



THE HOLLINS

SEND POLICY

Date Agreed : Autumn 2017

To Be Reviewed : Autumn 2018

This policy complies with:

1. The statutory requirement laid out in the SEND Code of Practice (0 – 25) 1st September 2014.
2. Equality Act 2010 advice for schools DFE Feb 2013.
3. Schools SEN Information Report Regulations

The schools SEN Policy is reviewed annually. You can access a copy from the school website.

SENCO – Mrs Nyree Cirino

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The Senior Leadership Link is Headteacher – Mr Steve Campbell

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The SEN Governor – to be appointed at December 2017 full governors' meeting.

The Hollins is a highly successful 11-16 comprehensive school.

We aim to:

- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self esteem
- Build pupil confidence
- Develop pupil independence
- Provide access to a relevant tailored curriculum

For all pupils.

Approximately one in five children will have special educational needs (SEN) at some point during their school career. This means they may have difficulty with:

- Reading, writing, mathematics
- Understanding information and others, and expressing themselves
- Organisation
- Sensory perception or physical mobility
- Managing their behaviour
- Making friends or relating to adults

There are four broad categories of need:

- Communication and interaction
- Social, emotional and mental health
- Cognition and learning difficulties
- Sensory and/or physical

These difficulties cause barriers to the child's learning. The school will assess your child to identify their strengths, needs and the extra help they require. They may be at one of two stages on the SEN Code of Practice SEN thresholds.

SEN Support

Stage 1: Extra help – in class from a Teaching Assistant, small group support, ICT access and advice or support from outside specialists e.g. Educational Psychologist, Specialist Teacher for Visually Impaired (VI) or Hearing Impaired (HI), speech and language therapist or health professionals. We aim to remove key barriers to learning effectively and to regularly review the progress of pupils.

Stage 2: Education, Health and Care Plan. When needs are complex and severe it may be necessary to review all the pupil's needs and start the process of the EHC plan. This will be issued by the LA if complex needs are to be met by SEN support.

Indications of SEN

A student has SEND when their learning or disability calls for special educational provision, namely provision different from or additional to that is normally available to students of the same age. Students are all assessed on entry and information from their previous setting also helps to inform teaching staff.

The senior leadership team, subject teachers and the SEN department will make regular assessments of progress for all students. These should identify students making less than expected progress taking into account age and individual circumstances.

If a student:

- Is significantly behind the attainment of their peers starting from the same baseline
- Fails to match or improve their previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

The student will then be closely monitored and supported in order to meet and assess their individual needs.

Where a student has been identified as having SEND, the school will put effective provision and support in place. This support undertaken by the SENCo and the SEN department, will take the form of a four part cycle of;

ASSESS PLAN DO REVIEW

ASSESS:

- Look at previous support such as information from primary school and any outside agencies who have been involved
- Look at evidence from subject teachers
- Check all available data regarding the pupil such as student progress, attainment and behaviour
- Liaise with parents and any external agencies or support services that may be involved
- Consider carefully the student's views

At this point if SEND has been established school will initiate the Local Authority document.

PLAN:

- Targets and objectives will be identified and agreed with the student, parents and teachers
- Additional provision and support, where appropriate, will be included in the plan
- The plan will include a clear picture of interventions and support that are in place and their timescales.

DO:

All interventions and support will be implemented by the appropriate staff.

Clear records of starting points and progress made will be kept.

REVIEW:

The progress of the student will be reviewed informally throughout the year. A formal review will be held annually, if required, in order to evaluate the effectiveness of the support and the impact on the student's progress. The review will inform the setting of targets.

The cycle then begins again at Plan.

Outcomes for Pupils

This extra help the school offers will enable your child to:

- Reach their full potential
- Achieve their personal best
- Make progress
- Feel valued and included
- Leave school with confidence and aspirations

Useful information

The local authority SEN Policy can be found on the Lancashire County Council website.

Parent partnership offers free impartial advice in confidence. Phone: 01772 532030 Special Educational Needs.

What is not SEN?

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After (LAC)
- Being the child a serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly as we know the child well.