

SEND Policy & Vision SHS

Important: This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

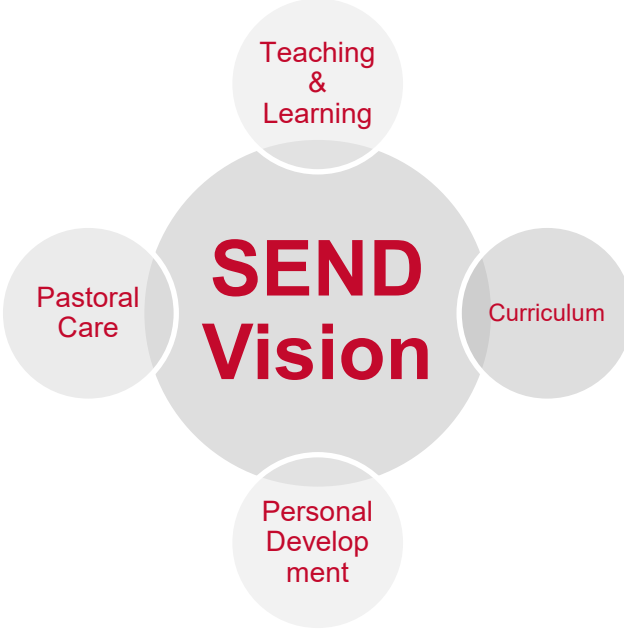
Name and Title of Author: Miss K Jones SENDCo & Miss S Al-Shafee Assistant SENDCo
Name of Responsible Committee/Individual: Board of Trustees/SEND Governor: Mrs Sue Hastie
Created: January 2024
Last reviewed: January 2024
Next Review: September 2024
Related Documents: Trust SEND Policy, SEND Information Report, Accessibility Plan

This policy has been produced in line with legislation and complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (January 2015). This policy has been developed with reference to the following guidance and documents:

- SEND Code of Practice 0-25 years (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions, (updated August 2017)

This policy has been developed in conjunction with staff and governors and shared with parents via the school's website. The policy aims to describe our vision for our pupils and young people and the way in which we aim to meet the needs of the pupils in this school all of whom are identified as having Social, Emotional, Mental Health difficulties and/or additional needs.

SOUTH HUNSLEY SEND VISION



“A good teacher isn't someone who gives the answers out to their kids but is understanding of needs and challenges and gives tools to help other people succeed”
- Justin Trudeau

Our Vision

Our aim at South Hunsley School is to deliver exceptional SEND support that caters to the unique requirements of every pupil.

We want young people to understand and value differences; and benefit from a coherently planned range of opportunities and experiences that build character and help them to have better lives.

Our ethos is to inspire each other and learn to value greatness, ambition and achievement of all kinds. South Hunsley School provides all pupils with exciting and memorable learning experiences in an environment which allows pupils to feel safe and achieve success.

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SEND Practice - Meeting the needs of the pupil

Identification of Need

This is the first step in identifying pupils that require additional support. This is typically completed through;

- Transition Data Collection
- Visits to the feeder primary schools
- Meetings with Primary SENDCo
- Pupil Induction Days
- Information from parents
- Information from services
- Baseline data and any additional testing
- Referral by a member of staff.

The Graduated Response

When a concern arises in class, the teacher will assess the pupil's needs, devise a course of action, implement it within a set timeframe and review the progress using;

