Hellesdon High School & Sixth Form Centre

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Hellesdon High School
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SEND Policy

This policy was approved by the Local Advisory Board on:-	**January 2025**
The policy owner is:	**Allison Mclellan**
This policy will be reviewed by the Local Advisory Board in: (unless earlier review is recommended by the Trust)	**January 2028**
Policy Version:	**N/A**
Signed by the Chair of the Local Advisory Board	**Mark Lenton**
Ratified by the Board of Trustees	**N/A Renewal**

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FOR CHILDREN, FAMILIES AND COMMUNITIES

Introduction

Hellesdon High School's SEND policy and information report forms part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). This policy will be updated annually to reflect the policies and practices required by the Code of Practice for Special Educational Needs and Disabilities and other appropriate legislation. The Code of Practice which sets out regulations for SEND can be found by following the link on the Hellesdon High School Website. It is important to note at this time of great change in SEND provision that the policy will continually evolve.

Hard copies of the policy are available from the School on request. Where links to the School's web site for further information are mentioned within the policy, please contact the main School office for a copy of the information if you do not have access to an internet-enabled device.

Hellesdon High School is committed to working together with all members of the School community. This policy has been produced with input from students, parents/carers, governors and members of staff. It is intended to give clear, accurate and accessible information. If you would like to comment on the content of it, or make suggestions to improve the information, we would welcome this, so please do contact us. The people to contact are:

Mike Earl - Principal 01603 424711
SEND Governors (via clerk to the governors at School main address)
Allison Mclellan SENCO – 01603 424711

If you have specific questions about the Norfolk Local Offer, please look at the Frequently Asked Questions. These can be accessed by following the link on the Hellesdon High School Website.

Alternatively, if you think that your child may have Special Educational Needs, please contact Allison McLellan SENCO – 01603 424711.

Aims

Hellesdon High School believes in participation for all and it is the School's aim to minimise the difficulties which students may experience as far as it is possible to do so.

- To actively encourage every student and member of staff to participate in learning and to celebrate all members of the community. The inclusive culture within Hellesdon High School should respond to the diversity of children's backgrounds, interests, experiences, knowledge and skills.
- Regardless of need, to identify the potential of all students as soon as possible to ensure all are enabled to meet their full potential in order to create the best possibilities for the future.
- To offer a learning environment which is flexible enough to meet the individual needs of each student, within the constraints of a mainstream educational establishment.
- To monitor the progress of all students to ensure that good learning is taking place
- To provide high quality teaching for all our learners.

Roles & Responsibilities

The Learning Support Department consists of:

- SENDCO - Allison McLellan
- SEND Manager – Emily Lowe

- Department intervention LSA – (Maths), Claire Lovick (Humanities)
- Learning Support Assistants – 14

- Leadership Link - A McLellan (Vice Principal), M Earl (Principal)

All Learning Support Assistants have received training in supporting children with SEND.

The SEND Department website which can be accessed from the main School website provides further information about the department.

The work of the Learning Support Department is supplemented by support from a variety of specialist agencies and Local Authority Services:

- Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHS)
- Sensory Support Service
- Community Paediatricians
- Occupational Therapy
- Access through Technology
- School Nursing Service
- Speech and Language Service
- SEMH – School Counsellor/Wellbeing team
- School to School support from Special Schools across the county
- LAC Virtual School (Children's Services Norfolk Country Council)
- SEND Virtual school

Identification of SEND

At different times in their school career, a young person may have a special educational need. The definition of a Special Educational Need is "where a learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available for all students of the same age." (Special Educational Needs and Disability Code of Practice, June 2014). A child of compulsory school age or a young person above the age of compulsory schooling has a learning difficulty or disability if they either:

a) have a significantly greater difficulty in learning than the majority of others of the same age – or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

Students can fail to make the expected progress in school for many reasons. They may have been absent from school, their learning may have been disrupted by several changes of school, they may not speak English very

well, they may be worried or distracted by other factors. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

SEND students with the highest level of need will have an Education, Health and Care plan (EHCP) which will outline the provision they require. Any student who has SEND, but does not have an EHCP, will be recorded on our SEND list, all SEND students will be identified as having needs which fall under one or more of the four categories defined in the Code of Practice:

1. Communication and Interaction
2. Learning and Cognition
3. Social, Emotional and Mental Health
4. Physical and Sensory

If a learner is identified as having SEND, provision which is 'additional to or different from' that provided by the normal differentiated curriculum will be put in place to try to overcome the barrier to their learning. The type and support available will vary from year to year according to the needs of those students who have been identified as having Special Educational needs

All teachers at Hellesdon High School are teachers of SEND and thus all staff are involved in the identification and support of students with SEND in their classroom. Staff are encouraged to highlight any concerns about students with the SEND support department.

How Hellesdon High School supports students with SEND

It is the responsibility of subject teachers to oversee, plan and work with each student with Special Educational needs in their class to ensure that progress in every area is made. Each learner identified as having SEND will have support that is 'additional to or different from' the normal differentiated curriculum. The type of support is dependent on the individual learning need and is intended to enable access to learning and to overcome the identified barrier.

Information about students who have SEND is readily available to all staff at Hellesdon High School. The SEND list is circulated at the start of each academic year and is regularly reviewed and updated. It is available on the School system throughout the year. The list includes details of the needs of each of the students and some strategies which can be used to help support them. It also reminds staff to refer to the Student Support Plan for each of these students for further, more detailed information. Teaching staff ensure that these students are identified on their class lists and familiarise themselves with the needs of those students who they teach.

