

SEND Policy

Policy Number: STAT016

Trustee Committee: T&L

Author: Wn

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Policy Review

This policy will be reviewed in full by the Board of Trustees no less than annually.

The policy was last reviewed and agreed by the Board of Trustees on 19th March 2024
It is due for review in 12 months from the above date.

Signature _____

Date _____

Head Teacher

Signature _____

Date _____

Chair of Board of Trustees

Statement of intent

Hitchin Boys' School believes that all students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for students with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA in ensuring that the following principles underpin this policy:

- The involvement of students and their parents in decision-making.
- The early identification of students' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of students with SEND.
- Greater choice and control for students and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a student is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002

- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting students at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

This policy operates in conjunction with the following school policies:

- Determined Admissions Arrangements
- Equality Objectives Statement
- Privacy Notice – for Students
- GDPR Data Retention
- GDPR Records Retention Policy
- Social Emotional and Mental Health Policy
- Child Protection and Safeguarding Policy
- Careers Guidance and Education Policy
- Suspensions and Permanent Exclusions Policy
- Promoting Positive Behaviour Policy
- Complaints Procedures Policy
- Accessibility Plan

This policy should also be read in conjunction with the school's SEND Information Report, published on the school's website.

2. Objectives

Every school is required to identify and address the SEND of the students that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that students with SEND get the support

they need to access the school's broad and balanced curriculum.

- Ensure that students with SEND engage in the activities of the school alongside students who do not have SEND.
- Ensure there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards students with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled students.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCo.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plan setting out how they plan to increase access to the curriculum and the physical environment for students with SEND.
 - Information about the admission arrangements for students with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEND information report about the implementation of the school's policy for students with SEND.

3. Roles and responsibilities

The **Governing body** will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting students with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for the school.

The **Headteacher** is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all students, including students with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate.

- Ensure the school fulfils its statutory duties regarding the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against students with SEND.

The **SENDCo** will be responsible for:

- Collaborating with the governing body and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual students with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with the parents of students with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that students and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant Trustees and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all students with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Subject teachers will be responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving.
- Ensuring every student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENDCO.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

4. Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for students. As part of the overall approach to monitoring the progress and development of all students, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all students, with the aim of identifying students who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the student's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

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

During transition from Y6 to Y7, the SENDCO and pastoral team will consult widely with feeder primary schools to identify students with SEND. The SENDCO will also contact

parents of those Y6 students with SEND to begin the process of devising the student passport, ensuring as smooth a transition as possible into Y7.

When a subject teacher, or parent, has significant concerns about a student's progress, over a period of time, they will inform the SENDCo by filling in the referral form, or organising a meeting with the SENDCo, outlining the concerns, and how these impact on student progress. The SENDCo will then investigate and decide if there is a SEND, and how best this can be supported and communicated to staff.

5. Safeguarding

The school recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that students with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

School staff will be particularly alert to the potential need for early help for students with SEND and additional needs.

The governing body and headteacher will ensure that students with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of students with SEND.

Any reports of abuse involving students with SEND will involve close liaison between the DSL and the SENDCo.

6. SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognises that high quality teaching, which is differentiated for individual students, is the first step in responding to students who have or may have SEND.

Teachers at the school will:

- Set high expectations for every student.
- Plan stretching work for students whose attainment is significantly above the expected standard.
- Plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every student achieving.
- Be responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for students will be based upon:

- Discussions between the teacher and SENDCo.
- Analysis of the student's progress – using internal formative and summative assessments, alongside national data and expectations of progress, as well as any outside agency reports or referrals
- Discussion with the student and their parent.

Once a student has been identified with SEND, the school will employ a graduated approach to meeting the student's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the student's needs
- **Plan:** agreeing the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the student's progress in line with the agreed review date

A student Passport will be devised, outlining the student's strengths and areas of need, and how the student can be supported in their learning. This one-page profile

will be shared with the student's teachers and reviewed whenever necessary. Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a student, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will also consider whether additional pastoral support and attention for students with SEND is required, alongside ensuring that any appropriate support for communication is in place.

EAL

The school is aware that there may be students at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the student within the context of their home, culture and community and look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

8. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Considering applications from parents of children who have SEND, but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of students with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Arrangements for the fair admissions of students with SEND are outlined in the Admissions Policy and will be published on the school website.

