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HONLEY HIGH SCHOOL SEND POLICY

Approved by:	Full Governing Body	Date: March 2023
Reviewed	March 2023	
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1. Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations. It has been written as guidance for staff, parents or carers and children, with reference to the following guidance and documents:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (last updated April 2020)
- Ofsted Education Inspection Framework (last updated July 2022)
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

2. Aims

At Honley High School, we aim to provide all students with an education that enables them to:

- Achieve their best;
- Become confident, resilient individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

We make every effort to narrow gaps in attainment between all groups of learners. It is our responsibility to ensure that students with special educational needs or disabilities (SEND) have the maximum opportunity to attain and achieve in line with their peers, including an equal opportunity to access a broad, balanced and ambitious curriculum, and to participate in student voice and extra-curricular activities, visits, productions and other school events. We are clear that every teacher is a teacher of SEND.

3. Objectives

- To work within the guidance laid down in the SEND Code of Practice 2015
- To identify and put in place appropriate provision for students who have SEND and additional needs
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a student's needs (assess, plan, do, review model)
- To help parents/carers to understand how the school supports children and young people with SEND, and their own involvement in this
- To provide an appropriately qualified and experienced SENDCO in post who can ensure that the SEND Policy is put into practice
- To provide support and advice for all staff working with SEND students, including those with SEMH needs (see SEMH Policy)

4. Further Reference / Linked Policies

- Honley High School SEN Report - Main School
- Honley High School SEN Report - Specialist Provision
- SEMH Policy
- Anti Bullying Policy
- Complaints Procedure
- Equality Policy & Objectives
- Medical Needs Policy
- Accessibility Plan
- Admissions Policy
- Safeguarding & Child Protection Policy
- [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- [Kirklees Local Offer \(www.kirkleeslocaloffer.org.uk\)](http://www.kirkleeslocaloffer.org.uk)

5. Contacts

SENDCO:

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TiC (Teacher in Charge of Additional Resourced Provision – CCI):

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Deputy Headteacher and designated link for SEND and Inclusion:

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6. Identification of and Provision for Students with SEND

Definition

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 additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

All teachers are expected to:

- Liaise with the SENDCO in co-ordination with the Form Tutors/Heads of Year regarding students who are vulnerable learners, are underachieving but do not yet have recognised SEND or require additional support because of SEND.
- Secure good provision and good outcomes for all groups of vulnerable learners by communicating effectively; making effective use of the provision map, pupil profiles and IEPs; providing high quality teaching and ensuring effective deployment of resources, including teaching assistants
- Ensure there is adequate opportunity for students with SEND to make progress on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies. (SEN Code of Practice)

The Code specifies four broad areas of need:

1. Communication and Interaction (including Autism Spectrum Condition)
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Other factors which may impact on progress and attainment are: attendance and punctuality, English as an Additional Language, being a Child who is Looked After, health and welfare, being in receipt of Pupil Premium or Pupil Premium Plus, or having a Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make ‘reasonable adjustments’ – these alone do not constitute SEN).

Students at Honley High School may have difficulties that fit clearly into one or more of these categories, including those who are allocated places within the South Kirklees Additional Resourced Provision for Complex Communication and Interaction (CCI) difficulties, which is based at Honley High School. For others the precise nature of their need may not be clear. In addition, the Code no longer allows for the identification of behaviour to describe SEN. Any concerns we may have about a child/young person with behavioural needs would form an underlying part of a wider need (as above). It is therefore important to have procedures in place for identification, assessment and provision and to ensure that all staff are familiar with these procedures.

Our SENDCO and TIC work closely with students and their families, teaching and associate staff, the Senior Leadership Team and external agencies, as part of a whole school, graduated approach, as outlined below.

STAGE 1: Well-differentiated, high quality teaching

Subject teachers are accountable for the progress and development of students in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

Some vulnerable learners will have access to appropriate classroom based interventions. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not exclusively be students with SEND. This is considered to be an adaptation of the usual school curriculum – not a special intervention for students with SEND.

All vulnerable learners will be included on a whole-school provision map which outlines and monitors additional intervention across the school. The whole school provision map enables the school to plan strategically to meet need, monitor the effectiveness of resources / provision in place and make changes as appropriate.

