



Hanson Policy for School Staff

A Whole School Special Educational Needs and Disabilities Policy

Approved by the governing body:

To be reviewed:

September 2022

Signed on behalf of the governing body:

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SEND Policy

1. Introduction

“All teachers are teachers of students with special education needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response.”

2. Hanson SEND Policy Statement

At Hanson we believe that all staff are responsible to ensure all students have access to a broad, balanced and appropriate curriculum. All students’ individual needs will be considered and planning will take into consideration these needs to ensure students achieve their full potential. Our approach is focused on identifying, meeting and addressing additional needs across the school.

3. The aims of the SEND Department at Hanson are outlined as follows:

- To ensure that all students have access to a broad and balanced curriculum
- To identify students with special educational needs promptly
- To inform and offer advice to staff who teach students with special educational needs
- To offer support to departments to ensure materials and resources are suitable for students with special educational needs
- To inform (and engage) parents where possible about their child’s special educational needs, at the earliest opportunity and to keep parents fully informed of their child’s progress and attainment
- To ensure the SEND Register is up-to-date
- To develop strategies and targets to ensure students with special educational needs are met
- To allocate provision and support effectively
- To ensure outside agencies are informed swiftly when necessary
- To complete all relevant paperwork including Statutory documentation to ensure students needs are addressed
- To ensure students receive a differentiated curriculum appropriate to the individual’s needs and ability.
- To ensure that students with SEND take as full a part as possible in all school activities
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND provision

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we are fully committed to ensuring students are given support to overcome their difficulties.

Hanson Special Educational Needs & Disabilities Policy (SEND)

The SEND policy has been devised in association with the SENDCo, the Headteacher, and Hanson’s Governing Body. The Governing Board Standards Committee will have overall pastoral responsibility for SEND students. Other members of the SEND team include the Learning Support Assistants (LSA’s) and Higher Level Teaching Assistants (HLTA’s) who support targeted SEND pupils daily.

Other members of the team who may further support students on the SEND Register include the SENDCo, assistant SENDCo and the SEND Administrator.

See appendix 1

The SEND Policy has been devised in conjunction with the schools Inclusion Policy, the Anti-Bullying and Attendance Policies.

The SEND Department use both long and short term planning to meet the needs of SEND students. The SEND Departmental objectives focus on ensuring a holistic approach to raising the achievement levels of SEND pupils and include planning for various SEND related improvements including:

- Performance Management of employees
- Pupils Access Arrangements for exams
- Regular termly updates of the SEND Register
- Development of Student Progress Portraits (SPP's)/Reviews
- Development of a Provision Map
- Updating the SEND policy and procedures annually
- Developing resources
- Providing CPD opportunities for LSA's and teaching staff
- Monitoring & evaluating student progress, across curriculum areas
- Monitoring the quality of Teaching and Learning of SEND students

The Governors and the Headteacher will ultimately be responsible for monitoring and ensuring the implementation of the Special Educational Needs and Disabilities Policy. The SENDCO will be consulted when it needs updating.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

4. Local Authority Led Resourced Provision (LARP)

Hanson hosts a unique facility on the 4th floor. The Resourced Provision is equipped with specialist facilities for a range of students who have sensory impairments. Deaf, Hearing Impaired, Vision Impaired and Multi-Sensory Impaired students receive direct teaching, specialist equipment and support to enable access to the whole school curriculum and environment.

Specialist staffing is provided by the Local Authority, Specialist Teaching and Support Service (STASS), Low Incidence Team. All staff work in a partnership with mainstream staff, and contribute to the life of the School as much as possible. All the students attend Hanson from across the Bradford district, so it is especially important to foster a sense of belonging to the school community.

Within the RP there are a number of teaching spaces, and shared, bookable rooms for meetings and Annual Reviews, IT facilities and staff work/social facilities. There is a shared daily living skills teaching room which provides excellent facilities for teaching a range of skills and supports the specialist VI/HI/SEND curriculum.