The school will be consulted by the LA for students joining the school with EHC plans. The school will communicate closely with the LA to decide whether a student's needs, as outlined in the EHC plan, can be met within a mainstream provision, and whether

their entry to the school would be appropriate to their aptitude and ability, and how far it would be an efficient use of resources.

9. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where students have EHC plans, these will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

10. Involving students and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child, and will provide Progress checks for parents on their child's progress.

Where a student is receiving SEND support, the school will regularly liaise with parents in reviewing progress. The SENDCo, or the assistant SENDCo, will meet with parents at least twice a year, with parents and carers having the opportunity to meet with the SENDCo whenever there are concerns about student progress, either through email, Google Meet or face to face. The school will organise an additional SEND online meeting after every parent Information Evening if there are issues that arise their child's progress.

The planning that the school implements will help parents and students with SEND express their needs, wishes and goals, and will:

- Focus on the student as an individual, not allowing their SEND to become a label.
- Be easy for students and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the student's strengths and capabilities.
- Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a student with an EHC plan, the school will involve the parents and the student in discussions surrounding how the school can best implement the plan's provisions to help the student thrive in their education, and will discern the expected impact of the provision on the student's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

11.Funding for SEND support

Where additional student needs are identified, the school will use its delegated funding allowance to provide early intervention support for the benefit of students identified with SEND.

Where students with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing local or high needs top-up funding from the LA to provide additional specialist support.

12.EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the student, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the student's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the student can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the student's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any student that names the school in an EHC plan and will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.

13.Reviewing EHC plans

The school will ensure that teachers monitor and review the student's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents always involved.
- Lead the review of the EHC plan to create the greatest confidence amongst students and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and student that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the student's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each student's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a student's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a student whenever they feel it is necessary.

14.Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for students with SEND. It recognises the importance of starting early, focussing on student aspirations, interests and needs,

and will ensure that students are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Ensure students in Year 9 and Year 11 are provided with independent careers guidance.

The school's Careers Guidance and Education Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with students with SEND to ensure they are prepared for the workplace.

15.Managing complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

16.Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENDCo will ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND.

17. Use of data and record keeping

All information about students will be kept in accordance with the school's GDPR Data Retention and GDPR Records Retention policies.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the student's time in the school, as well as its impact, e.g. through the use student passports.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all students.
- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the student's parents, except for specified purposes or in the interests of the student, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the student is intending to start their next phase of education.

The school will adhere to the Student Privacy Notice at all times.

18. Publishing information

The school will publish information on the school website about the implementation of

this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The SEN Information Report will be prepared by the governing body and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

19. Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure students get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of students with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate students with SEND.
 - An analysis of local challenges or sources of health inequalities. The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
 - Improved educational progress and outcomes for students with SEND.
 - Increasing the identification of students with SEND prior to school entry.

Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

20. Local Offer

The school's governing body will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and students in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review

to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to students' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.

- **Comprehensive:** The school will help to ensure that parents and students understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and students access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

21. Monitoring and review

The policy is reviewed on an annual by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of students with SEND, and relevant stakeholders.

Appendix 1 : Access arrangements

HBS follows the principles and guidance of the Joint Council for Qualification (JCQ) as they relate to support for students in exams and assessments.

Years 7-9 Developing a picture of need

The SENDCo will build up a *picture of need* in Years 7-9, which will form the basis of a formal application to JCQ for access arrangements in public examinations in the Summer term of Year 9. This detailed picture of need will include:

- information received during transition from primary schools
- information from parents
- results from any formal testing
- referrals from teachers

The SENDCo must have suitable evidence that an access arrangement is the result of a long term and substantial need, and that not having the arrangement would be a substantial disadvantage.

Some students arrive in Year 7 having been granted access arrangements in their KS2 SATS. Such access arrangements will help us to develop a picture of need, but they do not mean that these access arrangements will be automatically granted. Teachers will endeavour to grant these arrangements as far as possible in their normal classroom practice.

Year 7 students, and all new entrants to the school, will have their reading and comprehension assessed. This will inform whether or not a student would qualify for the use of a reader.

