

## 1. Introduction

This policy describes the philosophy adopted at Hungerhill School to ensure that there exists a positive whole-school approach towards the learning, progress and inclusion of students with special educational needs and disabilities. The SEND policy supports all members of staff in the principles of SEND provision and assists them in contributing to the processes which follow the guidance in the SEND Code of Practice: 0 to 25 years (2015).

High quality teaching demands that individual differences are recognised within all classes and catered for appropriately. This requires lesson planning which is carefully differentiated to varying levels of cognitive ability. It is important that lessons are still challenging and that scaffolding is built in to the lesson plan to support students to make maximum progress. The match between teaching methods, curriculum materials, expected learning outcomes and student ability is crucial. This approach to lesson planning and teaching meets the needs of the majority of students. However, some students require provision which is *additional to* and *different from* that which is provided for the majority of students; this is *special educational provision*.

We endeavour to ensure that students who require this special educational provision are identified early and that their individual needs are met through personalised assess-plan-do-review cycles of support. At Hungerhill School, staff work to create an environment in which all students are fully included within the school community in order that they can reach their potential and make successful transitions to further education and training providers.

*“All teachers are teachers of pupils with special educational needs” (SEND Code of Practice, 2014).* The SEND Code of Practice (2014) makes it clear that subject teachers are directly responsible and accountable for *all* students in their classes, even when students are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. This is the context in which the policy on special educational needs must be seen.

## **2. Principles**

### **2.1 Admission of a student who is the subject of an Education, Health and Care Plan (EHCP), formerly a Statement of Special Educational Needs.**

The Special Educational Needs and Disability Code of Practice January 2015 requires mainstream schools to admit all students who have a Statement of Special Educational Needs or Education Health and Care Plan (EHCP) where it has been requested by parents/carers as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless it would be unsuitable for the age, ability, aptitude or SEND of the child or that their attendance would be incompatible with the efficient education of others, or the efficient use of resources.

Where a parent/carer has expressed a preference for their child to have a place at Hungerhill School the home local authority for the child consults with the Headteacher who will work with the SENDCO to respond to the consultation on behalf of the Governing Body.

For students transitioning from primary schools the SENDCO, Assistant SENDCO and SENDSOs work with primary school colleagues to ensure that full information is gathered to support effective transition to Hungerhill School.

No student is refused admission to Hungerhill School on the basis of his or her special educational needs. In line with the Equality Act 2010, we do not discriminate against disabled children in respect of admissions for a reason related to their disability.

### **2.2 Student visits**

All Year 6 students will visit the school in the summer term, where they will take part in three induction days. Additional visits are organised for Year 6 students with SEND or who have been identified by their primary school teachers as being vulnerable and likely to struggle with the transition. These additional visits incorporate an after school tour of the school with parents, and a break time and lunchtime visit with some of their peers. For some students it may be necessary to

incorporate further visits and meetings in order to build stronger relationships prior to September in order to ensure that the transition is as smooth as possible.

### **2.3 Parent/Carer Visits**

At Hungerhill we value the partnership established between parents/carers and the school. It is our usual practice to provide opportunities to look round the school at the annual open evening and subsequent tours. Members of the SEND Department will be available at the open evening to see prospective parents/carers of both Year 5 and Year 6 students.

## **3. Identifying and supporting Special Educational Needs & Disabilities**

### **3.1. Definition of SEND**

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard students as having a special educational need or disability if they:

- a) have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Students 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 are taught.

### **3.2 Identification of Students with Special Educational Needs**

Hungerhill school follows the guidance in the SEND Code of Practice: 0 to 25 years (January 2015) with regards to the identification of special educational needs. Within every cohort of students, it is expected that rates of progress and attainment will vary