



# The Heys School

Statement of Policy on Access & Inclusion for Students with Special Educational Needs and Disability

September 2020

Prepared By:	L.Kelly
Date Reviewed:	October 2020
Next review Date:	October 2021
Signed Head teacher:	
Role (COG/CEO Trust)	
Signed:	



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## Values and vision statement

To provide a high quality education that enables students to fulfil their potential and develop into well rounded, confident, and responsible individuals.

*We at The Heys School are committed to meeting the special educational needs of students and ensuring that they make progress. We believe that all our staff are responsible for the teaching and welfare of those with SEND. Students will learn their values and attitudes primarily from home and our fundamental core purpose, in partnership with home, is to achieve the very best outcomes for all students.*

This Policy builds on our existing practice which complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2015 [SEND Code of Practice 2015](#) and has been written with reference to the following guidance and documents:

[Part 3 of the Children’s 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) and the SEND information report.

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## Summary

The SEND Code of Practice 2015 states that **'a student has SEN where their learning difficulty or disability calls for special educational provision, to be made.'**

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of their peers, or
- has 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 or mainstream post-16 institutions.

The Heys School are dedicated to providing the correct support and provision for every child with SEND in order for them to reach their full potential and make progress to the best of their ability. Therefore, it is our responsibility to make 'reasonable adjustments' within our behaviour policy, curriculum and exam arrangements and inform parents of the provision provided for their children.

Our policy sets out our entitlements for students, families, and staff. We identify the range of provisions we have, to cater for students with SEND, including in lesson support, intervention sessions and enhanced transition support.

Special educational provision is *'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools in the area.'* (Education Act 1996)

Our policy sets out the responsibilities for different groups affected by the policy including the following:

- Nominated Governor
- Head teacher
- SENCo
- Teachers
- Teaching Assistants
- Any other staff with specific responsibilities related to the leadership of SEND within school.

This policy refers to our Admissions Policy which has clear connections with our Equality Policy where all students are welcome to join our school unless it would be detrimental to their health/success to do so.

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### Aims and objectives

The Heys School operates an inclusive whole school approach to meeting the needs of our students with special educational needs. We recognise that it is our responsibility under the statutory guidance to deliver an education which can support and understand the needs of all our SEND students.

Our approach emphasises the belief that children have a right to be educated in mainstream classrooms alongside their peers, provided it is the right provision for the students to successfully progress towards given outcomes. We understand our responsibility to deliver and ensure that all students receive a broad and balanced curriculum.

As a school we aim:

- To set achievable learning challenges and outcomes for all students with SEND
- For all teachers and staff to have high expectations of all students with SEND and their progress
- For all our students with SEND to become independent so that they are well prepared for their futures, leading to increased opportunities in their lives and employment
- To have due regard to the Special Educational Needs and Disability Code of practice
- To identify and provide the correct provision/support for students who have special educational needs and SEND as early as possible to ensure their needs are met
- To operate an inclusive approach to the school, management, and provision of support for special educational needs
- To provide bespoke learning packages for students with complex difficulties when needs cannot be fully met through differentiation of the national curriculum
- To provide training, support and advice for all staff working with students with special educational needs
- To provide support, advice, and regular updates on progress to parents, carers and students and actively develop high levels of engagement with parents/other agencies
- To ensure students have access to a broad curriculum which is differentiated to their individual needs
- To ensure students are identified and offered intervention at the earliest point

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## Roles and Responsibilities

### The role of the Local Authority

To develop and publish a Local Offer which gives information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

All students with SEND who attend The Heys School can access the Bury SEND Local Offer however we understand that not all students live in Bury so you can access the Bury, Salford and Manchester Local Offers below:

[Bury SEND Local Offer](#)

[Salford SEND Local Offer](#)

[Manchester SEND Local Offer](#)

### The role of The SEN Governor

The SEN Governor is Mrs K Edwards whose responsibilities include:

- To keep other governors informed of the school SEND policy and any changes that have been implemented
- To be aware of the school's progress data for SEND students
- To support the SENCo with a strategic approach to meeting the schools SEND policy and the development of provisions and resources the school offers to students with SEND

### The role of the Headteacher

The Headteacher is Miss R Evans whose responsibilities include:

- To ensure all school personnel, students and parents are aware of and comply with this policy
- To ensure that the daily management of SEND provision is effective
- To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND
- To agree with the Local Authority the school's arrangements for assessing and identifying students as having SEND as part of the Local Offer
- To provide a strong leadership and vision in respect of equality
- To annually report to the Governing Body on the success and development of this policy

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### The role of The SENCo

The SENCO is Mrs L Kelly whose responsibilities include:

- To lead the arrangements and provisions for SEND in school
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- To liaise with the senior leadership team and governors regarding the strategic development of the SEN policy and provision in the school
- To be responsible for the daily operation and co-ordination of this policy and report and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- To provide advice and liaising effectively with students, parents/carers, teachers and other professionals / external agencies
- To ensure that all records are kept up to date and manage the work of SEND staff.
- Advising on the graduated approach to providing SEND support
- Liaising with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

### The role of the Learning Support Manager

The Learning Support Manager is Mrs L Saunders whose responsibilities include:

- To assist the SENCo and Inclusion Lead with the arrangements and provisions for SEND in school
- To liaise with the SENCo on the professional development of the SEND team.
- To be responsible for the daily operation and co-ordination of the Curriculum Support Centre
- To be responsible for the daily operation and co-ordination of the teaching assistants' timetable
- To assist the SENCo in ensuring that all records are kept up to date and manage the work of SEND staff
- To assist the SENCo in attending meetings in their absence
- To assist the SENCo in attending and organising SEND transition
- Liaise with Head of Years, Pastoral Managers, subject staff, form tutors and other colleagues in the school and outside support agencies
- To develop effective procedures for the identification, assessment, referral and recording of students' needs

### The role of the Teacher

Each class teacher is responsible for:

- To be responsible for reading all given SEND information on SEND students in their classes.
- To be responsible for Quality First Teaching and appropriate differentiation of curriculum work to meet students' needs

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- To have high expectations of all students including those with SEND.
- Being aware of the school's policy for the identification and assessment of students with SEND and the provision it makes for them
- 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
- The progress and development of every pupil in their class

### The role of the Teaching Assistant

Every TA is responsible for:

- Supporting students and colleagues in mainstream classes
- Assisting in the development of suitable materials, resources, and methodologies to support students with special educational needs
- Withdrawing students from mainstream classes for specific intervention
- Using ICT systems to be able to monitor pupil progress
- Contributing to the development of the Curriculum Support Centre

### The role of the families:

- To work with the school to develop a partnership that will support their children
- To be aware of their child's SEND, targets, and their progress towards them
- To provide school with all medical information
- To provide school with all information from other agencies
- To attend meetings and annual reviews

### Supporting students and families

The Heys School understands that it is their responsibility to give guidance to Parents/carers on the Local Authority's local offer and outside agencies that could provide them and their children with additional support. This will be supported by Bury Parent Partnership who will also advise parents/carers.

The school values the support it receives from parents/carers and actively encourages them to become engaged with the school to support the needs of their children. Parents will receive regular updates via reports, data drops, parents evening, open evenings, and coffee afternoons about their child's progress. Parents will also be informed termly of their child's progress in relation to their EHC plans and/or individual learning plan (ILP) targets. In addition, parents are encouraged to contact school staff at any point throughout the academic year to discuss any concerns they may have about their child.

### Admission arrangements for students with SEND

[\(School Admission Policy\)](#)

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Students with SEND are identified through initial primary contact as part of the school's transition process or parental contact when selecting a suitable school.