- Each student on the HHS SEND list has a support plan which is produced with the student, parents/carers and a member of the Learning Support department who best knows the student. This plan details the information which the student feels is important for their teachers to know, highlights strengths, suggests some strategies which may be useful and identifies the areas which the student feels they need to work on during the next term. These plans are reviewed on a termly basis, with the student and parents/carers. All staff have access to these plans and are expected to refer to them in their planning.
- Each student who has an EHCP will have this reviewed on an annual basis. This involves the Learning Support Department, student, parent/carer, feedback from all subject staff and any other professionals working with the student.
- An evaluation of progress in achieving targets is made and the impact of any strategies/interventions.

- Next steps are agreed and recorded.

Interventions for SEND students at Hellesdon High School

A number of interventions are available for students with SEND appropriate to their needs. These include

- Literacy Interventions - IDL literacy, targeted individual support, paired reading
- Maths intervention – including IDL numeracy
- TITAN - Travel and Independence Training Across the nation – to improve road safety awareness, but additionally to develop independence and self confidence
- Social Skills development
- Aspirations groups to raise ambition and assist with Post-16 choices
- Access Arrangements for external exams
- ASD support group sessions
- EAL support – TA working with students who have English as an Additional Language
- ELSA – Emotional Literacy Support

Learning Support Assistants also work with individuals/groups of students within the classroom. Teaching staff work closely with them to ensure maximum effectiveness. Our team has a wide range of skills to offer and all have access to additional SEND specific training.

Funding for SEND

Hellesdon High School receives funding directly from the Local Authority to support the needs of all learners with SEND. This is used as efficiently and fairly as possible to meet the needs of SEND students. Top up funding for students with high needs is also available from the local authority through an application process.

Other opportunities for learning

All of our students have the same opportunity to access extra-curricular activities, whatever their need.

The Equality Act 2010 defines disability as:

'A physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day to day activities'

This includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. The Act places specific duties on schools not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments' to ensure that they can be included in such activities.

Hellesdon High School offers a range of additional clubs and activities, a list of which is available on the School's website. The School is committed to making reasonable adjustments to ensure participation for all. It works with parents/carers, students and teachers to try to ensure that SEND students can be fully involved both in these activities and in any trips and visits which are available to students.

Bullying

The aim at Hellesdon High School is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, students and parents/carers should have an understanding of what bullying is and be familiar with the School policy on bullying. Further information can be found in the School's Anti-Bullying Policy.

Accessibility of the school site

The site team is vigilant in ensuring that the site is safe for all, including those with physical disabilities. HHS makes all reasonable adaptations to the needs of the students on roll. Ramps allow wheelchair access to the ground floor of the school, disabled toilets are available along with a lift which gives access to some of the rooms on the upper floors. An Environmental Survey has recently been carried out by the Sensory Support Service to ensure that the School has made all reasonable adjustments for students with Visual Impairments. The School has a Soundfield system available in some classrooms to help support students with a Hearing Impairment.

Transition

At Hellesdon High School the aim is to try to ensure that transition for all students is as smooth as possible through:

- Early contact with feeder schools. HHS has close connections with all the feeder primary schools. Students begin visiting the School throughout their time at primary school through a variety of activities e.g. Sport, Music, Science, MFL markets and Technology activities. In this way they become familiar with the School from a very early stage.
- Early assessment of need to enable appropriate intervention or support to be identified.
- Involvement of parents during Year 6
- Familiarisation programme and visits for new students prior to joining HHS in Year 7
- Aspirations work with Yr 11 students to ensure most appropriate choices and smooth transition into the Post 16 phase of education.

Further information about transition work carried out by the department can be found on the SEND department website which can be accessed via the main School website.

Parent/Student voice

The involvement and voice of both students and their parent/carers is central to the School's SEND provision and Hellesdon High School tries to be accessible and work with all involved in the learning experiences of its students. The School and SEND department welcome feedback from parents/carers at any time.

Monitoring & Effectiveness

Monitoring of progress is an integral part of teaching and learning at Hellesdon High School.

Progress data for all students is collated and monitored regularly by Senior Leaders, Middle Managers, Governors and Teachers. The progress of all SEND students is tracked by the collection of performance and attainment data and continual analysis. Parents/carers, students and relevant staff are involved in reviewing the

impact of interventions for Hellesdon High School SEND learners. The 'Assess, Plan, Do and Review' model is followed and Hellesdon High School tries to ensure that parents/carers and students are involved in each step.

Before any additional provision is put in place, all relevant parties agree the suitability of the intervention together with the learning objectives and expected outcomes. A baseline will be recorded which can then be used to measure the impact of the provision. Students, parents/carers, teaching and support staff will be directly involved in the reviewing process. This will be done through the review of the Support Plan and/or of the Education, Health and Care Plan. It is hoped that all involved in the establishment and review of Support Plans will be in agreement. However, if, after discussion with the SENCO, any parent/carer is unhappy about the support which is being provided or the progress being made by their child, the School's Complaints Procedure should be followed.

Related Policies & Procedures

Accessibility Plan
Anti-Bullying Policy
Complaints Policy
Admission policy
Exam policy
Physical restraint policy
SEND information report
Supporting students with medical conditions