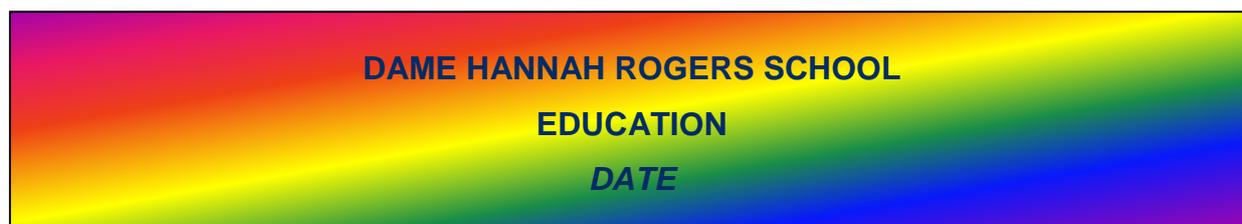




Special Educational Needs and Disability Policy

19/09/2017



Title:	Special Educational Needs and Disability Policy
Policy Category:	Education
Authors:	Chris Freestone
Consultation process:	Staff, the school's Consultant Educational Psychologist and the Governing Body Hannah's School.
Ratification date and group:	23/09/16 – Ratification by Governing Body Hannah's School
Publication date:	19/09/2017
Review date:	22/09/2018
Committee, group or individual monitoring the document:	Head Teacher
Resources and regulatory base:	Code of Practice (2014) on the identification and assessment of Special Educational Needs. Families Bill 2014 Policy reviews related to Education, Health and Social Care planning LA guidance in respect of EHC planning- various
Links to additional policies:	Admissions Policy Learning and Teaching Policy Annual Review Procedure Individual Education Plan (IEP) procedures

TABLE OF CONTENTS

INTRODUCTION.....	4
AIM.....	4
GENERAL.....	4
BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATION PROVISION	4
INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SEN.....	6
INFORMATION ABOUT THE STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL	7
REVISION HISTORY	ERROR! BOOKMARK NOT DEFINED.
AMENDMENT RECORD.....	ERROR! BOOKMARK NOT DEFINED.

Special Educational Needs and Disability Policy

INTRODUCTION

THIS DOCUMENT IS a statement of aims, principles and strategies for students attending Hannah's School (Dame Hannah Rogers School), all of whom have special educational needs.

THE SEND POLICY WAS DEVELOPED through consultation with staff, the school's Consultant Educational Psychologist and Governors, in line with the Code of Practice (2014) on the identification and assessment of Special Educational Needs.

It has been reviewed and updated in line with the principles of the Families Bill 2014 and subsequent policy reviews related to Education, Health and Social Care planning. Local Authority guidance in respect of local structures and EHCP development has also been taken into account.

THIS POLICY WILL BE REVIEWED every year and will be presented by the Governors to parents following reviews via publication on the school website or by request.

AIM

Hannah's School aims to provide education, care and support which is fit for purpose, which enriches the lives of learners and facilitates the achievement of their personal potential.

GENERAL

A student has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for them.

A student has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children or young people of the same age; or
- has a disability which either prevents or hinders him or her from making use of the educational facilities of a kind generally provided for students in mainstream education, without support.

BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATION PROVISION

a) Objectives of the School's SEN Policy

- to determine the range and extent of special need.
- to detail special provisions made for individual students to facilitate access to and engagement with learning.
- to define, monitor and develop specialist support for individual students.
- to report annually to parents through the School reporting systems.
- to report as required to Local Authorities and other external professionals.

b) The name of the school's SEND Lead is the Head Teacher - Mrs Chris Freestone.

Special Educational Needs and Disability Policy

- c) The SEND Lead will ensure that provision is made to meet educational, therapeutic, care and medical needs of the students using the Statement of SEND or the Education, Health and Care plan (from 2014 onwards) and subsequent annual reviews as a guide.
- d) Admission arrangements (see [Admissions Policy](#))
- e) The Curriculum at Hannah's School is broad and balanced and the school is registered with the Department for Education to admit children and young people with PMLD, SLD, ASD, PD and as of April 2016 MLD. The age range is now 3 years to 19 years. The curriculum includes access to a highly adapted National Curriculum as appropriate, Religious Education, Collective Worship and Personal, Social, Health and Economic wellbeing and Citizenship Education, Lifeskills and a range of accredited ASDAN Personal Progress and Trinity College Arts Award programmes at Post 16.

Particular emphasis is placed on the development of Lifeskills and Personal, Social, Health and Economic and Citizenship Education and the development of communication and language skills, the details of which are outlined in the [Learning and Teaching Policy](#). Some of the students are aged between 16 - 19, and as young adults are beyond the statutory school age. They are treated with respect, dignity and an age appropriate curriculum, as outlined in the Learning and Teaching Policy for the Post 16 department.

Access to accredited courses is provided where appropriate.

