



St Hugh's School

Special Educational Needs Policy

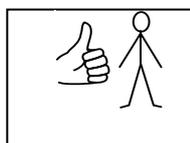
Please read in conjunction with the school offer and SEND report

THE AIM OF THE POLICY

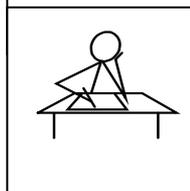
The aims of this policy are to outline how all of our students, no matter what their special educational needs, are given the greatest opportunity and support to fulfil the student goals as stated in the School Mission Statement.

   
Learn • Believe • Achieve • Together

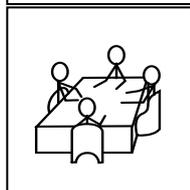
We strive to:-



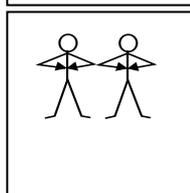
Empower our students to be responsible and confident young people who make a positive contribution to the wider community.



Provide a curriculum that is inclusive, personalised, stimulating and enjoyable for all and promotes life-long learning.



Make a difference to our students and their families/carers by continually building, supporting and raising positive active partnerships.



Nurture self confidence and self esteem by promoting effective communication.

PROVISION FOR SPECIAL EDUCATIONAL NEEDS

Administration Arrangements

All students and parents are inducted into the school. This is known as the St Hugh's Induction Policy (SHIP) and is well documented. Every effort is made to prepare new students before attending St Hugh's, so that they are happy and confident. Transition for year 6 students entering St Hugh's begins around Easter time prior to attending full time in the last academic week in July, at the end of the summer term. All students will be seen in their referring school, prior to entry. No student is admitted into school unless the parent has visited us, and after considering all options, decides that St Hugh's is best able to meet the needs of their child. Admissions are arranged within the Local Authority guidelines.

Provision for Special Educational Needs

All students have EHC plans. On entry this is reviewed by the Head Teacher and Team Base Teacher, to ensure that all of the provision identified can be satisfactorily met. We also review, on an annual basis, each student's plan to ensure that we are still able to meet the needs of the individual student and to identify any new needs.

The Rights of the Student

The school recognises that students with special educational needs often have a unique knowledge of their own needs and circumstances. They will be encouraged to fully participate in all decision making processes that occur, including:

- The setting of learning targets
- Contributing to their own personal achievement plan
- The assessment of their needs
- Their Annual Review/Education Health Care Plan

Arrangements for the Co-ordination of the provision for Special Educational Needs

Each teacher is responsible for ensuring that students' special needs are being met. The team base teacher is responsible for the overall co-ordination. The Head Teacher/SLT's formally review with each Team Base Teacher every student in that team and seeks information under the following headings termly with Quality Assurance within the Leadership Weekly meeting:

- Are we meeting the ECHP? When was it updated? Transition Review (Is it up to date?)
- When was the last EHC and how are we responding to the recommendations/outcomes? (action points)
- Have we completed outcomes as identified in Education Health Care Plan?
- Did anything evolve from the PSHE questionnaire?
- Review the PAP -WILL THE STUDENT ACHIEVE THEIR TARGETS this term - if not what do we have to do? Have we got parent reply slip?
- When did we see the parents last? What was the last contact about?
- Contacts with other agencies? Do they have a social worker? When was the last time we spoke to them?
- Is the student in an Early Help Assessment?
- CP/ROC - any worries - last entry date? In ROC file.

- PASS - how are we using it? If it is a low score how/who are we developing their self esteem?
- Is there a medical care plan needed, when was it done and reason why?
- Is there a feeding plan, physio plan, personal care plan or handling plan?
- Does the student receive medicine in schools - is paperwork up to date?
- Has the student got an IBP - when was it reviewed? Has the team noted any patterns of behaviour? Triggers?
- Letter returns OK?
- Attendance OK?
- Is the student receiving class based SP & L therapy programmes? With whom? / When?
- Use of journals - parents using it? Home study - are they returning it?
- Are they bringing in their social contributions? Do we still ask for them?
- Did they go on the last residential? If not why not?
- Are we working on the improvement targets from the residential feedback sheet?
- What (if any) intervention has the student received?
- Is the student in receipt of pupil premium?
- Is there anything that would personally benefit/impact to support this student's learning?
- Is the student Gifted and Talented in a specific area?
- Ideas or identifying this further?

This happens at least twice throughout the academic year.

