



HITCHIN BOYS' SCHOOL
An Academy Trust

Policy Title:	Special Educational Needs and Disabilities Policy (SEND)
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Governors Committee:	Teaching and Learning Committee
Staff members leading:	Mr M Monks (Deputy Headteacher) Mr M Wilson (SENDCo)

Hitchin Boys' School SEND Policy

This policy complies with the statutory requirements of the SEND Code of Practice: 0 to 25 years (April 2020) for decisions relating to children with special educational needs or disabilities.

The SEND Code of Practice offers guidance to help schools make provision for students with additional educational needs following the identification and assessment of special educational needs and disabilities. Additional information regarding SEND at Hitchin Boys' School (HBS) can be found in our *Information Report* on our website.

1. Aims of the Special Educational Needs and Disability Policy

Special educational needs or disabilities are the responsibility of the whole school and high-quality teaching differentiated for all students is the first step in providing for students with additional needs. At HBS we recognise that every teacher is a teacher of SEND, and every teacher has high expectations for all students, including those with additional needs.

All teachers are responsible and accountable for the progress and development of students in their class. Therefore, this policy should be considered within the wider context of all school policies, particularly the Teaching and Learning policy, Behaviour policy and Equal Opportunities policy.

Our SEND policy is designed to ensure the successful inclusion of all our students as respected and equally valued members of the community, encouraged to develop independence, and supporting them to improve their learning outcomes.

SEND students are entitled to access a broad and balanced curriculum that is designed to best suit their needs following the requirements of the National Curriculum.

Partnership with parents

Hitchin Boys' School (HBS) believes in the early identification and intervention and recognises how vital parental involvement is. We aim to develop a partnership with parents and carers, and value the unique insight they bring of their child's needs. HBS will inform parents and carers about their son's needs all through their journey at Hitchin Boys School.

Boys have the right to participate in matters that affects them. They are encouraged to express their opinions and preferences and be aware of the information about them. Boys are encouraged to participate in decision-making by:

- Contributing to their Education, Health and Care Plan (EHCP).
- Attending the annual review, and parent and carer Information Evenings.
- Discussing and deciding provision that affects them.
- Making choices e.g. subject options, post 16 education.
- By contributing and reviewing their student passport.

2. Identifying special educational needs and disabilities

SEND Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for additional educational provision to be made for him. A child of compulsory school age or a young person has a learning difficulty or disability if he has a significantly greater difficulty in learning than the majority of children at the same age.

Special educational provision is provision that is different from or additional to that normally available to students of the same age.

Disability Definition

Many children and young people who have SEND may have a disability under the Equality Act 2010. 'A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' (page 5). The act gives examples starting on page 7.

Broad categories of need

The SEND Code of Practice identifies children who could have special educational needs into four broad categories. These are:

1. **Communication and interaction** including speech and language difficulties and autistic spectrum disorders.
2. **Cognition and learning** including specific learning difficulties such as dyslexia.
3. **Social and emotional and mental health** including attention deficit and hyperactivity disorder.
4. **Sensory or physical needs** including hearing, visual or physical disabilities.

Admissions and transition arrangements

Students with SEND are admitted to the school in the same way as other students.

We welcome all students to the school including those with an EHCP plan and aim to ensure that appropriate provision is made to meet their needs from the very start.

We have strong links with our feeder primary schools. Staff will visit and liaise with local primary schools to meet children, learn about their needs and ensure that the move to secondary school is as smooth as possible. All prospective year 7 students attend a practice day. If a boy has an EHCP plan the SENDCo will attend their Year 6 annual review. Additional visits can be planned so that individual students can visit the school before they come up in September. The SENDCo will also meet with the SENDCo of feeder primary schools to share information about boys coming to HBS who may have additional needs.

Students in year 10 have the opportunity to meet formally with a careers adviser. If a student has an EHCP plan they have an individual interview with the careers adviser who will support them with their next steps to post 16 education.

3. Identification and Assessment

Hitchin Boys' School works collaboratively with many outside agencies. This includes the educational psychologist, the speech and language therapist, specialist teachers and counsellors. The school also has access to their own counselling service.

The Graduated approach

Hitchin Boys' School implements a graduated approach to assess and review students' progress. This follows the process of Assess, Plan, Do and Review.

ASSESS

A student may be identified as having special educational needs in the following ways:

- Information passed to us by the feeder primary school. We gather information so that teaching staff are fully aware of any additional needs that students have. This information is shared with them through the SEND register.
- Ongoing observation and information from teachers relating to the student's progress.
- Referrals by staff and parents.

The SEND team works closely with the pastoral team and heads of department, and if there are continued concerns about a student a referral form will be completed for the SENDCo.

The learning needs of most students can be met in the mainstream classroom through quality first teaching. Appropriate differentiation and reasonable adjustments are made to make learning accessible to students. Teachers use a range of pedagogical strategies to foster participation by SEND students in the classroom.