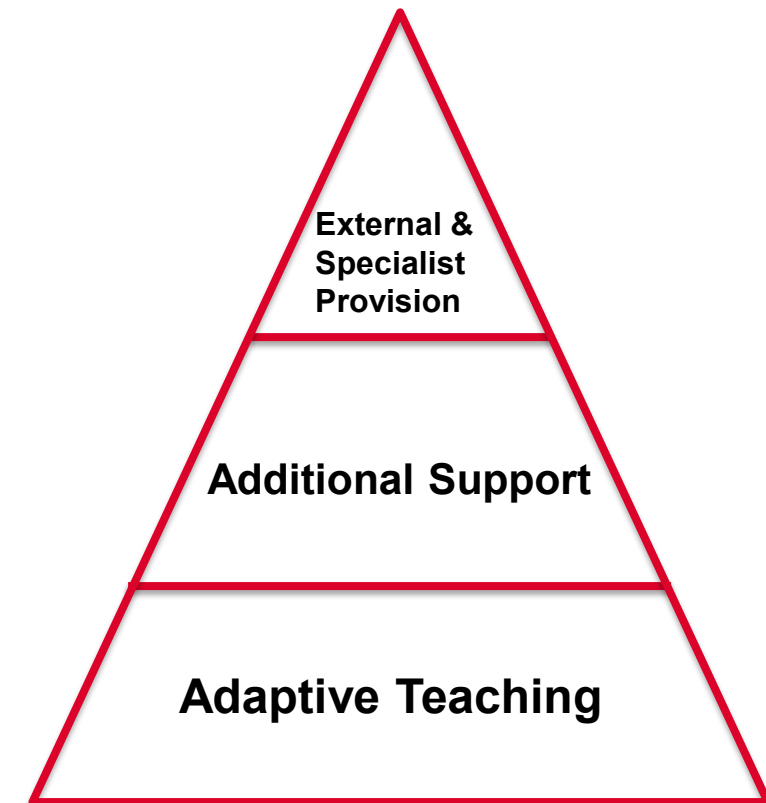
- **Assess**
- **Plan**
- **Do**
- **Review**

The expectation is that subject teachers can typically address most concerns by employing adaptive teaching and support strategies as part of 'Quality First Teaching'.

The SEND team work collaboratively with teachers to support QFT, including identifying early cause for concerns.

If the matter persists despite trying various support strategies, the subject teacher will consult with the SENDCo and/or Subject Leader to explore additional support options.

SEND Support



SEND 4 Areas of Need:

Definition

'6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'

Communication and interaction

Speech, language and communication needs (SLCN);
Autistic Spectrum Disorder (ASD).

Social, emotional and mental health (SEMH)

Mental health difficulties;
Attention deficit disorder (ADD);
Attention deficit hyperactivity disorder (ADHD);
Attachment difficulties.

Broad Areas of Need

Cognition and learning

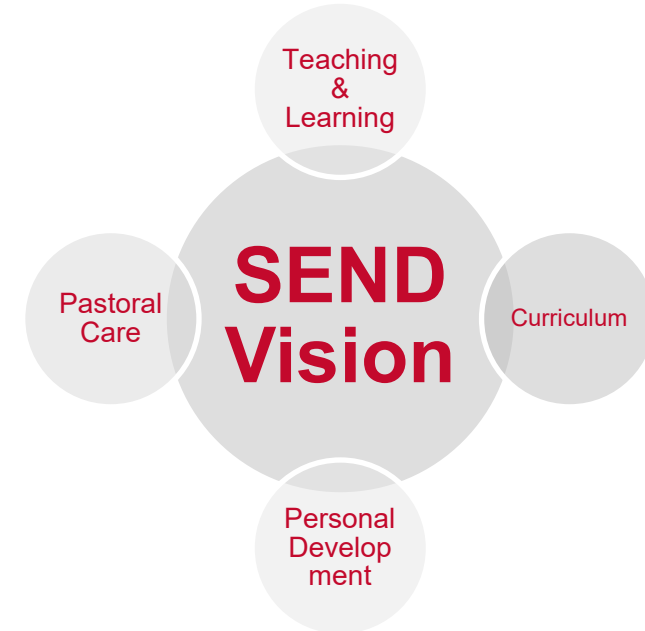
Moderate learning difficulties (MLD);
Severe learning difficulties (SLD);
Profound and multiple learning difficulties (PMLD);
Specific learning difficulties (SpLD).

Sensory and/or physical needs

Vision impairment (VI);
Hearing impairment (HI);
Multi-sensory impairment (MSI);
Physical disability (PD).