5. The Local Authority Resourced Provision team for Deaf and Hearing Impaired Students

The team provide a high level of support to Deaf students both in mainstream class and in small groups within the RP and throughout the school. Student's learning and communication needs are supported by qualified Teachers of the Deaf, Specialist Support Workers and Deaf Instructors who are skilled and trained in the use of British Sign Language (BSL) and other multimodal communication systems. Specialist audiological equipment, such as radio aid systems, is also available for students who require this.

The team also includes a range of other specialist staff such as a Speech and Language Therapist and an Educational Audiologist. A range of language and communication assessments are carried out with students and the Resourced Provision has a sound treated room for audiometric assessments. The team works closely with the audiology departments of Bradford Royal Infirmary, Airedale General Hospital and the Yorkshire Cochlear Implant Team.

The Resourced Provision is managed by the Lead Teacher of the Deaf and overseen by the Head of the Low Incidence Team. There is a large team of specialist staff working in school with Deaf students, see appendix 2.

We aim to:

- Ensure that Deaf students have the opportunity to reach their full potential and are fully included in the life of Hanson
- Ensure that Deaf children develop confidence, are happy and safe
- Develop Deaf children's ability to work independently
- Provide constructive advice and support to all staff
- Support and develop personalised timetables which maximises each student's access to the curriculum
- Deliver the curriculum to some students in smaller discreet groupings according to need
- Provide up to date specialist assessments on all students
- Support all Deaf pupils in lessons or in small group lessons dependant upon need
- Develop skills in communication and British Sign Language with all students and adults.
- Provide an excellent transition package between KS2 and KS3, and to HE/FE

6. The Resourced Provision for Visually Impaired Students

The staff deliver specialist teaching in all areas of Braille, ICT, mobility and habilitation, the use of specialist equipment and the management of low vision devices. They deliver Resourced Provision lessons covering literacy, numeracy, and ICT, and are a registered EDCC centre for the Prince's Trust. They work closely with students to develop and promote independent learning, and to ensure that students develop confidence, are happy and feel safe. The team gives a high priority to delivering and promoting the specialist VI curriculum, making use of the life skills room, and outside providers. See appendix 3.

The staff:

- Ensure that students with vision impairment have the opportunity to reach their full potential
- Prepare specially adapted resources to meet individual needs
- Provide constructive advice to mainstream staff and support the differentiation of lessons
- Provide appropriate support to pupils before, during and after lessons
- Provide specialist advice and assessment
- Provide an excellent transition package between KS2 and KS3, and to HE/FE
- Promote the inclusion of students with visual impairment within mainstream classes so that they can fully develop both a sighted and VI peer group

7. Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the SEND Code of Practice, in that:

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33)

8. Definition of Special Educational Needs

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA

Children will not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

We will have due regard for the Special Educational Needs Code of Practice and are influenced by the SEN and Disability Code of Practice (2015), when carrying out our duties towards all students with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

9. Disabled Children

The Disability Discrimination Act states:

“A person has a disability if he (she) has a physical or mental impairment which has a substantial and long term adverse effect on his (her) ability to carry out normal day-to-day activities.”

A disabled person is likely to have difficulties in one or more of the following:

- Mobility
- Physical co-ordination

- Manual Dexterity
- Continence
- Ability to lift, carry, move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, or understand perception or risk of physical danger
- Certain health conditions, e.g. cancer, muscular dystrophy, degenerative conditions, diagnosed eating disorder, disfigurement

Hanson recognises its duty not to discriminate against disabled students and also the need to make reasonable adjustments to make sure disabled students can play a full part in the social and academic life of the school.

