

Disability* - See 'definition of disability' at end of this policy.

Parents** - Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEN/D) POLICY

Part 1: The Hamble School's Aims and Objectives

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

4. Definition of Special Educational Needs and Disability (SEN/D)

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have 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.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s).

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum. Student working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed in the classroom.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

5. Curriculum Support [Provision] is achieved by:

- Identifying and assessing individual student's needs
- Reporting of students' needs to all members of school staff (for example through the use of Student Information Profile sheets)
- Providing an appropriate curriculum, taking into account¹
 - National Curriculum and examination syllabi
 - Continuity and progression
 - Departmental development plans
- Delivering an appropriate curriculum, taking into account:
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
- Providing learning support through:
 - Curriculum development
 - Support teaching
 - Specialist training
 - INSED

- Liaising and referring to outside agencies where necessary and appropriate.
- Monitoring individual progress and making revisions where necessary.
- Ensuring that parents / carers understand the process and involving them in the support of their child's learning, taking into account any parental concerns.
- Encouraging (where appropriate) students with SEN/D to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.
- Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
- Learning Support Assistants and teachers collaborate effectively.

6. Accessibility for students with disabilities is achieved by:

- Ensuring students' lessons are in classrooms which are accessible to them.
- Levelled flooring and ramps throughout the school site, where possible.
- Learning support department is positioned on the ground floor.
- Access to disabled toilets and hygiene room.
- Physiotherapy programmes are delivered in the school's physio room, with programmes from NHS physiotherapy where needed.
- The swimming pool changing rooms have a disabled changing cubicle.
- Disabled parking available on site.
- Ensuring that equipment used is accessible to all students regardless of their needs, or that additional specialist equipment is requisitioned with the support of the local authority.
- Prior to trips, the organising staff complete risk assessments which consider the needs of the students with SEND, making changes and modifications where necessary.
- Any bullying linked to disability is dealt with in line with the school's Anti-Bullying Policy.

7. Supporting transition for students with SEN/D is achieved by:

- Visits from a member of our transition team (including the SENDCo) who will visit each primary/junior school. During these visits we discuss life at The Hamble School and answer any questions the students may have. Furthermore, we discuss individual students with the Year 6 teachers so that we obtain comprehensive academic information and understand each child's needs, interests and abilities.
- Offering opportunities for parents to book individual meetings with the SENDCo if there are very specific needs to discuss.

- Students attending Induction day.
- Parents attending Induction evening.
- Parents' and Students' Consultation Appointment with a member of the Senior Leadership Team.
- Additional transition visits organised for students with an EHCP.
- Additional Transition Support: The Hamble School offers more personalised transition support programmes for those children who may find the move from primary/junior school more challenging. This can be arranged in consultation with the child's current primary/junior school.
- Prioritised Careers advice meetings for key-stage 4 students.
- Supported trips to local colleges for high need SEND and SEMH to offer experience of college life, meeting college SEND support teams and learning about futures courses available at college.

PART 2: Structural Arrangements

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the performance management process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEN/D.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Headteacher

- Setting objectives and priorities in the school development plan, which includes SEN/D.
- Setting a budget for supporting students within the school's overall financial resources.

Deputy Headteacher

- Day to day line management of the SENDCo & Associate Assistant Head / Manager of The Harbour.

SEND Coordinator

- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Is responsible to the deputy head teacher for the management of SEN/D and SEMH provision and the day-to-day operation of the policy.
- Managing and developing the roles of Learning Support Assistants, through training and performance management.



- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEN/D.
- Keeping accurate records of all students with SEN/D.
- Drawing up, reviewing and monitoring individual education plans for those with SEN/D and others, as required. These are known as Student Information Profiles (SIPs)
- Monitoring departmental delivery of the SEN/D Policy.
- Recruiting and deploying the school's 'Harbour support staff'.
- Being responsible and accountable for the whole-school SEN/D resources and sharing, with the Headteacher and the school bursar, responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEN/D and SEMH.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCos, both locally and nationally.
- Liaising with outside agencies,
- Contributing to internal training and external training (as appropriate).
- Being involved in preparing the SEN/D report, which the Headteacher forwards to the Governors.

Directors of Learning/Subject Leaders

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D are purchased from the school's capitation.
- Raising awareness, of the school's responsibilities towards SEN/D.

Other Staff: "All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Monitoring progress of students with SEN/D against agreed targets and objectives.
- Be fully aware of the school's procedures for SEN/D.
- Raising individual concerns to SENDCo.

Learning Support Assistants

- Support students with SEN/D and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Assist with drawing up Student information profile sheets (SIPs)
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on transition and educational visits, as required.
- Jointly plan with teachers, where appropriate.

Other

- Communicate SEN/D issues to and from the school.
- Raise awareness of SEN/D issues at Departmental / whole school meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

Admission Arrangements

Admission arrangements are outlined on The Hamble School's website.

Inclusion

At The Hamble School, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems, and the arrangements made for careers education and work experience. Students with SEN/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The Hamble School believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment.
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality.
- The family and community should work together.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEN/D.
- The SENDCo reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments and outside agencies

PART 3: Complaints

How to make a complaint or raise a concern:

If you are unhappy with your child's SEND provision, you should first seek to resolve this by contacting either the Head of Year or the SEND Coordinator. This can be made in person, in writing, or by telephone.

If your concern or complaint is not resolved, please see the 'Complaints Policy', a copy of which is on the school website.

Please note that complaints about the statutory assessments of Special Educational Needs should be raised with Hampshire Local Authority.

****Definition of Disability***

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia Emotional behavioural difficulties – social factors Mild dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature

Title of Policy	Special Educational Needs/Disability Policy
Review Cycle	Annual
Policy prepared by/Reviewed by	SENDCo / Deputy Head
Committee responsible	L&A
Statutory/Discretionary/College	Statutory
Date of latest FGB approval	15 July 2021
Date of interim approval by governors	12 January 2022
Date of next approval by FGB	June 2022