Students' needs should be identified and met as early as possible, for example from analysis of relevant data, assessment and monitoring arrangements (assess, plan, do review), parental concerns, information from other schools, or external agencies or from in-depth individual assessments.

STAGE 2: Additional SEN Support

The school may decide, in collaboration with the parent/carer, to place a student on the SEN register at SEN Support. Students will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well differentiated curriculum offer for all students in the school (ie they have a special educational need as defined by the SEN Code of Practice 2015).

In keeping with all vulnerable learners, intervention for students on the SEN register will be identified and tracked using the whole school provision map.

Students at SEN Support level will also have a pupil profile (or IEP). These are used as a planning, teaching and reviewing tool, enabling us to focus on particular areas of development for students with SEND. They are seen as working documents which can be constantly refined and amended. Targets are personalised, based on individual need and are both written and reviewed in liaison with students, parents/carers and other key professionals as appropriate.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a My Support Plan (MSP) to record outcomes, provision, resource and strategies in place.

More information on Pupil Profiles, IEPs and MSPs can be obtained from the SENDCO or TiC.

STAGE 3: Education Health and Care Plan

Some children and young people on the SEN Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family.

As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school, as detailed on the provision map. Their progress will be monitored by the school and through an annual review, where the outcomes on the EHCP will be considered.

Following the reorganisation of specialist provision for children with special educational needs in Kirklees, the South Kirklees Additional Resourced Provision for Complex Communication and Interaction needs is based at Honley High School. The Provision offers support for those students with an ASC diagnosis who will benefit from being within a mainstream environment. The TiC and her team work alongside the SENDCO and in conjunction with the LA to provide access to all the arrangements available to students on the SEN register, as well as 'outreach' and 'inreach' support.

Curriculum Access and Provision for Vulnerable Learners

Where students are identified as having special educational needs, the school provides for these in a variety of ways and might use a combination of approaches to address targets identified for individuals. These could include but are not limited to support within the classroom or via withdrawal to work with key staff from the Learning Support, Provision or Inclusion Teams.

There is a range of clubs and activities at lunchtimes which provide both academic and SEMH support for vulnerable learners.

Additional support may also be sought via a Single Point Referral (SPR) for:

- the Kirklees Student Referral Service (for children and young people with additional needs relating to SEMH, Medical needs, English as an Additional language and Children who are Looked After).
- outreach support from the Kirklees Specialist Provisions for Visual Impairment, Hearing Impairment, CCI, Physical impairment and Speech, Language and Communication difficulties and SEMH (*NB our main school must go through the same process as any other school to access support from the Additional Resourced Provision for CCI*)

Referrals will also be made as appropriate for support from other specialist external services including Locala (School Nursing Team and Children's Speech and Language Therapy); Educational Psychology services; the Local Authority's Pupil Referral Service and CAMHS (Child and Adolescent Mental Health Service).

7. Criteria for Exiting the SEN Register

Students are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a student should remain on the SEN Register are made in partnership with the parent/carer through the review process. Where a student has made sufficient progress that they are no longer in receipt of extensive additional support and intervention, they will be removed from the register. They will remain on the provision map and in most cases will continue to receive support at a lower level or at key times, such as Head of Year support, mentoring or access arrangements for assessments and exams.

8. Supporting Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed (in an accessible way) about all matters relating to their child's SEND. We encourage parents/carers to play an active role in their child's education, and to inform school of any difficulties or needs they perceive their child may have which need addressing. We will support them to work effectively with other agencies as required.

We always aim to focus on the child's strengths as well as areas of additional need. We understand the importance of fully involving parents/carers in drawing-up targets and monitoring progress against them. Where external referrals are made, we keep parents /carers informed and offer support during assessment and any related decision-making process.

9. Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all students by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- Self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets on their Pupil Profile / IEP

10. Effective Transition

We will ensure early and timely planning for transfers between the different phases of education (or between classes within our own school). In the year in which they arrive or leave, we will engage in information sharing and success planning for students in receipt of additional SEN support. Students with EHCPs will have next phase destinations and transition arrangements discussed at review meetings.