**On transition:** We believe the communication with primary school is essential to provide a smooth transition and the correct intervention/provisions can be put into place. Additional support is provided to parents/carers and students with SEN during transition from primary school by an additional SEND transition day and members of the SEND Faculty visiting primary schools to meet pupil and families. During transition to college, members of the SEND team share information regarding a pupil's SEND with the college and any exam access arrangements.

**Initial testing:** as previously stated, initial testing is undertaken within the first few weeks of entry to the school. Tests include base line assessments in literacy, including reading and spelling tests and base line assessments in numeracy to enable school to monitor progress over time from the baseline results. Students who are late entrants to the school are tested and if these students have already been identified as having special educational needs the SENCo will be informed and these students will be placed on the SEN register and be given a passport and an Individual Learning Plan (ILP).

### Identifying Special Educational Needs and Referrals:

*There are four broad categories of need as described in the SEND Code of Practice 2015.*

- **Communication and Interaction** – including students with speech, language, and communication needs (SLCN) and students with ASD
- **Cognition and Learning** – moderate learning difficulties (MLD) when students learn at a slower pace than their peers, severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social Emotional and Mental Health** – these difficulties could manifest themselves in many ways including; becoming withdrawn, displaying challenging, disruptive or disturbing behaviour, underlying mental health issues and disorders such as ADD, ADHD or attachment disorder.
- **Sensory and/or Physical needs** – including students with visual impairment (VI), students with hearing impairment (HI), students with multi-sensory impairment (MSI) and students with a physical disability (PD).

The school realises the importance of early identification of students who may have special educational needs to ensure early intervention is provided.

For students starting at The Heys School without an Education, Health Care plan or previous involvement with the SEND team, we complete whole school assessments in the first term to recognise those requiring further testing or referrals to the SEND Faculty. Assessments will be regarded as a continuing process throughout the academic year.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students 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

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- 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 SEN

Students who are not making progress will be initially placed on an identification plan which will follow the process of the graduated approach of Assess, Plan, Do, Review (APDR) - assessing the need, planning strategies to meet the need, doing the strategies and reviewing the progress. Observations and assessments carried out by staff will be used as part of the identification and assessment procedure. Observations are particularly invaluable in identifying social and emotional difficulties along with difficulties with social skills and communication. In addition, referrals to outside agencies may be made to collate specialist advice to support during the SEND identification.

### Consulting and involving students and parent

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a pupil will receive school based SEND Support.

### Managing students on the SEND register

When a pupil is identified as having SEND and their categories of need have been established in collaboration with parents and students, it is at this point a pupil passport and individual learning plan (ILP) will be written, stating achievable outcomes for the pupil. It will state strengths and difficulties along with strategies to overcome them. The passport and ILP will be written by the SEND Faculty with guidance and input from all relevant staff and agencies. The Graduated Approach will once again be used to monitor progress of the strategies and interventions put in place on the students ILP.

The passport and ILP will be kept up to date by the SEND Faculty. Parents/carers will receive copies of the pupil passports and ILP and any updates on a termly basis. The teaching staff and SEND staff will be able to access the passports and ILPs via classcharts to inform classroom differentiation.

### Students will be removed from the SEN list if significant progress has been made

- A) If significant progress has been made and they are making progress in line with their peers over two cycles of ADPR.
- B) Students with communication difficulties will receive on-going support until it is felt that their needs can be comfortably met within the classroom without the need for additional input.

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### EHC plans

Students who already have an EHC Plan will have targets/objectives outlined within these documents by the Local Authority. This will be followed by the school, the teachers and SEND staff. Staff will be advised regarding differentiation needed within the classroom and strategies to use.

EHC Plans will be reviewed annually according to the criteria laid down by the LA and the SEND Code of Practice July 2015. A person centred approach will be adopted when reviewing EHC Plans to ensure that the aspirations, wishes and feelings of the pupil are placed at the centre of any decisions or targets set.