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“Every child is gifted. They just unwrap their packages at different times.”
- Unknown

Physical Access at SHS

- All main site buildings have the capacity for ramped access to ground floor rooms and an accessible toilet.
- Most subject areas have ground floor classroom access
- First floor access for wheelchairs is possible via a lift in the Kingston and Riding Buildings
- Classroom adaptations are made as appropriate e.g. adjustable height tables, work benches, sinks and ovens
- A personal care/physiotherapy room is available

Monitoring, Evaluation & Assessment

'We acknowledge that progress encompasses not only academic achievements, but also various other aspects'

SEND Support

- All pupils placed on an academic intervention programme are tested before and after the programme in order to assess progress and next steps.
- Whole school data collections provide an opportunity for SLT and governors to ensure pupils with SEND are progressing.
- These data collections monitor the progress pupils are making and are used to assess whether intervention programmes need to be implemented to support targeted pupils.

EHCPs

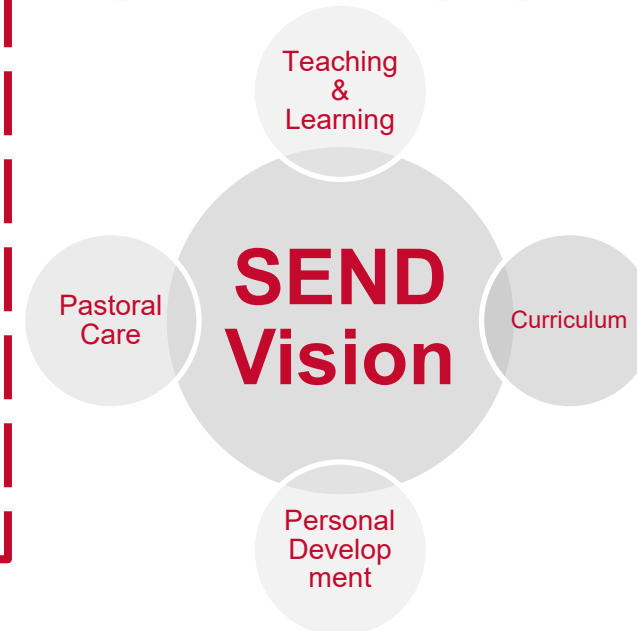
An annual EHCP review, near the issuance anniversary, involves discussions with parents, the pupil and any relevant professionals or agencies, to ensure effective school support is in place.

Home/School Links

- Parent's Evenings
- Induction Evening
- Settling in Evening (Y7 and Y12)
- Parent Coffee Mornings/Afternoons
- School Surgeries
- Individual arrangements as appropriate depending on need
- Letters, phone calls and the use of the planner are on-going. Parents are encouraged to contact the school if they have any concerns and usually the first point of contact is the Head of Year, SEND Manager, Assistant SENDCos or the SENDCo.

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“If a child can't learn the way we teach, then we should teach the way they learn.”
— Ignacio Estrada

SHS Trust Links

- All schools within the Trust contribute to the appropriate 'Local Offer,' details of which can be found at either: www.eastridinglocaloffer.org.uk or www.hulllocaloffer.org.uk. This summarises the support available in each authority across education, health and social care.
- The SENDCos across the Trust meet termly.
- The SENDCos of South Hunsley Partnership meet termly.
- All SENDCos attend the East Riding/ Hull SENDCo Forum where appropriate and possible.
- All schools within the Trust will publish on their website a SEND Information Report in compliance with the SEND Code of Practice 2014 and this report will be updated annually at the start of a new academic year.

