



HAILEY HALL SCHOOL

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**SPECIAL EDUCATIONAL NEEDS AND
DISABILITY (S.E.N.D) POLICY**

Date last reviewed: Spring Term 2024

Review Due: Spring Term 2025

Responsible Committee: Board of Trustees

Responsible person: SENDCo

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Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

Definition of Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5).

The Four Main Areas of SEND

In the Code of Practice (2014) the range of needs is divided into four main areas as follows:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

At Hailey Hall School pupils tend to have needs in more than one of the four main areas, if not all.

1. Aims

- To assess pupils as soon as possible upon entry into Hailey Hall, in order to ascertain current working levels. To ensure that staff are aware of each pupils specific learning needs and that a programme, or interventions, are arranged, as appropriate, to support their learning
- To use outside agencies, where appropriate
- To provide a caring, safe, welcoming environment in which pupils can learn and develop to their full potential
- To give all pupils access to a broad, balanced, and differentiated curriculum, taking account of their age, aptitude, social, medical, psychological and any special educational needs
- To enable pupils access college or further education courses, as soon as is appropriate, or enable access into the world of work
- To give pupils the opportunity to experience success and to increase self-esteem and confidence
- To encourage pupils to respect themselves, others, and the environment, taking responsibility for themselves and others
- To promote positive behaviour with clear expectations and boundaries
- To work with parents / carers, staff and other agencies, to support pupils with a variety of strategies.

- To set the highest of expectations for every pupil, irrespective of prior attainment and / or ability
- Identify and address any new needs that arise
- To hold annual meetings for pupils with parents / carers, and appropriate agencies. To review and set academic, social or behavioural targets.

2. Identification of SEN / Assessment and Reviewing

Pupils who are referred to our school have special needs and are placed on the Code of Conduct of the School. All pupils have an Education Health Care Plan (EHCP).

On entry to the school, pupils are assessed using the Access Reading, Vernon Spelling, and Access Maths testing, to ascertain their current working level, all within the first term of their arrival. Pupils will be given base line assessment tests to ascertain their individual needs within the subject departmental areas and their SEN (Special Educational Need) needs are identified and shared.

At Annual Review meetings, progress is re-evaluated, with parents / carers and pupil present, if they wish, and any relevant outside agencies. New or amended targets are set and recorded on the EHM online system. A copy of the new paperwork is given / sent home to the parents / carers, if requested, and also passed to the relevant local authorities to amend. Requirements of 'Statements of SEN' are taken into account.

3. Staff Development

Continued professional development is available to all staff, both in-house, virtually, or externally. We provide a bespoke in-house training programme, catering to the individual needs of the school and the pupils. Training includes behaviour management, STEPS, medical conditions, mental health, ASD, ADHD, Attachment, and any other relevant training based on arising need.

The aims stated, and the outcome of the policy, will be shared with all school staff to ensure all are aware of the policy. Staff are expected to adhere to the aims and outcomes stated and, through highly personalised and effective CPD, will be supported to fulfil the aims of this policy.

4. Resourcing

Teaching Assistants (TA's) have been appointed at the school. Their duties include supporting pupils with special educational needs. Teaching Assistants have a wealth of knowledge and come to us with great experience. Teaching Assistants support literacy and numeracy, anger management, 1-2-1 support, in class support, individual interventions, protective behaviours, anxiety mapping, risk reduction plans and any other interventions required. Our support staff work collaboratively with Senior Leaders, Class Teachers and External agencies in order to enable both pupil access and progress.

Hailey Hall continually adapt teaching, learning opportunities, experiences and curriculum, in order to ensure pupils have the opportunity to access the best possible learning experiences during their time at Hailey Hall. We provide them with appropriate challenge; through thorough assessment we ensure their needs are met. With vigorous planning, every attempt is made to remove barriers to learning and differentiate according to the needs of the pupil. We hold the highest expectations of all our pupils, irrespective of their learning difficulties.

5. Links with Other Agencies

We have strong links with a number of mainstream schools and secondary schools as well as a number of specialist services including YCH Services Herts, the Health Service, Children Services (CS), Corporate Parenting and the Education Welfare, (EWS), Local Police Force, Autism Advisory Service and specialist agencies such as CAMHS, PALMS, SASH and Families First. Outside agencies are invited to review meetings, where necessary.

We are in regular contact with parents / carers, who are invited to review meetings, which are held annually unless needed more often. Form tutors also contact parents / carers via email weekly.

Two formal reports are written annually, this includes subject, tutor and care reports.

When a pupil returns into school following a suspension an individual reintegration programme is planned and support given.

Pupils who are accessing further education or work are given the relevant college / careers advice.

Relevant liaison with outside agencies, including educational psychologist and specialist advisory services, are arranged if necessary.

Staff responsible: Ms S Hill – Associate Assistant Headteacher / SENDCo.