



HEDINGHAM SCHOOL
AND SIXTH FORM
A MATHS & COMPUTING COLLEGE
ACHIEVEMENT & EXCELLENCE

SEND POLICY

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This policy was last updated in March 2017 by Susan Goodwin

1. Objectives for Meeting Special Needs

Special Education Needs provision at Hedingham School is based on the school's mission statement: (See full statement for details.)

All members of staff have a responsibility to meet students' special educational needs. This responsibility is led and co-ordinated by the Leader of Learning Support.

2. Responsible Person

The named person with responsibility for Learning Support is Mrs Susan Goodwin.

3. Coordination of Learning Support

Mrs Goodwin assisted by Mrs Sue Amies, HLTA (who is the Lead Teaching Assistant) and Mrs Janette Wells (HLTA Literacy Support) co-ordinate the provision of education for students with Special Educational Needs.

Mrs Jan Barnes is Hedingham School Governor with responsibility for SEND.

4. Admission Arrangements

The admission arrangements for all students follow Hedingham's stated admission criteria.

5. Learning Support at Hedingham aims to

- Ensure access to a balanced range of learning experiences within the curriculum.
- Prepare students to become independent learners.
- Encourage students to have high expectations.
- Foster self esteem.
- Identify and respond to a student's special educational needs.
- Involve and inform parents.
- Oversee the implementation of individual education plans.
- Ensure staff are well briefed on students' needs and disabilities.

6. Facilities

In addition to the facilities of the whole School, any student requiring learning and behavioural support at any stage has access to the Student Support Centre. Wave 3 teaching and individual interventions take place in 3 classrooms.

There is a variety of computing resources, including the Units of Sound, and a range of individual teaching aids available. (DRAGON, Naturally Speaking, Claread, and a reading pen)

7. Allocation of Resources

Formula funding is received from the LEA. This is supplemented from the school's own budget to sustain staffing levels and resources. Students with statements or Educational Health Care Plans may receive additional funding.

Pupil Premium may also support students when appropriate.

8. Identification

The House Team and the Learning Support staff are actively involved in liaising with feeder primary schools before students join Hedingham in Year 7. A programme with SENCo and TA visits to primary school followed by student visits ensures a smooth transition. This is extended for Statemented and SA+ students. Appropriate documentation

and information is passed on from the primaries so that the students can have their needs met on their admission to Hedingham School.

- Information gathered is circulated to staff who will be teaching the students.
- Some necessary information is circulated to all staff.
- Pupil Passports are written and updated within the first term. Parents are sent a copy by October half term for their information and for them to make amendments as necessary.

If a student at Hedingham is identified as requiring special needs, parents/carers will be informed and consulted. Any student joining Hedingham after the beginning of year 7 will have their needs identified from documentation from previous school and new assessment data. Progress will be reviewed as appropriate.

9. Classroom Arrangement

- Students with SEN are fully integrated into normal classes.
- They are withdrawn when their education plan highlights a need for small group or individual teaching when their need is greater than 'reasonable adjustment'.
- Learning Support staff are timetabled to support students in targeted lessons usually in specific subject areas.
- Support may be given to students in years 10 and 11 through Pathways to enable further study skills, in addition to support in lessons.
- Students on the ASD spectrum can have access to Learning Support when they can seek the support of a member of staff to reduce their anxiety.
- Students with Behavioural or emotional difficulties are able to access trained TAs for emotional literacy sessions.
- Dyslexic students can access trained TAs to have support understanding and supporting their own personal learning.
- In Key stage 3 some students are withdrawn from Languages to have further Literacy Support.
- A few students are removed for a short period to boost Literacy skills in Literacy Extra.

10. Access to the Curriculum

Most students have access to the full curriculum. Students in years 10 and 11 can be offered Pathways, which supports them in their other GCSE options.

Some students follow a reduced curriculum. They may do extended work experience.

From September 2017 a small cohort of Year 10 students will be offered an alternative programme which will provide them with access to BTEC work skills including extra literacy and numeracy as well as a reduced GCSE programme.

11. Evaluation

The Learning Support Department is subject to the School's established monitoring and evaluation procedures.

- Pupil Passports identify interventions offered and record progress made.
- The Governors evaluate the work of the Learning Support department as part of their annual report to parents.

12. Complaints Procedure

Any complaints are investigated through the School's published complaints procedure.

13. Staff Training

Staff training needs are identified in the Learning Support Development Plan and in the Performance Management Reviews.

The Leader of Learning Support is responsible for implementing training needs. Whole School training is provided to

meet the SDP and TA specific training is provided by a variety of outside providers and from school based activities.

The Leader of Learning Support will also offer staff training to primary feeder schools and support and assess students from them to share good practice and maintain positive links.

14. Links with Support Services

SENCAN, the Special Educational Needs and Psychology Service in Essex, supports the students through their advice to the Learning Support team in school. They may also work directly with the students. Parents/carers are informed of any visits involving their child.

- Currently due to funding cuts there is little support from the Specialist Teacher Team.
- Attendance is overseen by Miss Nicky Holt as the School Based Attendance Officer.
- Currently our allocated Educational Psychologist is Dr Madelaine Smith.
- Transitions Pathways is offered by Mr Paul Cornwell.

15. The Role of Parents

Students make most progress when there is a good and confident working relationship between home and school. To this end, parents are offered regular, planned meetings and open access by phone and email. Parents are invited to discuss their child's IEP at Parents Evenings. Annual Reviews are planned ahead to allow for Specialist teachers and Transition Pathways to attend.

Parents can request a call from a TA on Friday afternoons to discuss any issues and celebrate achievement.

16. Transition Procedure

Students with Special Educational Needs are given priority in terms of the timings of the first meetings and are offered regular follow-up meetings.

A member of the Transition Pathways Paul Cornwell attends the Annual Review of Year 9,10,11,12 &13 students with EHCP's. Any needs identified in the Transition Plan will be followed up. He will also write a Learning Disability Assessment for EHCP Students progressing onto college or university.

17. Links with Other Agencies

Links with Social Services and various Health Services are established as appropriate, usually with consultation from the House Team. Also FAST team, Ian Watkins. The SENCO works with a wide range of other agencies including Child and Adolescent Mental Health Service and Family Solutions.

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

From Special Educational Needs Code of Practice 2001
