



# Hurstmere School

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## Special Educational Needs and Disability (SEND) Policy

**Responsible:**  
**SENCO – Mr A Reddy**

**Ratified by Governors:**  
**Teaching and Learning Committee**

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### REVIEW HISTORY

REVIEWED	RATIFICATION	CYCLE	REVIEW	NOTES
Autumn 2016	3 <sup>rd</sup> November 2017	1	Autumn 2017	
Autumn 2017		1	Autumn 2018	No changes
Autumn 2019	16 <sup>th</sup> December 2019	1	Autumn 2020	Minor changes
June 2020				With Covid 19 Addendum
Autumn 2020	29 <sup>th</sup> January 2021	1	Autumn 2021	Minor name and responsibility changes
Spring 2022		1	Autumn 2022	Removal of Covid Addendum. Responsibility change and change of Governor responsibility.
Autumn 2022	10 <sup>th</sup> February 2023	1	Autumn 2023	No changes

# Special Educational Needs and Disability (SEND) Policy

**Responsible: Mr A. Reddy**  
**Next Review: Autumn 2023**

## What is covered in this policy:

1. Aims
2. What is meant by special educational needs (SEN) or a disability
3. Admissions of pupils with Special Educational Needs
4. Identification of Special Educational Needs
5. What should a parent do if they think their child may have special educational needs?
6. How will the school support a child with SEND?
7. How will parents be helped to support their child's learning?
8. Pupils with medical needs
9. What training do staff supporting children and young people with SEND undertake?
10. How will children with SEND be included in activities outside the classroom including school trips?
11. How accessible is the school environment?
12. Transition into the school or within the school
13. Transition to the next school, preparation for adulthood and independent living
14. How are the school's resources allocated and matched to children's special educational needs?
15. Access arrangements for exam concessions
16. Contacts for further information or concerns relating to SEND?
17. Support services for parents of pupils with SEN include
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## 1. Aims of the SEND policy

The aims of the school's Special Educational Needs and Disability (SEND) Policy and practice in the school are to work within the guidance provided in the SEND Code of Practice (2014):

- To make reasonable adjustments for those with a SEND by taking action to increase access to the curriculum and the environment for all.
- To ensure that children and young people with SEND engage in the activities of the school with pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use the school's best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum and inclusive provision, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, emotional and mental health,
  4. Sensory/physical.
- To listen, respond to and work with parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff training and support to meet pupils' needs, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 2. What is meant by special educational needs (SEN) or a disability?

The definition for SEN and for disability from the SEND Code of Practice (2014) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision**

**that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

Disability: Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **3. Admissions of pupils with special educational needs**

See also **School Admissions policy**.

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at the school, in line with the school’s Admissions policy. The school aims to support and include all pupils where possible.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name the school in a child’s EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs may be better met in specialist provision.

### **4. Identification of SEN**

*Provision for children with Special Educational needs is a matter for the whole school. The Governing Board, the school’s Principal, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.*

The school will know when pupils need help if:

- Concerns are raised by pupils, parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.
- Screening or intervention monitoring such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress despite Quality First teaching and evidence of class teacher support.

- Use of the Bexley Guidance for SEN Support
- 5. What should a parent do if they think their child may have special educational needs?**

- If parents have concerns relating to their child's learning then they should initially discuss these with your child's subject teacher, form tutor or Head of Year. This may then result in a referral to the school's SENCo, Mr A Reddy who is contactable by telephone on 020 8300 5665. Parents may also contact the SENCO directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

**6. How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that is in line with the Teaching and Learning Policy.
- Pupils' attainments are tracked using the whole school tracking system and are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies or interventions to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments. This is known as the 'graduated approach'.
- Action relating to SEN support will follow an **assess, plan, do and review model**:
  1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
  2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil

will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

3. **Do:** The class teacher remains responsible for all children, including those identified with SEN and Quality First Teaching that is differentiated is the main form of support for all children and young people. Additional support or interventions (SEN support) will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.
  4. **Review:** Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
    1. Specialists in other schools e.g. teaching schools, special schools.
    2. Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour support teachers, Education Welfare Officers, Educational Psychologists
    3. Speech and Language or other health Professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS)
    4. Social Care, including the Disabled Children's Service.
  - In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
  - For a very small percentage of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
7. **How will parents be helped to support their child's learning?**
- Parents should look at the [school website](#) and [Bexley Local Offer website](#) which provide 'sign-posts' for additional support.
  - The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning or accessing local support groups.
  - The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on the school's website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

## **8. Pupils with medical needs (Statutory duty under the Children and Families Act)**

See also [Support for Pupils with Medical Needs policy](#).