### Range of provisions

The Heys School is an inclusive school and we want all SEND students to feel the ethos of the mainstream classroom. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students and in addition we also provide a range of small group and 1:1 interventions which students may be placed in dependent on need, including:

- Numeracy enhancement
- Literacy enhancement
- Social Skills
- Resilience
- Lego therapy
- Heyhead Farm

### Enhanced Transition Group

For the students that require a more nurtured approach to learning during transition from primary school we have also developed a smaller, classroom provision, with a specialist timetable and differentiated curriculum. This group is about developing confidence towards learning and improving the pupil's school life. We work alongside outside agencies to offer a unique yet well-developed broad and balanced curriculum. We have called this provision the Enhanced Transition Group and we have a goal for each pupil to make the transition back into mainstream classes when they are confident and feel ready to do so.

### Access Facilities and Accessibility Plan for students with SEN

The school will make any reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students and young people are not at a substantial disadvantage.

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The school makes reasonable adjustments for exam arrangements and provides a smaller exam room for those who qualify for it. Students are assessed to decide which reasonable adjustment they require i.e. scribe, extra time etc. Students with exam arrangements in place will also receive support during controlled assessments and mock exams.

Please refer to the Policy on Accessibility. [Accessibility Policy](#)

### Record keeping

All confidential documents regarding SEND students are stored in the Curriculum Support office in a locked filing cabinet or electronically.

Once a pupil has left the school a file can be requested from the receiving school or college. This file is passed on providing the parent/carer agrees.

Files of students who leave that are not passed on are archived and clearly dated with when they should be destroyed. Files are destroyed by shredding.

### Monitoring and evaluation of SEND

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their ILPs each term
- Reviewing the impact of interventions every half term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Power Bi to monitor progress in subjects
- Holding annual reviews for students with SEND Support Funding plus or EHC plan

Parents/carers views and pupil voice is sought to assess the effectiveness of SEND provision in the school through meetings such as the Annual Review meeting, Parents Evenings, Coffee Afternoons and Parent Voice surveys.

The SEN policy is regularly reviewed to consider the views of all stakeholders; this ensures an improvement of provision for all students.

### Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, SEND training is provided to all staff regularly for specific educational needs. Training is timetabled termly which includes an extensive programme for SEND approaches, strategies, differentiation, behaviour management and identification of specific SEND difficulties. SEND staff briefing sessions occur once a fortnight. Students' needs are discussed along with strategies for supporting them within the classroom and around school.

Within The Rowan Learning Trust, The Heys School has access to links with Hawkley Hall High School which is a National Teaching School and offers training to teachers and teaching assistants, for example, Outstanding Teacher Programme,

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Middle Leaders Development Programme, Inspiring Teacher Programme and the Outstanding Teaching Assistant Programme and Aspirant Leaders. Inclusion and SEND are a common vein throughout all programmes.

### Dealing with complaints

If concerns or complaints are being raised, they should initially be directed to the SENCo, or the pupil's Head of Year or Pastoral Manager who will aim to discuss and rectify any issues or concerns.

Parents who wish to take any matter further may follow the school's policy on complaints procedure following the link [School complaints procedure](#)

### Bullying

In line with the school's anti bullying policy ([Anti Bullying Policy](#)) steps are actively taken to ensure and mitigate the risk of bullying of vulnerable students at the school.

### Links to other policies

This policy works in partnerships with the following policies and should be referred to in conjunctions with these.

- Students Medical Conditions and Medication Policy
- Anti-Bullying Policy
- Admissions Policy
- Working Together to Safeguard Children March 2015
- Keeping Children Safe in Education September 2016
- Pastoral Care and Behaviour Policy
- 'The SEND Code of Practice 2014'
- Equality Act 2010
- Data Protection Policy
- Child Protection Policy
- Safeguarding Policy
- Transition Policy
- Accessibility Policy

### Reviewing the SEN Policy

The SEN policy is to be reviewed and amended annually. It will be reviewed in consultation with staff, parents/carers, students and governors.

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