The school will measure a student's progress by:

- Reference to progress data from primary school which informs their target grade.
- Ongoing termly progress checks.
- Records from their previous school.
- Standardised reading assessment for all students at the start of year 7.
- Additional reading tests and writing tests for those who fall below an average score.
- Lesson observations and learning walks.
- Book looks and student interviews.
- End of year and other classroom assessments.

- Core exams in Year 9.
- Specialist assessment for exam access arrangements in Y9.

PLAN and DO

Provision for students with SEND is a whole school responsibility and must be seen in the context of other school policies. All students with SEND play a full part in the life of the school and are encouraged to participate in all school activities including extracurricular activities. The SEND provision at Hitchin Boys' School includes:

- Encouraging and supporting good attendance.
- Quality first teaching which is differentiated by all subject teachers.
- Student passports detailing particular needs and strategies for individual students.
- 'Hover support' in the classroom by learning support assistants.
- Small group and 1:1 support for some students with specific needs.
- Withdrawal from a language studied in year eight to improve literacy skills.
- Lexia- an online reading and spelling programme.
- Mentoring and counselling.
- Homework clubs at lunchtime and after school.
- Lunchtime clubs, including sports, board game club, drama clubs, choir and music.
- Specialist teacher intervention.
- Buddy support.
- Mindfulness and yoga.
- Access arrangements, including the use of a laptop for longer pieces of writing.

Please note this is not an exhaustive list. Teachers make many other reasonable adjustments for individual students as necessary.

Pupil Passports

The Passport is a one-page profile and forms the first plank of our provision for SEND students at HBS. If a student is placed on the support register, a Passport will be developed that is shared by teaching staff, so that they are able to meet individual needs. The SENDCo will write the Passport, taking into account any information from Primary schools, parents and specialist teacher reports. The student will be asked to contribute to the Passport. The Passport is divided into 3 main sections; skills and hobbies, areas of difficulty, and strategies to support. (see Appendix 2).

REVIEW

There are many opportunities to review a boy's progress. The main ways this is done at HBS include:

- Y7 progress check evening, early in the Autumn term.
- Parents' information evenings.
- EHCP review meetings.
- SENDCo review meetings on request.
- Book looks and learning walks.
- Regular observations and feedback from learning support assistants.
- Termly progress checks.

If a parent or carer has a particular concern about the progress of their son they are encouraged to contact the school. The school works hard to ensure that parents and carers are kept informed about their son's progress. Parental questionnaires are often used to gather views about the progress and achievement of their son. The SENDCo is always available through email and phone.

Request for statutory assessment

Where there are continuing concerns about a boy's progress it may well be necessary to request a statutory assessment. The SENDCo will work closely with parents to establish what the particular concerns are and put forward a request for Statutory Assessment which may lead to an EHCP plan. This may involve the input of specialist teachers and the Educational Psychologist so they can devise strategies to better support a boy's progress.

In addition to this the Local Offer provides parents and carers with information about local SEND provision. This can be found on our website.

4. The Role of the Special Educational Needs and Disabilities Coordinator

It is the role of the SENDCo to ensure that the SEND policy is being followed on a day to day basis. This involves working with the head teacher, governors, staff parents and other agencies to ensure the smooth running and strategic direction of the department. The main responsibilities of the SENDCo are:

- Oversee the day to day running of the department in line with the Code of Practice.
- Improving outcomes and progress of their SEND students.
- Meeting with students and parents and carers to ensure provision is ordained.
- Advising and informing members of staff about SEND matters.
- Leading CPD.
- Linking with local and national organisations.

- Ensuring annual reviews take place in a timely and organised way.
- Supporting subject staff with specific requests.
- Line managing learning support assistants.
- Liaising with the school SEND Governor.
- Liaising with external agencies, including the making of referrals.
- Arranging access arrangements following Joint Council for Qualifications (JCQ) guidelines.
- Analysing school performance data.

5. Accessibility

The school's Accessibility Plan (published on our website) complies with the requirements of the Equality Act 2010. This legislation places a duty on all schools and local authorities to plan to increase the accessibility of schools for disabled students and to implement their plans. The identification and removal of barriers to learning and making reasonable adjustments is essential to the ethos of the school.

6. Storing and managing information

Documents relating to the student's special educational needs are stored and shared in line with data protection regulations, including guidance on how long documents can be stored, when they are destroyed, and what and where information should be kept. Please also refer to the school's Data Protection Policy on our website.

7. Complaints

Our aim is to work with students and their families to ensure success at Hitchin Boys' School. However sometimes there are issues that may need addressing. If you are concerned about any aspect of the provision at the school you should contact the school SENDCo.

If you would prefer to speak to someone outside the SEND department you are advised to contact either the Head of Year or a member of the Senior Leadership Team. The school's Complaints Procedure (published on the school's website) provides details of how parents and carers can make a complaint. This document includes details of provision for resolutions support.

Appendix 1: Access arrangements

At HBS we follow 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: Passport Example



Pupil Passport



Name		Tutor Group	
Needs		<u>K</u> / EHCP	

My strengths, hobbies and interests are ...

-

I will support myself in my learning by...

-

I can find it difficult to ...

-

It would help me if teachers could ...

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