The key contact for medical needs is Mr A Reddy SENCO

- Pupils with medical needs that affect daily access or require the administration of medical support will be recorded in a Medical Needs Booklet. For pupils with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or designated member of staff and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school/community nurse as being competent.
- For some pupils it will be necessary to train further school staff in how to support the pupil across the school day, that is, support other than medication.
- It is the parents' responsibility to keep the school informed about any changes to the pupil's condition or medication.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

## **9. What training do staff supporting children and young people with SEND undertake?**

- The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of pupils as appropriate.
- A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice.
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

## **10. How will children with SEND be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where reasonably possible.
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

## **11. How accessible is the school environment?**

Adaptations have been made to the school site in line with the School's [Accessibility policy](#).

The school's **Accessibility policy** describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. During any future refurbishment or rebuild, accessibility will continue to be reviewed.

## **12. Transition into the school or within the school**

A number of strategies are in place to enable effective transition. These include:

- Prior to entry, admissions procedures are used to gather information relating to a child's needs.
- SENCO will visit the primary school and meet with the class teacher/SENCo to gather information on a child's needs and attend the Annual Review during year 6 wherever possible.

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. In July, two Induction Days are held.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- All new parents of pupils known to have SEND can contact the SENCO to request a meeting to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns. Where a child has known SEN, the school will contact the previous school/setting or other professionals as needed.

## **13. Transition to the next school and preparation for adulthood and independent living**

### **Primary to secondary transition:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND.
- In years 9 and 11 transition reviews are held in preparation for Key Stage 4, college and adulthood.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition where possible.

- The records of pupils who leave the school mid-phase will be transferred within five school working days' of the parents notifying their child has been enrolled at another school.
- The school will invite the next school to the Transition Annual Review for pupils with an Education, Health and Care Plan or Statement of SEN.

#### **Beyond school age:**

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff March 2015 <http://preview.tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all Y8-11 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a pupil has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

#### **14. How are the school's resources allocated and matched to children's special educational needs?**

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
  1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit for Quality First Teaching.
  2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND at SEN Support (K) level of the Code of Practice.
  3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These pupils may also have Special Educational Needs.
  4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation through an EHC Assessment and subsequent Plan (formerly known as Statements of SEN).

- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the school website and Local Offer.
- The needs of pupils with a Statement of SEN will be reviewed and where these remains appropriate will be converted to an EHC Plan by the Local Authority.

## **15. Access arrangements for exam concessions**

Where there is a history of need, support and the pupil has concessions as their normal way of working, assessment and application for access arrangements for public examinations will be made by the school.

For those pupils with an identified history of SEN need, the school will screen pupils in year 9 to determine eligibility for exam concessions. If they are successful, an assessment will be undertaken, and an application made to the relevant examination board. Not all pupils with SEN will be eligible for examination concessions.

For Bexley Selection Tests, the Local Authority requires that the pupils SEN has been identified at least a year before the application and that concessions or adaptations similar to those being requested is the pupils normal way of working. Details about this application can be found on the Bexley website: <http://www.bexley.gov.uk/CHttpHandler.ashx?id=6498&p=0>

## **16. Contacts for further information or concerns relating to SEND?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's subject teacher, Form Tutor or Head of Year,
- The SENCo
- The Vice Principal

If you feel that your concern has not been suitably addresses, please contact the School Governor, Mr A. Powers with responsibility for SEN. They can be contacted via the school office on 020 8300 5665 or by email on [info@hurstmere.org.uk](mailto:info@hurstmere.org.uk).

## **17. Support services for parents of pupils with SEND include:**

- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is a service provided by Bexley Council to offer advice and support to parents and carers of all children and young people with SEND. The SENDIASS can be accessed via: <http://www.bexley.gov.uk/article/4706/SENDIASS-Special-Educational-Needs-and-Disability-Information-Advice-and-Support-Service>.
- The SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on

this free service is located here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>.

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/appeal-sen-statement-decision>

### **Links with other policies**

This policy links to the following policies and procedures.

Admissions Policy

Accessibility Policy

Teaching and Learning Policy

## **Additional information and references:**

Local Authority's Local Offer: The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

<http://www.bexley.gov.uk/index.aspx?articleid=18304>

The SEND Code of Practice (2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The Special Educational Needs and Disability Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

**Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p267-275)**

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

SEN Support: Support given to pupils with SEN from devolved funding

Statement: Statement of Educational Need

PPS: Parent Partnership Services