mrs S Groves Learning Support Assistant

Mrs E Wright Learning Support Assistant

Mrs C Mason Learning Support Assistant

Mrs P Brett Learning Support Assistant
Mrs S Douthwaite Learning Support Assistant
Mrs S Hackett Learning Support Assistant
Mrs T Vaux Learning Support Assistant
Mrs B Stopper Learning Support Assistant
Mrs C John SEND Administrator

List of Departmental SEND Representatives in Senior School:

English Mr B Latham
Maths Mrs F Wells
Science Ms Q Pahwa
MFL Mrs N Lough
Humanities Mrs C Atkin
P.E. Ms F Marsh
Technology Mr G Carmichael
Music Mr J Webb

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEND Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in literacy and numeracy interventions and a counsellor who works on site.

The SENCos operate an open door policy for members of staff to voice concerns or seek advice.

The SENCos offer CPD sessions to all staff on a regular basis.

All new members of teaching staff meet with the SENCo for a SEND induction.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

Funding

Hull Collegiate School provides support to pupils with SEND from the SEND budget. Where the school is not able to meet the needs of a pupil from the budget funding will be sought from the relevant Local Authority. Parents may also contribute additional funding towards LSA support whilst waiting for Local Authority funding. Where a pupil is in receipt of additional funding, the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual pupil's needs. Pupil SEND files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with GDPR requirements.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement regarding SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Admissions

The school must feel confident that it will be able to educate fully any applicant child in line with his/her potential and in line with the standards achieved by the prospective pupil's peers, and that he/she would support the aims, ethos and expectations to which the school aspires.

Entry to the school is by selection on academic merit and on assessment of a pupil's likely positive contribution through good behaviour to the aims, ethos and co-curricular life of the school.

No pupil will be refused admission to school based on his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

The school's physical facilities for disabled comply with regulations and it will do all that is reasonable to ensure that the school's culture, policies and procedures are made accessible to children who have disabilities and to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act. The school seeks to ensure that disabled prospective pupils are not treated less favourably and will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission.

Transition Arrangements

Support for pupils with SEND includes the planning and preparation at key transitional phases of education. For students arriving at Hull Collegiate School we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits between SENCos
- Key staff exchange
- Orientation days

Access Arrangements

Access arrangements allow examination candidates to show what they know and can do without changing the demands of the assessment: for example, extra time, readers, scribes, word processors and modified question papers. They are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment. An access arrangement which meets the needs of a disabled candidate would be a 'reasonable adjustment' for that candidate.

- For a pupil to be awarded access arrangements in GCSE and GCE examinations, evidence is needed from no earlier than year 9 to support their application to the awarding bodies. Pupils must have a history of need and an assessment with our designated specialist teacher at the parents' expense.
- Mrs Jeanette North is designated specialist teacher at Hull Collegiate School.
- Pupils with a medical condition are required to provide a letter from their doctor or other outside specialist.
- The Senior School SENCo will liaise closely with the school's examination officer to ensure that the necessary arrangements are in place for internal exams, mock exams and external exams.
- Regulations regarding access arrangements change each year and the SEND staff involved will attend relevant training courses.