THE HOWARD
Academy Trust

The Howard School

SEN Policy and Disability Provision Policy

Policy Scope:	**The Howard School**
Responsibility:	**Local Academy Board**
Date Adopted:	**November 2018**
Review Frequency:	**Annual**
Review Date:	**October 2027**

Document Management Information

Applicable to:	All staff and pupils at The Howard School
Dissemination:	The document will be available to staff via the Academy's Policy Centre on the shared area of the IT system. The document will also be published and shared electronically within the school.
Training:	On request
Review frequency:	The document will be reviewed every year.
Policy Author:	Ms J Deakin, Assistant Principal, SENCo
Policy Owner:	Ms J Deakin, Assistant Principal, SENCo
Approval by:	Local Academy Board / Principal
Approval Date:	November 2026
New Review Date:	October 2027

SEN Policy and Disability Provision Policy

This policy is written in line with the requirements of:

- **Special Educational Needs and Disability: Code of Practice 0-25 years; January 2015**
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Children and Families Act 2014
  http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted
- Equality Act 2010
- Schools Admissions Code, DfE **last updated 2015**
  https://www.gov.uk/government/publications/school-admissions-code--2
- SI 2012 1124 The School Information (England) (Amendment) regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Behaviour Policy, Safeguarding Policy, Complaints Policy, Anti-bullying Policy, Health and Safety Policy, Equality and Diversity Policy and GDPR/Data Protection Policy.

There is also a SEN Information Report which was co-produced with parents.

Key Contacts

Our SENCo is Mrs Jai Deakin who holds the National Special Educational Needs Co-ordinator Award who can be reached through our main school office email.- office@thehowardschool.co.uk

1 INTRODUCTION

1.1 The vision is for every SEND child is to “achieve at The Howard School, and make a successful transition to adulthood, including finding paid work, living independently and participating in their community” (Children and Families Act 2014). This policy refers to children and young people with special educational needs (SEN) and disabilities. The guiding principle informing this policy is to ensure that children and young people with SEN and disabilities are given equal opportunities to thrive at The Howard School, to make good progress in their learning and to feel valued as members of The Howard School community.

1.2 The Howard School uses the following definition of SEND taken from SEND Code of Practice (2015:15-16)

A child or young person has **SEN** if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 others of the same age,

or

- has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Howard School uses the following definition of disability: Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is “ a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.” This definition provides a relatively low threshold and includes more children than many realise: “long-term” is defined as “a year or more” and “substantial” is defined as more than minor or trivial” *SEN Code of Practice (2015:16)*

1.3 It is possible to be disabled under the Equality Act and not have SEND, and vice versa. It is also possible to be both disabled under the Equality Act and have SEN. As advised in the, SEND Code of Practice 2015, The Howard School accepts that a medical diagnosis may mean that a child is disabled but not necessarily have SEN.

1.4 Students with SEN and/or disabilities admitted to The Howard School could have difficulties in one or more of the following areas:

- Cognition and Learning;
- Communication and Interaction;
- Social, mental and emotional health;
- Sensory and/or Physical.

1.5 The Howard School has an inclusive policy and therefore students with SEND follow the same curriculum as other students. Where appropriate, reasonable steps are taken to modify the curriculum and make reasonable adjustments for SEND students.

2 AIMS

The aims of this policy are:

- to ensure that The Howard School complies with the requirements of the Children and Families Act 2014, the SEND Code of Practice 2015 and other statutory guidance are implemented effectively.

- to ensure that students with special educational needs and/or disabilities are supported to have high aspirations and opportunities equal to other members of our community.

3 OBJECTIVES OF THE GOVERNING BODY IN MAKING PROVISION FOR STUDENTS WITH SEND.

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any student who has SEND;
- Determine the role of the SENCo in relation to the leadership and management of The Howard School;
- Determine the key responsibilities of the SENCo and monitor the effectiveness of the SENCo in undertaking those responsibilities;
- Make sure that, where the 'responsible persons' (Head teacher & SENCo) has been informed by the LA that a student has SEND, those needs are made known to all who are likely to teach them;
- Ensure that all staff are aware of the SEN and Disability policy of The Howard School and work appropriately with all SEN and disabled children;
- Have regard to the SEND Code of Practice when carrying out its duties toward students with SEND;
- Report to parents on the implementation of The Howard School's SEN and Disability policy.

4 IMPLEMENTATION

The Howard School has regard to all the requirements of the SEND Code of Practice. This is a model of action and intervention to help children who have SEN make good progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise could be in to provide support on the difficulties that a child may be experiencing.

4.1 The SENCo is responsible for the co-ordination of SEND provision

4.2 Working with parents/carers of children with SEND

The Howard School recognises the importance of parent and student voice and their views will be requested and considered in planning to meet the needs of the child.

- Our aim is to work together in a productive partnership with parents/carers
- Parents/carers are encouraged to contact the SEND & Pastoral Team if there are concerns they wish to discuss.
- Parents/carers are invited to contribute to the Assess, Plan, Do, Review processes.