Support for the student in coming to terms with moving on will be carefully planned and will include whole class / year group transition activities as well as additional familiarisation visits and counselling as appropriate. Students and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as

appropriate, to ensure information is comprehensive but easily accessible and understandable. Parents/carers will be given a reliable named contact at the next phase provider with whom the SENDCo and / or TiC will liaise.

Our SEND Reports for mainstream school and the Additional Resourced Provision are on our website and are updated as necessary; we also guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements (see website)
Please note applications for a place within the Additional Resourced Provision must be made through the Local Authority (SENDACT). It is they who make the decision as to whether to admit, based on need and number of places available.
- Our links with other agencies (see SEND Report, or contact our SENDCO or TIC)
- Our arrangements for examination and assessment access (contact our SENDCO Mrs Sonia Bardell for further details)
- Our school policy on managing medical conditions of students (see website)

11. Supporting Students at School with Medical Conditions

At Honley High School, we recognise that children and young people at school with medical conditions should be properly supported, so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an EHCP. If so, the SEND Code of Practice is followed.

All staff are made aware of policies and procedures for supporting students with medical conditions. Whole staff training is offered at regular intervals and there is a staff member with overall responsibility for Health Care Plans and Medical Needs, as well as a number of staff with enhanced first aid training. The staff member with overall responsibility for Health Care Plans and Medical Needs works with students and their families to produce Healthcare Plans as needed and these are shared with all staff.

12. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out through:

- Classroom observations by the SENDCO, Senior Leaders, Trust Leaders, Heads of Year and external partners
- Ongoing assessment of progress made by intervention groups
- Work scrutiny
- Scrutiny of planning
- Informal feedback from all staff
- Student interviews when setting new Individual Education Plan (IEP) or pupil profile targets or reviewing existing targets

- Student progress tracking using assessment data (whole-school processes)
- Monitoring pupil profiles/IEPs and pupil profile/IEP targets, evaluating their impact on students' progress
- Attendance records and liaison with the school's Attendance Officer
- Regular meetings about students' progress between the SENDCO, TiC and the Senior Line Manager for SEND
- Headteacher's report to parents and governors
- Governor visits with a specific focus on SEND and Inclusion
- Discussions with individual students and focus groups
- Parent forums and meetings with parents and families

13. Resources

All schools receive an amount of money to support children and young people with special educational needs. It is the responsibility of each school to ensure that they have a 'notional budget', which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND students as being made up from three elements:

Element 1: Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2: General Annual Grant	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEND budget.
Element 3: High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans

The amount of money in the GAG identified for Element 2 is based on a formula, which is set by the ESFA. Schools receive an annual GAG allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a student's SEND support.

Additional resources for individual statements and EHCPs are allocated by top-up funding from the High Needs block budget. The level of top up funding for each student depends on the type and level of need of each student (*Funding of Specialist Provisions In Maintained Schools*).

Specialist Provisions are funded on an agreed number of places as agreed with the DfE on an annual basis. There is also an additional element of top up-funding allocated to school to meet the needs of the actual students in the Additional Resourced Provision. All funding for the Provision students comes from the High Needs Budget.

14. Workforce Development

An induction process is in place for all teachers and support staff and this includes a SENDCO led session to explain the systems and structures in place to support the needs of individual students, including those with places in the Additional Resourced Provision. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. The school's SENDCO regularly attends the LA's SENDCO network meetings in order to keep up to date with local and national issues in SEND.

The SENDCO is a member of NASEN. The TiC is a member of the National Autistic Society. Both are members of the local SENDCO network.

15. Roles and Responsibilities

Headteacher

The Headteacher will:

- Work with the SENDCO, TiC and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

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 Headteacher, SENDCO and TiC to determine the strategic development of the SEND policy and provision in the school

SENDCO

In line with the recommendations in the SEND Code of Practice, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- Maintaining and analysing the whole school provision map for vulnerable learners at all stages including SEND Support and EHCP
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers including contributing to whole staff training
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with SEND
- Liaising with parents/carers of children with SEND, in conjunction with teachers
- Implementing a programme of Annual Review for all students with an EHCP
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or EHCPs as appropriate
- Overseeing the transition arrangements and transfer of information for Year 6 students with SEND in liaison with pastoral / transition staff
- Monitoring the school's system for ensuring that IEPs/pupil profiles have a high profile in the classroom and with students

