



Special Educational Needs and Disability Policy

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Vision and Values of the School



Our vision and values are at the heart of everything we do and are used to inform our taught curriculum, decisions and priorities.

There is an expectation that our values are the foundation on which we base our interactions with our students, families, staff, visitors, professionals and wider community.

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1. Intent and Aims

All of the students at Daventry Hill School have an Education and Health Care Plan (EHCP) and so they are all covered within this policy.

This policy aims to:

- Set out how our school will
 - support and make provision for students with special educational needs and disabilities (SEND)
 - help our students fulfil their aspirations and achieve their best
 - help our students become confident individuals living fulfilling lives
 - help our students make a successful transition into their next stage, including adulthood.
 - Communicate with students and their families and involve them in discussions and decisions about support and provision.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with all stakeholders how we support our students

2. Legislation and Guidance

This 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 students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' /trustees' responsibilities for students with SEND

This policy also complies with our funding agreement and articles of association.

3. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires 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 most 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Area of Need	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and Learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties

	Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Inclusion and Equal Opportunities

At our Daventry Hill School we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

5. Roles and Responsibilities

5.1 SENCO

As a special school, all teachers have responsibilities to work alongside the appointed

SENCO which is our Deputy Headteacher. The SENCO will ensure that all of the following are in place:

- Inform and liaise with parents them about the student's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school



- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

5.2 Governors

As a special school, all Governors have responsibilities with the role of SEN Governor.

All governors will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school
- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school.

5.3 The Headteacher

The headteacher will:

- Work with the SENCO and governors to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements



- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students
- Advise the LA when a student needs an EHC needs re-assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

5.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every student 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 SENCO, and other leaders, to review each student's progress and development and decide on any changes to provision
- Have responsibility for each student's Educational Health Care Plan (EHCP), in particular:
 - Section F - Provision within the class
 - Section E – Progress towards the objectives as set out for end of the next key stage
 - Compiling reports for the annual review of the EHCP
- Suggesting and setting appropriate annual and termly Personalised Learning Goals and their progress towards these goals
- Ensuring they follow this SEN policy

5.5 Families

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support, including at the annual review. They will be given the opportunity to share their concerns and, with school staff, agree their aspirations for the student

The school will consider the views of the parent or carer in any decisions made about the student.

5.6 Students

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:



- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be considered in making decisions that affect them, whenever possible.

We recognise that a number of our students are unable to express their views verbally and so we will use a variety of communication methods to collect their views as appropriate.

6. SEN information Report

We publish a SEN information report on our school website which sets out how this policy is implemented.

This policy is updated annually and as soon as possible after any changes to the information it contains.

7. Our Approach to SEND support

7.1 Consulting and Involving Students and Families

We will have an early discussion with the student (as appropriate) and their parents when identifying whether they need additional provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

7.2 Assessing and Reviewing Students Progress Towards Outcomes

Outcomes for our students are based on the agreed objectives in their EHCPs, which are then broken into annual goals and incorporated into their personalised goals on their Skills Maps.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with SLT and multi-agency professionals to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant. The assessment will be reviewed regularly.



All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

8. Supporting Students Moving Between Key Stages and Preparing for Adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student's which information will be shared as part of this.

Managing change is an important skill to develop and so lots of thought and support is put in place for our students to:

- Have a successful start at Daventry Hill School
- move through the key stages, and then
- onto future destinations either at 16 or 18

The curriculum is carefully managed and class groupings managed year on year, to give opportunities for students to move around the school, whilst also striking a balance with consistency and stability so that learning can take place.

Our staff work with families and the students (as appropriate) to identify positive destinations for further education or community packages, liaising with the local authority to secure placements and funding.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff as part of a comprehensive programme.

Leaders will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development and provide targeted support as required.

10. Links with external professional agencies

The school works proactively with a wide range of stakeholders to meet the needs of all of our students:

- families,
- social care,
- NHS professionals,
- local authority support services
- voluntary sector organisations
- local employers



9. Links to other policies

- Accessibility plan
- Relationships policy
- Single Equality Duty
- Supporting Students with Medical Conditions
- Teaching and Learning Policy
- Curriculum Policy

10. Monitoring Arrangements

This policy and information report will be reviewed by the Local Governing Body **every year**. It will also be updated if any changes to the information are made during the year and will be approved by the governing board.

11. Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If this cannot be resolved, then a leader is available. The school complaints policy can be viewed on our website also.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

11.1 Contact details for raising concerns

Headteacher – Vicki Bond can be contacted by calling the school (01327 703135) or emailing v.bond@daventryhillschool.org.uk