- Our work with parents/carers of child with SEND will be led by guidance in the SEND Code of Practice guidelines 2015 alongside current legislative developments.

5 IDENTIFICATION AND ASSESSMENT

5.1 Students at The Howard School who meet the criteria, based on the SEND Code of Practice, are placed on the SEND Register. This register is reviewed three times yearly by the SENCo.

5.2 To support transition, the SENCO will attend Year 6 and 11 Annual Reviews of students with an EHCP naming The Howard School as their first preference when invited.

5.3 Transition for students with SEND will be carefully planned. Students with difficulties may be offered an extra taster day at The Howard School to enable them to feel more confident about attending The Howard School and enable staff to develop a deeper understanding of their need.

5.4 Student Transfer Forms, which request information from feeder school SENCos will be used to identify students in Year 6 with SEND.

5.5 Reading testing is carried out for all students, yearly. The data from these assessments is used to inform interventions.

5.6 Parents, students and teachers are expected to contribute to our Assess, Plan, Do, Review cycle to identify any SEN and barriers to learning.

5.7 Medway SEND team requests that students with EHCPs in Year 6 apply in the November before the September start date, and by Easter for Year 11 students, to enable transition processes to take place. Medway SEND team co-ordinate this process and a copy of the prospective student's EHCP and latest Annual Review is sent to The Howard School for consideration. Following meetings and transition work, the student will be admitted at the same time as other students and will continue to be supported in line with national and local guidelines and the Person Centred Annual Review Process. Medway's guidelines for this can be found at: http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer/specialeducationalneeds/person-centredannualreviews.aspx

6 PROCEDURES USED BY THE HOWARD SCHOOL FOR WORKING WITH SEN STUDENTS

The procedures follow the SEN Code of Practice and follow a graduated approach of Assess, Plan, Do, Review cycle.

6.1 All staff are alerted to students with SEN/disabilities in their teaching groups via Arbor. Time is given 3x per year, to updating data folders that teachers use to inform their planning for their classes. Staff are informed of any changes via an email to notify them alongside amendments to Arbor. The Inclusive Teaching Guidance, in our Teaching and Learning Handbook, identifies the barriers to learning for students and suggests strategies for overcoming these barriers. This register is audited and updated three times yearly.

6.2 Once a student is identified as having SEN and following assessment of needs, additional or different provision may be implemented.

6.3 Provision maps or alike are created for students with high level needs with a range of different and additional provisions.

6.4 The effectiveness of the interventions is evaluated in a range of ways, including student progress, attitude to learning and qualitative data about self-esteem and well-being. These evaluations are held by the SENCo.

6.5 Students who have an EHCP have individual targets and provision maps. These personalised learning targets are shared and reviewed with parents.

6.6 Provision for students with an EHCP follows Medway's guidelines and where applicable the support and advice of the SEN Officer will be sought.

6.7 External Support Services - The Howard School uses the services of an Educational Psychologist for students who are demonstrating significant difficulties and the SENCo involves outside agencies, including but not limited to Social Services, Fortis Trust, Occupational Therapy and NELFT. Students with a hearing, sight or speech impairment may have a specialist teacher who comes in to The Howard School and advises the SENCo and staff. It is also possible that they may work with the students identified.

7 SEND PROVISION

All teachers at The Howard School are teachers of students with SEND and provide a range of quality first teaching strategies to meet SEND through universal core provision.
All teachers and support staff receive in-service training in identifying and supporting students who require an education offer that is additional to and different from the differentiated curriculum offered to all students.

A provision map is produced early in each academic year which outlines the additional support and interventions offered for students with SEN/disabilities throughout the year.

The Raising Standards Team (Vice Principal, Year Team, SENCo, Senior Leadership Team) analyse data to review individual and cohort progress and needs and the subsequent gap analysis establishes additional provision needs.

Medway Council provide support and guidance on "Children with SEN" and this can be found at http://www.medway.gov.uk/childrenandyoungpeople/specialeducationalneeds.aspx in addition to the local offer which can be found at: http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx and health service provision which can be found at: http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer/sendhealthservices.aspx

7.1 Provision for cognition and learning

Students with cognition and learning difficulties are supported in the first instance through quality first teaching strategies and universal core provision.
Individual and cohort assessment and analysis will identify those not making adequate progress and the following interventions may be offered:

- In class support
- Small group intervention
- 1:1 support
- Online catch up sessions
- Differentiated resources
- Access arrangements

7.2 Provision for communication and interaction

Students with communication and interaction difficulties are supported by a variety of people and strategies to encourage confidence and independence.
A range of support may be offered including:

- In class support for organisation and communication
- Tutoring and mentoring
- Therapeutic interventions
- Pastoral provision including quiet areas for lunch and breaks

7.3 Provision for sensory and/or physical needs

There is the provision for Specialist Teaching Service support for individual students.
Reasonable adjustments are made to support students access to the curriculum.

