

Special Educational Needs Policy

Version 1.0

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Name of Responsible Committee/Individual:	Local Governing Body
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We want everyone at South Hunsley to be happy, confident and successful so they can develop as individuals and achieve more than they think is possible.

Our underlying principles are :

- **Learning**, not only for purpose but for its own sake
- **Limitless potential** of people, always striving for distinction and high achievement
- **Strong community**, taking collective responsibility for ourselves and others

We aim to develop a culture of inclusion and diversity in which people are free to share their SEND and are encouraged and able to participate fully in school life. Our school believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. It is our aim that our students will have an understanding and empathy in relation to those with SEND and will positively contribute to an inclusive society.

The school is committed to ensuring equality of education and equal opportunity for students with a Special Educational Need and/or Disability (SEND).

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 students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support.'

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

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

<http://www.legislation.gov.uk/uksi/2014/1530/schedules/made>

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

Main Aims

- to provide SEND pupils with full access to the curriculum through quality first teaching and adaptive learning;
- to work within the guidance provided in the SEND Code of Practice, January 2015;
- to ensure early identification, appropriate assessment and provision for any child who may have SEN and/or Disabilities;
- to continually monitor the progress of all students, identifying needs as they arise and to provide intervention and support as early as possible;
- to utilise outside agency support, where required, provided by the Local Authority for SEND;
- to involve parents/carers/guardians in plans to meet their child's additional needs;
- to involve students in planning and in any decision making that affects them.

Main areas and need types

A student has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. This means provision

that goes beyond adaptive teaching approaches and learning arrangements normally provided as part of high quality teaching.

The purpose of identification is to work out what action the school needs to take, rather than fit a student into a category. We believe that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

<u>Area of Need</u>	<u>Description</u>
Cognition and Learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped into this area, including: • Specific learning difficulties, which impact 1 or more specific areas 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
Communication and Interaction	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 not understand or use the social rules of communication. Students on the autistic spectrum often have needs that fall into this category.
Social, emotional and mental health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example, challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided for. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment these students may need ongoing additional support and equipment to access all the opportunities available to their peers.

Assessments of attainment and progress are made at regular intervals and those students making less than expected progress, given their age and individual circumstances, are identified.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This can also include progress in areas other than attainment – for instance, where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The school will keep a register of all those students identified as having SEND in line with the areas of need shown above,

however this is not an exhaustive list of need types.

At South Hunsley School, we consider the needs of the whole child, not just the special educational needs or disability of the child. Consideration will be made for any young person who has or may have a Disability and Reasonable Adjustments can be considered and implemented.

Graduated Approach

SEND students should experience a graduated approach to provision through universal, targeted and specialist support.

Teachers are responsible and accountable for the progress and development of the students in their classroom, including where students access support from Teaching Assistants or specialist staff. The identification of SEND is built into the overall approach to monitoring the progress and development of all students. High quality teaching, alongside adaptive teaching methods for individual students, is the first step in responding to students who have or may have SEND.

Leaders review the quality of teaching for all students and consider the training needs and support for staff to have a holistic view of a young person's needs to align with early identification of SEND and a graduated response. Where students are falling behind or making inadequate progress given their age and starting point, they will be placed on a focused and carefully monitored intervention programme.

In deciding whether to make special educational provision, the SENDCo will consider all the information gathered from within the school about the students' progress.

Students are identified as SEND if they "have a learning difficulty or disability which calls for special education provision to be made for him or her" and the Equality Act definition of learning difficulty or disability; "a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities". "Long-term" means the impairment should have lasted or be expected to last at least a year.

This information gathering will include an early discussion with the student, their parents/carers and teachers, developing a good understanding of the students' areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents/carers. This then helps determine the 'different from' or 'additional to' support / provision that is needed. The overriding purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning.

When it is decided that a student does have SEND, the decision is recorded in the schools SEND register and the student's parents/carers are informed that special educational provision is being made.

SEND Support in school

When a student is identified as having SEND, our aim is to make our best endeavors to remove barriers to learning and put effective special educational provision in place, which is recorded on the child's One Page Profile as recommended strategies.