- Evaluating the impact and effectiveness of additional interventions for students with SEND
- Liaising sensitively with parents and families of students on the SEND register, keeping them informed of progress and listening to their views of progress
- Attending LA SENDCO network meetings, Honley Partnership SENDCO meetings and training as appropriate
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with SEND
- Liaising closely with a range of outside agencies to support students with SEND
- Liaising with the TIC (Inclusion) regarding students with SEND who are presenting significant behavioural difficulties in liaison with the Deputy Headteacher

Teacher in Charge of Additional Resourced Provision

In line with the recommendations in the SEND Code of Practice, the Teacher in Charge of the Additional Resourced Provision will oversee the day- to-day operation of this policy in relation to students with Complex Communication and Interaction Needs allocated places in the school's Provision, in the following ways:

- Co-ordinating provision for students with ASC/CCI allocated full time or transitional places within the Provision
- Co-ordinating assessments within the Provision
- Organising and evaluating units of work for students from the Provision to participate in
- Liaising with and advising teachers, including contributing to whole staff training
- Managing other classroom staff involved in supporting Provision students
- Overseeing the records on Provision students
- Liaising with parents of Provision students, in conjunction with class teachers
- Implementing a programme of Annual Review for all Provision students
- Complying with requests from an EHCP coordinator to participate in a review
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or EHCPs as appropriate
- Overseeing the transition arrangements and transfer of information for Year 6 students with ASC and CCI offered places in the Provision in liaison with pastoral / transition staff
- Assisting the SENDCO in monitoring the school's system for ensuring that IEPs have a high profile in the classroom and with students
- Evaluating the impact and effectiveness of all additional interventions for Provision students
- Consulting with staff to review and revise learning objectives for Provision students
- Liaising sensitively with parents and families of Provision students, keeping them informed of progress and listening to their views of progress
- Attending SPR meetings, area network meetings and training as appropriate
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with ASC and CCI
- Liaising closely with a range of outside agencies to support students with ASC and CCI
- Sitting on the SPR panel for students with additional needs including ASC
- Co-ordinating outreach provision in conjunction with the LA

Teachers

Each teacher is responsible for:

- The progress and development of every pupil 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
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

16. Storing and Managing Information

All documents relating to children and young people on the SEND Register are stored securely. Records are kept, stored and where necessary shared in accordance with the school's Safeguarding and Child Protection policy.

17. Reviewing the Policy

We will review this Policy within our school policy review cycle on an annual basis, or sooner if necessary, for example in light of any legislation or staffing changes.

18. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. It can be viewed via the school website or by contacting the school office (office@honleyhigh.co.uk)

19. Dealing with Complaints

If there are any complaints relating to the provision for children with SEND these will normally be dealt with in the first instance by the Head of Year, the SENDCO, TiC, a Senior Investigating Officer or the Deputy Headteacher, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the school's complaints procedure (see separate Complaints Policy).

20. Bullying

At Honley High School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our students, including those with SEND. We do this through our pastoral care system, form time, themes of the week, assemblies, 'Confide' online reporting service, student leadership, in lessons and through the promotion of the Honley Absolutes and our Core Values.

We have clear behaviour, safeguarding and anti-bullying policies and procedures in place (see separate policies). Any student or parent with concerns regarding bullying should talk to the Form Tutor or Head of Year in the first instance, or any trusted adult.

21. Links with Other Services

Effective working links will also be maintained with:

- Educational Psychology and Early Years SEN Support Service
- SEND Assessment and Commissioning Team – SENDACT
- Specialist Provision for Sensory and Physical Impairment
- Information and Advice Service (KIAS)
- Virtual School for Looked After Children / Education Support Team
- Specialist Provision for Hearing Impairment and Physical Impairment
- Specialist Provision for Visual Impairment
- Specialist Provision for Complex Communication and Interaction Difficulties
- Attendance and Student Support Service
- Ethnic Minority Achievement and Equalities
- Locala Community Partnerships / School Nursing Service
- Children's Speech & Language Therapy Services
- Student Referral Services -REACH Academy KS3 PRU
- ETHOS KS4 Service
- Kirklees Local Offer