7.4 Support for Social, Emotional and Mental Health Needs

Students with SEMHN at The Howard School are supported in a range of ways.
Initially, SEMHN will be addressed through our Personal Development Curriculum, by tutors, teaching staff, in form time and through specialists delivering assemblies. All sessions are planned and provided by the Personal Development Lead and supported by the SENCo where appropriate.

Some students may be offered pastoral support, interventions and peer/adult mentors.

Some students access support from NELFT and outreach services and some students may access counselling or therapy in school. There may also be the provision of the School Nurse.

They may be offered short term out of The Howard School placements to enable them to address their difficulties.

All provision will be reviewed in the Assess, Plan, Do, Review cycle.

Access arrangements for examinations are organised jointly by the SENCo and the Examinations Officer. This may include up to 25% extra time, the use of a prompt and/or provision of a reading pen and /or scribe. Where the SENCo is not qualified to undertake testing, external professionals will be employed to conduct such work.

8 STAFFING ARRANGEMENTS

8.1 The SENCo is responsible for:

- Ensuring that the needs of students on the SEN register are met;
- Ensuring that The Howard School complies with the Statutory SEN Code of Practice and LA SEN policies including SEND Safeguarding;
- Supporting teachers with teaching and learning strategies to meet the needs of learners;
- Deploying Teaching Assistants in a way that maximises the impact upon learning;
- Special examination arrangements;
- Assessment and monitoring of progress of students on the SEN Register (please note that it is Subject Leaders who have the primary responsibility for monitoring the academic progress of students in their subject areas);
- Performance Development and staff appointments to the Learning Support & Pastoral team;
- Professional Development of staff in relation to SEND;
- Liaison with external agencies to enhance provision
- Planning progression routes for the most vulnerable learners with parents/carers and external agencies;
- Responsible for oversight of Student Medical Needs;

8. 2 In relation to each of the registered students who have SEND:

The SENCo is responsible for:

- identifying the student's SEND;
- co-ordinating the making of SEND provision for the student which meets those needs;
- monitoring the effectiveness of any SEND provision made for the student;
- securing relevant services for the student where necessary;
- ensuring that records of the student's SEND and the SEND provision made to meet those needs are maintained and kept up to date;
- liaising with parents/carers on a regular basis;
- ensuring that, where the student transfers to another The Howard School or educational institution, all relevant information about the student's SEND and the SEND provision made to meet those needs is conveyed to that institution:
- promoting the student's inclusion in The Howard School community and access to The Howard School's curriculum, facilities and extra-curricular activities:
- selecting, supervising and training Teaching Assistants;
- advising teachers at The Howard School about differentiated teaching methods appropriate for students with SEND;
- contributing to in-service training for teachers at The Howard School to assist them to carry out the tasks referred to in paragraph (b);
- preparing and reviewing the information required to be published by the Governing Body pursuant to the Children and Families Act 2014, the objectives of the Governing Body in making provision for SEND, and the SEN Needs Policy.

8.3 All staff in The Howard School have a responsibility to understand the needs of, and work with the SEN and disabled students in their classes and to follow and advice given by the SENCO. The Teachers' Standards make clear their duties to meet the needs of all students.

9 FACILITIES AND RESOURCES

The Pastoral and welfare team comprises the Designated Safeguarding Lead, Assistant SENCo, Head of Year, Deputy Head of Year, Form Tutor, Pastoral Team including an Attendance Officer, School Nursing Service, and external counsellor.

The SEND Team is coordinated by the SENCo, comprises of an Assistant SENO, HLTAs, SEN Admin and TAs supporting high quality Quality Inclusive Teaching in the classroom.

The Facilities include a quiet area in our Inclusion area which is supported by our Pastoral Team and Attendance Officer.

We have 'The Base' provision. This is an area that is supported by two members of staff who run interventions and offer support. The Base is an intervention space for students to access help with reading, numeracy, social skills, social use of language and/ or social stories.

10 ADMISSION ARRANGEMENTS

See THE HOWARD SCHOOL policy/general admission arrangements and THE HOWARD SCHOOL Prospectus. The Howard School does not discriminate against students with disabilities in admissions or in practice.

The LA co-ordinates applications and admissions for students with an EHCP. Relevant paperwork is sent to the SENCo to evaluate the suitability of The Howard School for the student and whether or not needs can be met effectively.

If The Howard School believes that to admit the child would be incompatible with the provision of efficient education for other children, then it should make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However the LA may disagree with The Howard School's arguments.

11 MONITORING, EVALUATION AND REVIEW

All SEND provision follows the Assess, Plan, Do, Review cycle.

11.1 The SENCo is responsible for monitoring, analysing and presenting SEND cohort data.

11.2 Provision plans (or alike) are used to evaluate the success of provision, for individuals and cohorts, and inform future planning for SEND.

11.3 The Principal and Governing Body will meet regularly to discuss SEND.

12 COMPLAINTS

Any concerns should be raised with the SENCo/ Head teacher to try to reach resolution. Formal complaints should be directed to the Head teacher (see Complaints Policy)