Training

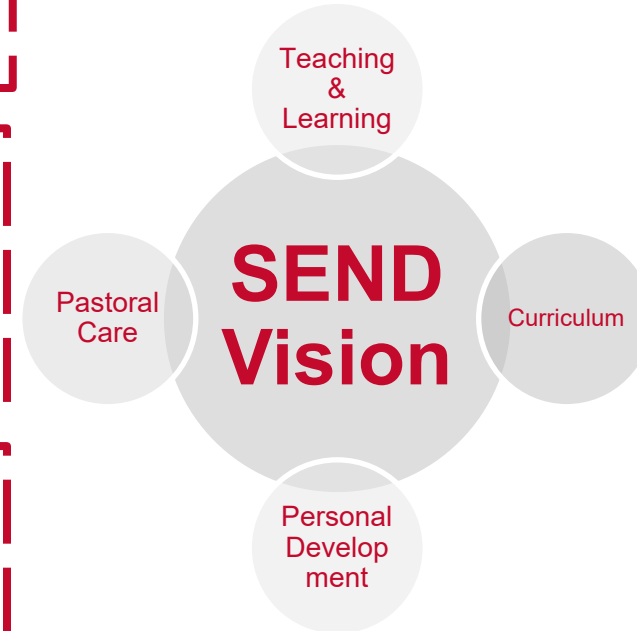
Staff training on SEND is conducted throughout the year, utilising Staff Training Days, Teacher Development Meetings, Twilight Sessions and Whole School Staff Briefings.

Contact Points:

- ❑ **SENDCo:** Miss Katherine Jones (01482 631208 ext. 2171)
- ❑ **Assistant SENDCo's:** Miss Shareen Al-Shafee & Mrs Jessica Behlert (01482 631208 ext. 2173)
- ❑ **SEND Manager:** Mrs Carol Leslie (01482 631208 ext. 2172)
- ❑ **Deputy Headteacher/Designated Safeguarding Lead:** Mrs Mitch Trainor (01482 631208 ext. 2262)
- ❑ **SEND Governor:** Mrs Sue Hastie via the school (01482 631208)

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“All kids need is a little help, a little hope, and someone who believes in them”
— Magic Johnson.

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Additional Useful Links & Appendices

Legislation links

Children and Families act 2014: <http://www.legislation.gov.uk/ukpga/2014/6/section/69/enacted>

The Special Education Needs and Disabilities Regulations: <http://www.legislation.gov.uk/uksi/2014/1530/schedules/made>

SEND Code of Practice: 0 to 25 Years: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

External support services

External support services play an important part in helping the school to identify, assess and make provision for pupils with special educational needs. The school is aware of how to secure access to support services and knows the terms on which they are available. Services include equipment, materials, staff support, technical and professional expertise, all of which are used exclusively for the identification and assessment of, or making special educational provision for, pupils with SEND.

The school has close links with:

- Special schools within the area
- Educational Psychologist service
- CAMHS
- Neurodiversity Service
- School Nurse Service
- SEN 0-25 team
- LA – SENDART
- Speech and Language
- Sensory and Physical Teaching Service
- Sensory Processing Service

Supporting pupils with Medical Conditions

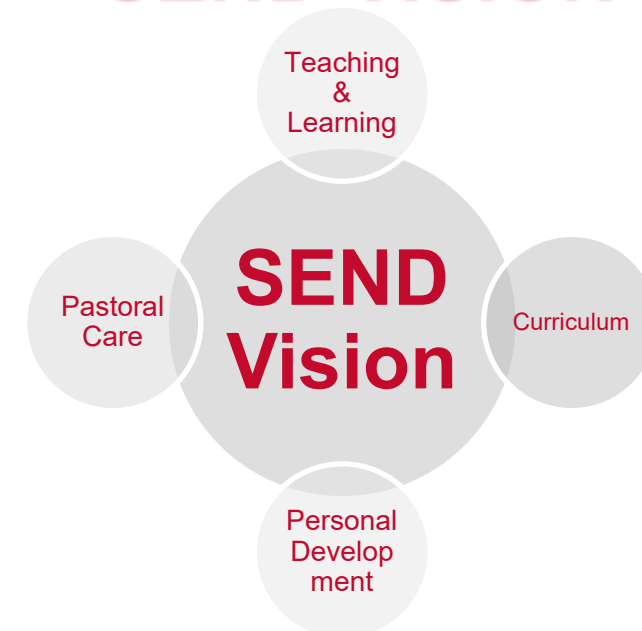
The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

The school has a policy in relation to this and it is available on request.

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Other relevant SHS document links

[Trust SEND Policy](#)

[SEND Information Report](#)

[Accessibility Report](#)

[Intimate Care Policy](#)

[Equality & Diversity Policy](#)

(all other documents/policies are available on our school website in the policies section)