SEND Support takes the form of a four-part cycle, known as the graduated approach, which supports the student in making good progress and securing good outcomes. This may draw on more detailed approaches and more specialist expertise, where appropriate, in successive cycles in order to match appropriate support to the SEND of the child.

For some students, there may be associated behaviours related to their special educational need and or disability that require reasonable adjustments to be implemented. Where appropriate, we will make reasonable adjustments for students, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations, rather it suggests that some students need additional support to ensure

that they meet the high expectations that we have for all of our students.

Assess

In identifying a child as needing SEND support, the SENDCo, with assistance from other appropriate members of staff, such as the teacher and/or Inclusion staff, carries out an analysis of the student's needs. This draws on the teacher's assessment and experience of the student, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the student's own views and, if relevant, advice from external support services.

We take seriously any concerns raised by a parent and compare our own assessment and information on how the student is developing. This should help to ensure that support provided is matched to need, barriers to learning are identified and overcome, and that a clear picture of the support put in place and the impact is developed.

Plan

All teaching and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any suggested teaching strategies or approaches that may be required. This will be recorded on their One Page Profile. Support and intervention provided is selected to meet the outcomes identified for the student. Parents/carers will be made aware of planned support and interventions.

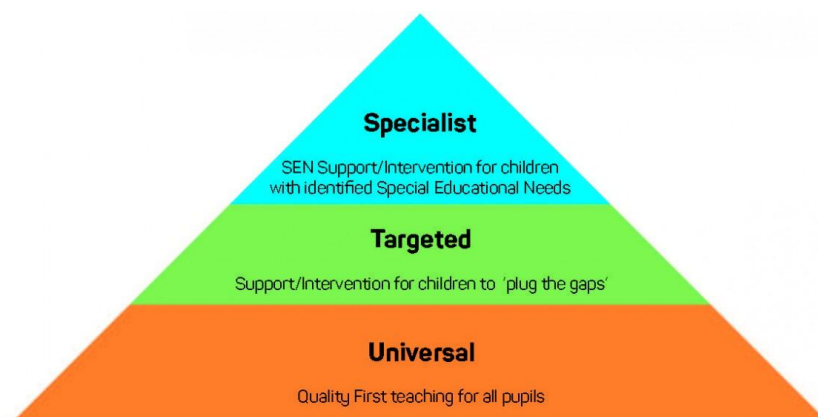
Do

The class teacher retains responsibility for working with the child in class on a daily basis, even when the strategies suggest group or one-to-one teaching. They work closely with support staff or specialist teachers to plan and assess the impact of support and how they can be linked to classroom teaching.

The SENDCo supports the class teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support, where required.

Review

The effectiveness of the support and interventions and their impact on the student's progress are reviewed, along with the views of the student and their parents/carers. This then feeds back into the analysis of the students' needs. The class teacher, working with the SENDCo, revises the support considering the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and student



Referral for EHCPs

Where, despite the school having taken a minimum of two terms of relevant and purposeful action, to identify, assess and meet the SEND of the child or young person and the child or young person has not made expected progress, the

school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment.

The decision to make a referral for an assessment for an Education, Health and Care Plan will be on an individual basis. An application for an Education, Health and Care Plan assessment will combine information from a variety of sources which could include: information from parents/carers, teachers, SENDCo, social care, health professionals, advisory services and Educational Psychologists. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

The Children and Families Act 2014 states that the Local Authority must document how to obtain an EHC needs assessment on the Local Offer. The decision will be made by an external panel which will include people from education, health and social care about whether or not the child is eligible for an EHC Plan to be issued.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan and the content of the plan if agreed to issue. Parents/carers also have the right to personally initiate an EHCP with their local authority if they wish to do so.

Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months. The local authority can require schools to convene and hold annual review meetings on its behalf. The “assess / plan / do / review” cycle will still continue, and further agencies and professionals may get involved.