Year 9 Application to JCQ

Throughout Year 9, and ideally before their core exams in February, students are assessed for access arrangements by our outside assessor. They will give recommendations that form the basis of the formal application to JCQ. Applications are made in the Summer term of Year 9, ready for the start of GCSE courses in Years 10-11. A student must sign a data protection form to allow the school to apply for any access arrangements online.


Year 10 and 11 Monitoring the use, and gathering evidence

Teachers ensure that, wherever possible, students are permitted to make use of the arrangement granted to them during tests, assessments and extended written tasks. Evidence of use of provision is given to SENDCo by subject teachers. The SENDCo monitors provision of access arrangements to ensure they are consistently being applied by teachers and used by students. SENDCo and Examinations Officer work together to ensure that Access Arrangements in End of Year and Mock exams reflect those which will be granted in GCSE and GCE examinations.

Year 12 and 13 Reassessment

If a boy chooses to stay at HBS, or in the Consortium, their access arrangements will be reassessed to ensure they are still relevant and needed. Information is shared between our consortium schools, which each have to apply separately to JCQ.

Appendix 2: Sample Students Passport



HITCHIN BOYS' SCHOOL
An Academy Trust

Pupil Passport

Name		Tutor Group	
Needs		EHCP/ K	K

My strengths, hobbies and interests are ...

I will support myself in my learning by...

- Logging onto Google classroom each day
- Reading something every day
- Making sure I bring the right equipment to school including [headphones](#)
- Ensuring my Chromebook is charged each night.

I can find it difficult to ...

1

2

3

4

It would help me if teachers could ...

1

2

3

4

Appendix 3: Generic Provision Map

HBS Generic Provision Map across Academic and Pastoral Support teams				
	Cognition and Learning	Communication and interaction	Social, <u>emotional</u> and mental health	Sensory and Physical
All	Passport QFT Homework club- lunchtime Homework Club- breakfast club Google classroom- homework Reading assessments Achievement points Chromebook accessibility options	Passport QFT Key words <u>lists</u> Visual aids e.g. <u>displays</u> , PowerPoints Google classroom Lunchtime activities e.g. boardgames Drama, PE Achievement points	Passport QFT Clear expectations and routines Pastoral support team Lunchtime activities Achievement points Behaviour policy Careers support Safe place	Passport QFT Safe place Chromebook- accessibility options
Some	Access arrangements LSA support in lessons Literacy Plus lessons Assisted learning (KS4) Progress review check Laptop and <u>touch-type</u> Small group math support Dyslexia strategies booklet Access to Chromebook Peer mentor EP referral	Access arrangements- separate room LSA support in lessons Assisted Learning (KS4) Progress review check Peer mentor Pastoral support meetings Autism friendly lunch club	Access arrangements- separate room LSA support in lessons Progress review check Circle of Friends Peer mentor Talk about <u>teenagers</u> Pastoral support meetings Counselling referral	Access arrangements- rest breaks LSA support in lessons Progress review check Peer mentor Visual overlays/ coloured rulers Coloured paper books Enlarged fonts Adapted texts Chromebook Separate room for assessments Adapted curriculum Medical support Medical exemption card to leave lessons.
Few	CL Specialist teacher support Maths One to One SENDCO One to One EP referral EHCP application Exceptional needs funding Individualised curriculum College Day placement Book looks Additional parental meetings Exceptional needs Funding Lesson drop ins Colour coded timetables	ASD Specialist teacher support EP referral Individualised curriculum Book Looks Additional parental meetings EHCP application SALT programme Adapted timetable Counselling	Peer mentor Scheme Counselling Additional parental meetings EHCP application Adapted timetable Specialist teacher support Yoga Coaching Direct PHASE Mindfulness (Miss Brinkley Year 7 only) 1:1 Pastoral Support Workers (Kate Bahnsen/ April Rogers) LIFE Fire Service referral A space to be Referral	Specialist teacher support Adapted curriculum Support with offsite visits Adapted laptop Text adaptation Chromebook Coloured overlays/ exercise books Book Looks Additional parental meetings Lesson drop ins EHCP application Diabetes staff training OT support
Training	Teaching and learning briefings CPD training- how to use your LSA Dyslexia booklet	Teaching and learning briefings- teacher talk ASC and ADHD training	ASC and ADHD training	Staff briefings