10. The Equalities Act 2010

Under the Equality Act 2010, Hanson recognises that it must not discriminate (direct or indirect) against, harass or victimise SEND students because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- because of a pregnancy / maternity; or
- because of a gender reassignment

11. Identifying a SEND/Additional Need Student

Students demonstrating a special need may exhibit one or more of the following factors:

- Has difficulty reading, writing, spelling, and doing Maths
- Seeks routine jobs
- Prefers practical lessons
- Shows considerable ability in the subject
- Not interested in books
- Needs constant supervision
- Slow to carry out tasks
- Makes mistakes copying
- Frequently loose books, pens etc.
- Clumsy in PE and practical lessons
- Often late to lessons
- Needs little outside motivation
- Unable to follow simple instructions
- Verbalises thoughts clearly
- Leader in discussions
- Needs lots of help
- Has difficulty in making self understood
- Confident and mature for age
- Rarely contributes in discussion
- Chatterbox talks inconsequentially

- Short span of attention
- Hyperactive
- Nervous, anxious, easily led
- Poor vocabulary
- Uncooperative
- Aggressive towards other pupils
- Enjoys responsibility
- Disruptive in class
- Does not produce homework
- Work shows evidence of original thought
- Quiet, hardly noticed
- Needs homework details checked in planner

This list is not an exhaustive one. A child with special needs is not necessarily one of our less able students – students who are Gifted and Talented and/or have EAL and/or attendance issues can also have special needs.

12. The Disability Discrimination Act requires Hanson to produce an access plan that shows how we will:

- Increase access for disabled students to the school curriculum
- Improve access to the physical environment of the Academy
- Improve the delivery of written information to disabled students

Hanson will also endeavor to:

- Put in place structures and strategies which will raise disability awareness
- Use existing systems to assess the progress of disabled students
- Use the data to identify any issues over the effectiveness of our provision for such students

Certain conditions do not count as a disability

Certain conditions are not considered impairments under the DDA:

- Lifestyle choices such as tattoos and non-medical piercings
- Tendency to steal, set fires, and physical or sexual abuse of others
- Exhibitionism and voyeurism
- Hay-fever, if it doesn't aggravate the effects of an existing condition
- Addiction to or a dependency on alcohol, nicotine or any other substance, other than the substance being medically prescribed.

13. Evaluating the Success of our SEND Policy

The Governing Body will report annually on the success of the policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers

- Parents
- Students
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Student progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's success in meeting SPP targets
- Use of standardised tests
- Evidence generated from SPP review meetings

14. Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it and in meeting the objectives set out in this policy.

15. Identification, Assessment, and Provision

We have adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEND Code of Practice 2015 makes it clear that all teachers are teachers of students with special educational needs.

All teachers are responsible for identifying pupils with SEND and in collaboration with the SENDCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making progress, it is seen as a significant factor in considering the need for SEND provision.

16. Early Identification

Early identification of students with SEND is a priority. The academy will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in National Curriculum, judged against level descriptions.
- Student progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.

17. SEND provision

On entry to Hanson, each SEND child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For students with identified SEND the Senior Leadership Team, HOD, teaching staff and pastoral colleagues will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Attendance in intervention within the school
- Support from specialists within class or as part of a withdrawal programme
- Support and guidance from the LARP where appropriate

18. English as an Additional Language

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Hanson's EAL staff will monitor and track this progress carefully to suggest suitable support for progression.

19. Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, or employment

Where teachers decide that a student's learning is unsatisfactory, the SENDCo is the first to be consulted. The SENDCo and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Tier 1 support/interventions. If, after further consideration, a more sustained level of support is needed, it would be provided through

Range 2 and 3 support. Where concerns remain despite sustained intervention, we will consider requesting a Statutory Assessment for an Educational, Health and Care Plan. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

20. Record-Keeping

We will record the steps taken to meet students' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the student's profile could include any of the following:

- Information from previous school/phases (if available)
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services and other outside agencies

21. General Learning Difficulties

We endeavour to abide by the SEND Code of Practice 2015, which defines adequate progress for students with General Learning Difficulties as that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is on a par with students starting from similar base line but less than most of peers
- Equals or improves upon the student's previous rate of progress
- Enjoys full curricular access

Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, we will intervene through Tier 1, 2 and 3 interventions as described below:

22. Tier1

Range 1 is characterised by interventions that are different from or additional to the normal differentiated curriculum. Range 1 intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite provision
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If we decide, after consultation with parents, that a student requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the student (if

necessary) and have an input in planning future support. The teaching staff will remain responsible for planning and delivering individualised programmes.