Students on the SEND register

Each child will have their own One Page Profile which identifies their barriers to learning, needs, clear outcomes and tailored support strategies. These will both be reviewed as part of the ‘assess / plan / do / review’ process. If we identify that we are unable to fully meet the needs of a student through our own provision arrangements, we can then refer to external agencies and professionals.

Students and parents/carers involved at every part of the process, their considerations and views will be taken into account and review meetings will be arranged where appropriate. The teacher, parent and student will be fully aware of their role in meeting the outcomes and helping the child overcome their barriers to learning.

Exiting the SEND Register

If students, when having received appropriate identified support, begin to make good progress (holistically) and close the gap with their peers, they can, in consultation with parents/carers, come off the SEND register. If a child’s needs are being managed successfully within the classroom with no different or additional support, then the child no longer needs to be classed as SEND Support. Upon this decision parents/carers will be informed by the school.

Transition

A transition process takes place for those students moving into school, moving between classes and into secondary school and into Post 16 education. Arrangements are made for all students but additional arrangements are put in place for those students who have special educational provision. These arrangements are tailored, where required, to the needs of the child.

Supporting Students with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

We are fully committed to providing students with medical conditions the same opportunities as others at their school in line with the statutory guidance 'Supporting pupils with medical conditions' December 2015 and 'Children and Families Act 2014'. Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed.

Specific personalised arrangements can be put in place in school to support students with medical conditions. Please also see the separate Supporting Students with Medical Conditions Policy.

Professional Development and Resources

SEND support and interventions are funded through the school's budget. The impact of these interventions and support is carefully monitored.

The SENDCo is appropriately qualified and will facilitate training for all staff in relation to individual student need or as part of whole school development. This may be delivered on the school site or may involve attending local and national conferences and training programmes.

The SENDCo will cascade training and/or arrange for external professional training to deliver to staff where appropriate.

The SENDCo attends development days in order to keep up to date with local and national updates in SEND and collaborate with other SEND colleagues across the trust.

School Information Report for SEND

The school ensures that the school information report is updated at least once a year and is easily accessible on the website. The SENDCO is responsible with the support of the leadership team in producing this report.

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing bodies or the proprietor's policy for pupils with SEN.'

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

The Local Offer

The school information report links to the local authority's local offer. It is the responsibility of the local authority to update the local offer. The local offer can be accessed through the local authority website;
<https://www.eastridinglocaloffer.org.uk/>

Hierarchy of Support

- The school strives to ensure that all students as well as those with SEND have access to high quality teaching alongside adaptive teaching approaches.
- Every colleague will make their best endeavors to remove barriers to a student's learning.
- Some identified students may be entitled to access arrangements and support in controlled assessments and tests. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval.
- One-page profiles and individual support plans will be written when appropriate for those on the SEND register.
- Assess, plan, do, review meetings will take place for those with the highest need or those who are causing the most concern.
- Statutory review meetings will take place for those with an Education, Health and Care Plan (EHCP).
- All teachers and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- Senior leaders and teaching staff, including the SENDCO, should identify any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. It can include progress in areas other than attainment – for instance, where a student needs to make additional progress with wider development or social needs.
- SEND students should experience a graduated approach to provision through universal, targeted and specialist support.
- The school will use its best endeavours to make sure that a student with SEND gets the support they need.

Parents and Carers

'6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.'

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

South Hunsley School & Sixth Form believes strongly in the value of positive relationships with parents/carers and strives to help them feel confident that they are equal in supporting the development of their child.

Voice of the Child

Student participation is encouraged throughout the school. It is important to differentiate opportunities for those with SEND to express themselves, and to contribute to their target setting process.

The SENDCO will talk to the SEND student on a regular basis as well as in formally planned meetings and SEND students will be included in whole-school student voice activities.

The student should be aware of identified caring adults they can meet with to help them feel safe and to help them with their education.

Complaints Procedure

The school's complaints procedure for SEND is the same as for all other incidents and is addressed in the policy available on request.

There is a requirement of local authorities to provide mediation services for those parents/carers of a student with SEND as an additional provision to the usual complaints procedure.

There is a national SEND tribunal that will formally address conflict or unhappiness for those with highest SEND need.

