

Special and Additional Needs Policy

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Author:	Cecely Manners
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1	Carolyn Homan	20 th February 2016	Approved	Approved by the Student & Curriculum Committee 11 May 2016
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Intended Audience

Intended Audience	Intended Method of Distribution
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AMENDMENT TRACKER

Date of Review:

Summary of all changes being proposed in this policy review:

Page	Clause	Details of amendment
1	1.1	The Inclusion Team should read ' <i>Curriculum & Achievement Support Academy</i> '
		Remove 'Statement of Special Educational Needs'
	1.2	The Inclusion team should read ' <i>SEN</i> ' team. After Assistant Headteacher insert ' <i>/ Executive SENCO and a multi skilled team</i> ' in place of with
	1.3	Remove Inclusionto end - replace with ' <i>Welfare, Intervention and Behaviour team through fortnightly meetings in liaison with SLT & Pastoral teams</i> '
	2.2	Should read 'Executive SENCO' in both cases
2	2.5	Replace Learning support unit (LSU) with ' <i>Curriculum & Achievement Support Academy</i> '
	2.7	Remove this section completely as a repeat of 1.2
	2.8	Should read ' <i>Executive SENCO</i> ' and remove line manager
	2.9	Remove (in the most to end of sentence + remove a statement- insert ' <i>an</i> '
	2.10	Remove subject heads and the learning support office and replace with ' <i>student services</i> '
3	3.4	Should read ' <i>Executive SENCO</i> ' + remove a statement of special educational needs, replace with ' <i>an</i> '
	3.6	Should read ' <i>Executive SENCO</i> '
	3.7	Remove a statement of special educational needs, replace with ' <i>an</i> '. Replace Transition Pathways service with ' <i>Preparing for Adulthood Advisor</i> ' in both cases Remove With the new and replace with ' <i>As per the</i> ' SEN code of

SPECIAL AND ADDITIONAL NEEDS POLICY

1. Provision for pupils with special educational needs

- 1.1 The Inclusion Team offers additional support for all students who have academic, social, emotional or physical difficulties during their school career. Any student may require additional support at some stage of their educational career, but those who have the greatest or persistent need are put onto the school's Special Educational Needs Record. Their progress is monitored regularly and a range of support is provided. Students with a Statement of Special Educational Needs or Education, Health and Care Plan are also included in the Special Educational Needs Record. This structure is outlined in the Code of Practice for Special Educational Needs (June 2014).
- 1.2 The Inclusion Team is led by the Assistant Headteacher with responsibility for inclusion, the SENCO and a multi-skilled team.
- 1.3 The SENCO co-ordinates the provision for students on the Special Educational Needs Record, working with the Educational Psychologist and a county team of specialist teachers. Provision for short term support or support with non-academic issues, is co-ordinated by the Inclusion Manager through a fortnightly Learning, Attendance, Behaviour and Safety (LABS) forum. This is open to all staff in the school to refer a student, with the approval of the Head of Learning Community.

2. Identification, assessment and provision for pupils with special educational needs.

- 2.1 Assessment data (through teaching staff and exam / test results) is becoming central to the allocation of additional support for our students with special needs. The effectiveness of any additional support is regularly evaluated and reviewed. This evaluation takes place at least termly and, more often, half-termly.
- 2.2 Students considered to have special educational needs are identified in a number of different ways. Many arrive at Harwich and Dovercourt High School with an assessment of their need made by their previous school (usually the primary school). Others can be referred by class teachers, tutors, parents and themselves. The SENCO will assess the needs of the pupils and decide on the level of support which will address the pupil's barrier to learning. Reviews are held termly with student, parents, SENCO and other professionals in order to monitor progress. The guidelines set out in the Code of Practice are used and the impact of any additional support is evaluated at each Review. Academic results in core subjects, as well as progress in any other areas of special need, are circulated to parents, teaching staff and any relevant agencies.

- 2.3 In deciding the level of support, the Provision Guidance, published by the Local Authority (LA) is used as the first point of reference.
- 2.4 All pupils are entitled to a broad and balanced curriculum. Students are therefore timetabled to participate in all subjects. If a particular student has such a great difficulty in accessing a subject that is deemed inappropriate, then alternative provision will be considered. Staff, parents and student would be consulted in such cases.
- 2.5 All pupils are fully integrated into the main school; in extraordinary circumstances some may have a short-term placement in the Learning Support Unit (LSU) for intensive behaviour support or additional mental or physical health support. It is school policy for all pupils with special educational needs to be included in the mainstream curriculum.
- 2.6 Criteria for evaluating the success of the Special Educational Needs policy and department are based on the following:
- Individual student progress, monitored through termly reviews.
 - Regular evaluation of interventions.
 - Progress across an academic year and across a Key Stage as published.
 - The most recent OFSTED inspection.
- 2.7 The Line Manager for the Department is the deputy head with responsibility for inclusion.
- 2.8 Any complaints regarding Special Educational Needs provision should be made to the SENCO in the first instance, followed by the Line Manager, head teacher and Governing Body. The school's complaints procedure is available online through the school website: <https://www.hdhs.org.uk/parents/policies/>
- 2.9 Additional funding from the LA is provided to meet partial costs of providing additional support (in the most appropriate form) for more than 13.5 hours a week. Students in this category will usually have a Statement or Education, Health and Care Plan (EHCP).
- 2.10 Data regarding any student on the SEN record are on the school system for all staff to access, via a secure login. Subject Heads and the Learning Support Office hold hard copies of information relating to Medical / Behaviour.

3. Partnership with other Agencies

- 3.1 The Department has regular contact and good relations with the professionals attached to the Statutory Assessment Service. The Educational Psychologist makes regular visits to the school to work with individual students, groups of students or members of staff. Assessments can be made and advice given. Where specialist teachers are involved, they visit students on a regular basis and are available to give advice if and when needed.
- 3.2 Parents are always welcome to contact the department at any time if they have a concern about their child's progress. Parents are encouraged to write, telephone or email if a problem arises, so that it can be dealt with promptly. Parents are invited to make an appointment and come into school whenever they feel it is necessary.

- 3.3 Local primary schools have good relations with the Special Educational Needs Department. Primary school records are valued and discussions are held before Year 6 pupils move on to Harwich and Dovercourt High School.
- 3.4 When invited, the SENCO will attend the Year 5 and Year 6 Annual Reviews for pupils with a Statement of Special Educational Needs or Education, Health and Care Plans.
- 3.5 All the local primary schools are visited in the summer term and the special needs of pupils in Year 6 are discussed by the SENCOs. All pupils spend at least one day at Harwich and Dovercourt High School in the summer Term of Year 6. Pupils with particular difficulties are invited to make extra visits so that their arrival at Harwich and Dovercourt High School has been thoroughly prepared. This process often starts as early as year 5 for individuals with particular difficulties, in addition to the taster lessons, which begin at this stage.
- 3.6 Parents of primary school pupils with additional needs are encouraged to visit the school and meet the SENCO to discuss strategies to ensure a smooth transition into secondary education.
- 3.7 All students with a statement of special educational needs, or Education, Health and Care Plan have opportunities to work with the Transition Pathways service, from year 9, in order to ensure appropriate provision post 16. With the new SEN Code of Practice, those with Education, Health and Care Plans may not need to work with Transition Pathways, since the plan can be in place until the young person's 25th birthday.

When pupils leave Year 11, the information regarding their special needs is passed on to the training providers, Further and Higher Education establishments.

- 3.8 Liaison with other schools is always a priority when students are transferring into, or out of, other secondary schools.