23. Tier 2 and 3

Tiers 2 and 3 is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the SENDCo who will also consult with parents either at an SPP review or when the pupil is placed on the SEND Register. External support services will advise on targets for a new SPP and provide specialist inputs to the support process.

Tier 2 and 3 intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy and/or numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to student's records in order to understand the strategies employed to date and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting SPP will incorporate specialist strategies. These may be implemented by the teaching/pastoral staff but may also involve other adults. Where appropriate, we may request direct intervention/support from a specialist/teacher

24. Request for an Educational, Health and Care Plan (EHCP)

We will request an EHCP from the LA when, despite an individualised programme of sustained intervention within Tiers 2 and 3, the child remains a significant cause for concern. In some cases an EHCP might also be requested by a parent or outside agency. We will have the following information available:

- The action followed with respect to Tiers 1,2 and 3 (if appropriate)
- The student's SPP's
- Records and outcomes of reviews undertaken
- Information on the student's health and relevant medical history (if appropriate)
- National Curriculum/CAT's/NFER levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/student (if appropriate)
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in the SPP
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

25. Reviews of EHCP's

EHCP's must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the students requiring reviews. The SENDCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher/s
- The SENDCo
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Head-teacher/SENDCo considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the SPP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy and/or numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Reviews for GCSE subject choices will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Connexions Service.

With due regard for the time limits set out in the Code of Practise, the Headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. We recognise the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

26. Nature of Intervention

The SENDCo in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

27. Student Progress Portraits (SPP's)

Strategies for student's progress may be recorded in a SPP containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success criteria
- The outcomes recorded at review

The SPP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on up to three personalised targets that closely match the student's needs. The SPPs will be developed in conjunction with the student and the parent.

Reviewing SPP's

SPP's will be reviewed twice a year. We will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will usually be sought. Wherever possible/appropriate we will involve students in this process.

28. The Role of the SENDCo

The SENDCo plays a crucial role in the school's SEND provision. Responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing students' records
- Informing parents of the fact that SEND provision has been made for their child
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, Connexions, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils

- The commitment required by staff to keep the SENDCo well informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEND students
- What exactly constitutes a 'level of concern' and at which point Tier 1 is initiated
- Mechanisms that exist to alert the SENDCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

29. The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a 'responsible person' is identified to inform about the EHCP all those involved with teaching and supporting students with an EHCP
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the academy's SEND Policy including the allocation of resources from the school's devolved budget

30. The Role of the Staff Involved in the Students' Development

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENDCo to decide the action required to assist the student to progress
- Working with the SENDCo to collect all available information on the student
- In collaboration with the SENDCo, develop SPPs for SEND students.
- Working with SEND students to deliver the individual programme set out in the SPP
- Developing constructive relationships with parents

31. The Role of the Head Teacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCo/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

32. SEND Inset

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. LSAs' requirements in supporting students' need/s will be considered frequently.

33. Partnership with Parents

We firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. We recognise that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

We consider parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision-making processes affecting them.

34. Links with External Agencies/Organisations

We recognise the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students.

When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- Sure Start
- The Connexions Service
- The business community
- Other groups or organisations

35. SEND Policy Review

We consider the SEND Policy document to be important and, in conjunction with the Governing Body, undertake a thorough review of both policy and practice each year. The outcomes of this review are used to inform Hanson's Development Plan.