The school will do everything possible to work with parents/carers to ensure that local and national complaints bodies will never have to be used.

SEND Governor

'There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.'

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

The SENDCO will meet regularly with the SEND governor to report on the position of SEND in the school.

The SENDCO will deliver presentations to governors with specific focus areas when appropriate.

When there are changes to the Governing Body, the school will endeavour to identify a named Governor for SEND as soon as possible.

Present contacts

The Director of SEND is: Mrs H Reilly

The SENDCOs are: Mrs S Al-Shafee and Mrs J Behlert

The SEND Governor is: Mrs S Hastie

The Headteacher is: Mrs M Blackledge

Other staff involved are:

Mrs Carol Leslie - SEND Manager

Mrs Gail Heath - Exam Concession and SEND Administrator

Appendix

Intimate Care Procedures

Name of Responsible Committee/Individual:	Local Governing Body
Implementation Date:	May 2021
Last Reviewed:	May 2024
Next Review:	May 2027
Target Audience:	All Staff, Students and Parents/Carers
Linked Policies:	Child Protection Policy Expectations and Code of Conduct

Content

SECTION	TITLE	PAGE
1	Statement	9
2	Equality and Diversity	9
3	Legislation and Statutory Guidance	9
4	Introduction	9
5	Definition of Intimate Care	9
6	Our approach to best practice	9
7	The protection of children	10
8	Monitoring	10
9	Review	11

1. STATEMENT

We are here to make great schools and happier, stronger communities so that people have better lives. We do this by:

- Always doing what is right
- Trusting in each other and standing shoulder to shoulder
- Doing what we know makes the difference

Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.

2. EQUALITY AND DIVERSITY

The Education Alliance is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged.

3. LEGISLATION AND STATUTORY GUIDANCE

- Children Act 1989 & 2004
- The Children and Families Act 2014
- Childcare Act 2006 & 2016
- Health and Safety at Work Act etc. 1974
- Equality Act 2010
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Mental Capacity Act 2005

4. INTRODUCTION

The Education Alliance is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times.

We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

5. DEFINITION OF INTIMATE CARE

Intimate care is any care which involves toileting, washing, touching or carrying out an invasive procedure (such as cleaning up after a child has soiled him/herself) to intimate personal areas.

In most cases such care will involve procedures to do with personal hygiene and the cleaning of equipment associated with the process as part of a staff member's duty of care. In the cases of specific procedure only staff suitably trained and assessed as competent should undertake the procedure, (e.g. the administration of rectal diazepam).

6. OUR APPROACH TO BEST PRACTICE

The management of all children with intimate care needs will be carefully planned.

The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (all staff undergo Child Protection and Moving and Handling training) and are fully aware of best practice.

Suitable equipment and facilities will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible, staff involved in the intimate care of children will not usually be involved with the delivery of sex education to the children in their care as an additional safeguard to both staff and the children involved.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted. Wherever possible one child will be catered for by one adult, unless there is a sound reason for having more adults present. If this is the case, the reasons should be clearly documented.

Wherever possible staff should only care intimately for an individual of the same sex. However, in certain circumstances this principle may need to be waived where failure to provide appropriate care would result in negligence; for example, female staff supporting boys in our schools because of a lack of suitably trained male staff.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

7. THE PROTECTION OF CHILDREN

Child Protection Procedures and Multi-Agency Child Protection procedures will be adhered to.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary Child Protection procedures will be followed.

All staff will be required to confirm that they have read the school's Child Protection Policy for clarification of practices and procedures.

8. MONITORING

The School's SENDCO will take responsibility for monitoring that agreed procedures are being followed and are meeting the needs of children and families.

It is the SENDCO's responsibility to ensure that all practitioners follow the school policy.

Any concerns that staff have about child protection issues will be reported to the Designated Safeguarding Lead (DSL) and subsequently the Executive Principal for further referral if appropriate.

The Local Governing body will ensure compliance against this policy within their school.

9. REVIEW

This policy will be reviewed every three years by a qualified SENDCO.