- f) **Special facilities needed / provided.** In addition to the aims for **LEARNING AND TEACHING** young people may:-
- access the integrated, holistic philosophy practiced at the school which has a focus on allowing young people to be “ready to learn” by meeting a range of need.
 - where appropriate, receive a significant input of physiotherapy, speech and language therapy, occupational therapy and music therapy within the school day and as part of the curriculum.
 - have significant medical challenges which need to be taken into account throughout their time in the school, in order that they do not present a barrier to their learning.
 - individual integrated care plans ensure that welfare needs are met within a caring environment.
 - need to be visited / supported whilst in hospital or accompanied whilst receiving treatment outside of school.
 - need access to additional equipment such as computers, Voice Output Communication Aids (VOCA), signing and symbol systems.
 - need time to formulate and express their responses.
 - need to have access to specialist advisory teachers and therapists (other than physical disability) eg visual impairment, hearing impairment, behaviour challenges, counselling etc, that reflect their complex disabilities.
 - need to have access to medical and nursing care, GP and Paediatrician.
 - require the expertise of outside medical and non-medical professionals such as orthoptist, audiometrician, ophthalmologist, continence advisors, orthotist,

Special Educational Needs and Disability Policy

- dietician, educational psychologists, clinical psychologists.
- receive special diets.

All the above are made available to individual students and detailed in their Care Plans and IEPs, with full agreement of the student, their parents / carers and other agencies.

INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SEND

- All students have access to a broad, balanced and differentiated and appropriate curriculum including a highly adapted National Curriculum model – captured at Post 16 with the use of ASDAN and the Trinity College Arts Award and at Pre 16 utilising the EQUALS framework (EQUALS provides resources, support and national accreditation schemes.)
- Resources are allocated to students with SEND as relevant and applicable following assessment.
- All students offered places at Hannah's School undergo the assessment procedure outlined in the school's [Admissions Policy](#) and Process. The statutory annual reviews will take place throughout the year, in line with the [Annual Review Procedure](#) and Individual Education Plan (IEP) procedures. This may entail two approaches running concurrently for three years from September 2014:
 - annual review process as per existing Statement provision; or
 - review of Education, Health and Care (EHC) plans following local authority led Transfer Review processes.
- Inclusion for all school and Post 16 students takes place within the school as well as socially and educationally outside of the school where appropriate and relevant. On occasions, where appropriate, young people will be included into other settings and / or colleges for suitable activities and have suitable access to the "World of Work" - usually on an experiential basis.
- Criteria for evaluating the success of the schools Special Educational Needs and Disability Policy:
 - recorded compliments and complaints
 - reports from external evaluations:
 - OFSTED
 - LA Monitoring Visits
 - Student progress measured by P level progression and lateral progression of skills across all areas and activities in their lives.
 - Annual Reviews / EHC plan reviews.
 - Amount of specialist support provided (see Therapy Provision Information).
 - Prevention of deterioration of condition and student improvement.
- Arrangements for considering complaints about provision are tailored to meet individual communication need. Students have access to:
 - staff at the school.
 - Student Counselling – referral by SLT.

Special Educational Needs and Disability Policy

- Ofsted.
- External bodies such as NYAS (National Youth Advocacy Service).
- “Listening Ears” - Caroline Hodgson, Chris Freestone, Tamzin Gribble.
- Outside bodies through School Medical Officer / GP referral processes.
- Children & Young People’s Complaints Book.

Parents have open access to members of staff and have taken the opportunity of regular meetings with relevant disciplines on request or appointment.

INFORMATION ABOUT THE STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

In Service Training Arrangements are:-

a) **Teachers** School Training Day. Inset arranged through Training Department

Learning Support Assistants School Training eg Safeguarding, Lifting and Handling, Eating and drinking, specialist health support training, AAC, ICT, NVQ etc

Therapy and Nursing Staff School Training, Special Interest Groups through the NHS, Induction Training, AAC user groups, Nurse Forum

Governors i. Access to training, guidance, advice and support from the external consultant.

ii. Access to training / expertise to equip them to fulfil Governors duties eg fundraising, special needs knowledge.

iii. Governors’ training days with focussed sessions eg safeguarding

Parents, Teachers and other professionals make use of and utilise the skills within Hannah’s School through visits and training.

b) Partnership with parents - families or carers have access through the school’s transparent working policy and are considered fundamental members of the multi-disciplinary team.

c) Links with other schools and colleges. These contacts include:-

- Local special schools within Devon and Cornwall.
- Local independent schools.
- NASS links nationally.
- Local schools for particular activities, ie music and drama projects.
- Local Colleges of Further Education eg Plymouth City College, South Devon College.
- NATSPEC Further Education colleges nationwide.
- Local interest groups eg music.

Special Educational Needs and Disability Policy

The review process will include a transition plan for young people of Year 9 (14+) onwards.

d) Links with Health and Social Services

- Consultant Paediatricians and Orthopaedic Consultants from Exeter, Plymouth, Bristol and Torbay Health Authorities.
- Orthotists.
- Millford Centre.
- Pluss.
- Exeter Mobility Centre.
- Physiotherapy Department at Derriford Hospital.
- Appropriate Counselling services.
- Dietician.
- Annual dental check.

This policy is embedded within all aspects of education delivery and support at Hannah's School.

Special Educational Needs and Disability Policy

AMENDMENT RECORD AND REVISION HISTORY

Procedures are reviewed annually to ensure relevance to the system and processes.

A record of contextual additions or omissions is given below.

Date	Page	Addition or Omission	Context	Initial	Version

In Confidence					
Subject:	Special Educational Needs and Disability Policy		Author:	Chris Freestone	
Document Type:	Policy		Authorised By:	Chris Freestone	
Effective Date:	19/09/2017		Next Review:	22/09/2017	
Page Number:	9 of 9		Version:	2.1	
Printed:	19/10/17	Time:	11:02 AM	Academic Year:	2016-2017