36. Special Needs Abbreviations Explained:

Below is an explanation of words and terms, which are often used.

Code of Practice (CoP) – A government guide to schools and local education authorities (LA's) about the help they can give to children with Special Educational Needs.

SEND – Special Educational Needs and Disabilities.

AN/AEN – Additional needs or Additional Educational Needs.

EBD - Emotional and behavioural difficulties.

SPP – Student Progress Portrait.

IBP – Individual Behaviour Plan.

GEP – Group Education Plan.

LD- Learning Difficulties. A child has learning difficulties if he or she finds it harder to learn than most children of the same age.

MLD – Moderate Learning Difficulties.

SPLD – Specific Learning Difficulties.

PD – Physical Difficulty.

PMLD – Profound Multiple Learning Difficulties.

SLD – Severe Learning Difficulties.

LSA – Learning Support Assistant

HLTA – Higher Level Teaching Assistant

BSA - Behaviour Support Assistant

CP – Child Protection

BESD – Behaviour, emotional, social difficulties

SEMH – Social, Emotional and Mental Health needs

SLCN – Speech, language & communication needs

ASC – Autistic Spectrum Condition

HI – Hearing Impairment

VI – Visual Impairment

Transition Plan – A plan drawn up for a student with an EHCP once they reach KS4. The plan outlines what support the child needs to help the move from school to adult life.

EHCP – Educational, Health and Care Plan, a Legal document made by the LA. It sets out a child's Special Educational Needs and the kind of teaching arrangements the child must have to meet those needs.

Appendix 1

Hanson Special Educational Needs Team

Headteacher	-	Richard Woods
SEND Governor	-	Tracey Thomas-Mitchel
SENDCo	-	Scott Delves-Holmes
Assistant SENDCo	-	Teresa Terry
Student Services and SEND Lead Administrator	-	Julie Frear

LSA's:

- Nic Fusco
- Caroline Holstead
- Olwin Tyne
- Daniella Bushi
- Danielle Storey
- Noshaba Shah
- Samuel Davies

Intervention Staff:

- Gail Harvey
- Charlotte Gumbley

Director of Outreach	-	Ann Holden
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Outreach Support Staff:

- Nabeel Hussain
- Julie Wood
- Jade Dixon
- Wayne Woodhead
- Linda Clarke
- Destiny Rollin

Outreach Tier 2 Guidance Team:

- Carole Smith
- Julie Topham

EAL Co-ordinator:	-	Kim Southern
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Appendix 2

Hanson Local Authority Led Resourced Provision for Deaf and Hearing Impaired Children and Young People

Interim Head of Low Incidence Team - Karen Turner
Lead Teacher of the Deaf - Sarah Rothera

Deaf Instructors:

L. Redpath
S Farrar
W Richards
B Robinson
M Robinson

Teachers of the Deaf:

J. Swinbourne
J. Sorda
S.Chandler
P. Govindsamy

Senior Specialist Support Workers:

N. Khan
R.Schofield

Specialist Support Workers:

D. Paul
L. Pearce
A. Shirazi
S. Sprott
A.Taylor
T.Balmus
S. Denison

Admin Assistant - Sharon Hibbitts

Appendix 3

Hanson Local Authority Led Resourced Provision for Children and Young People with Vision Impairment

Interim Head of Low Incidence Team	-	Karen Turner
VI Resourced Provision Team Leader	-	Robert Whitehouse
Qualified Teacher of the Visually Impaired (QTVI)	-	Jenny Harman
	-	Emma Allatson

Senior Specialist Support Assistant (SSSA):

S Crabtree

Specialist Support Assistants:

J Lovett

V Procter

S Greenwood

A Khan

H Khan

H Akiah

N Ramzen

Senior Habilitation Officer	-	Gwynneth Evans
Habilitation Officer	-	Alan Scholes
	-	Sarah Houchen

Technical Officer	-	Jim Armitage
		Rob Bergman