On a 6 monthly basis the whole staff review formally all students in their team base. This review entails full discussions on strategies to support the student in; behavioural management, medical conditions, social interactions, academic expectations and child protection issues.

Every Tuesday and Thursday morning before school, there is a staff update which allows all staff an opportunity to share concerns, expectations about specific students. Within staff meetings there is time set aside to review and co-ordinate approaches to students.

In a number of cases the co-ordination of approaches to students is regularly reviewed with parents. It is our plan to see parents face to face at termly parents evenings. Students are actively encouraged to share and understand their learning goals both social and academic.

Assessment of Students

The statutory assessment requirements of the National Curriculum are met for all students at the end of each Key Stage. All teachers carry out their own assessment on an ongoing basis to support future planning for the students' needs.

In the event of a student's needs changing, or if the education health care plan becomes out of date then, in consultation with parents, we would initiate a full reassessment at the point of identification.

Parents have a right to ask for a reassessment at any time.

Extra-Curricular Activities & Involvement in the Community

As our Mission Statement states, we are preparing all students for entering their community when they leave school. Wherever possible the curriculum is made actively relevant to their needs outside the school. Visits, observations, link courses, work experience and residentials are seen as an entitlement for all our students. This also includes a residential experience in France for all Year 10/11 students. Leisure activities are considered at the Annual Review to encourage parents to allow their children to attend community activities and support the development of essential social skills.

Year 10 and 11 students also link with either John Leggott College or North Lindsey College, Skills Centre, a training provider is also used, as an induction process into Post 16 opportunities, if appropriate to the student.

The development of leisure and free time activities is seen as very important and strong working links exist with the Youth association and the leisure and recreation officers of the local council. Leisure activities are actively developed both during term time and the longer holiday periods where possible. School works collaboratively with the LA regarding short breaks agenda.

Resources

The allocation of specific resources that have been identified within EHC plans will take place automatically. Additional support (Teaching Assistants, etc.) is available in all team rooms and is allocated, in consultation with the Team Teacher and SLT, on four criteria: (a) Needs of individual students, (b) Impact of the team as a group, (c) Curricular organisational needs, (d) Banding levels. All key stage 3 team rooms have at least 3 computers and 3 iPads and the use of Information Communication Technology in accessing the curriculum to all students is a priority and it is the responsibility of each Subject Leader to develop this. In key stage 4 ICT resource is focussed in the relevant subjects.

The allocation of funding is determined by the school budget which is part of the School Development Plan. Funding is allocated to our school through two main streams:

1. A Place Led element for the school (based on a number of placements purchased by the LA; currently 156 places for 'pre16' students and 24 places for 'post16' students), and
2. Top up funding for each students on roll (pro-rata'd across the year), defined by a funding band (1-9) each student has been allocated based on their need.

Each band is allocated a specific amount of money, (d) The LA allocates our school's money through a formula which takes into account (a) to (c) as well as other factors.

Specific allocation of monies towards curricular activity, resources, maintenance, etc is then agreed, on a yearly basis, through our School Development Plan.

FOSH (Friends of St Hugh's) also raises money towards school resources/activities.

Criteria for evaluating the effectiveness of the School's Special Educational Needs Policy

The effectiveness of the policy is measured by the progress that individual students make as a result of their attendance at school.

Progress is measured by the following:-

- An improvement in a student's basic skills and performance within the curriculum.
- Student's specific difficulties, as identified within their statements/education health care plans, being overcome.
- High attendance rates.
- Positive working relationships with peers and adults.
- Achievements which have been accredited through local or national accreditation systems.
- Independent mobility in the community - Pathfinder.
- A Post 16 placement which they have chosen - destinations after St Hugh's
- Increased confidence and self-esteem.
- Involvement of Students in Annual Reviews.

The policy is evaluated on an annual basis. This is then reported to the Governing Body and documented in the Governing Body's subcommittee minutes.

Arrangements for Complaints

Our school considers that we are "servicing" the needs of our students and parents. We are always seeking ways of improving this "service". Parents have open access to either the Head Teacher, Governors or the local office of the LA. They are also encouraged to talk with the EWO if they are unable to talk with school or Governors.

On an annual basis parents are given a confidential questionnaire asking their views on how the school works with them and their children. The results are then reported to parents and the Governing Body, identifying development areas. Parent View is also promoted for our parents to use.

All parents are invited to the Parents Meeting each term where both formally or informally they can express their concerns. Governors and other stakeholders are also invited to attend.

Students are helped to understand that if they have a problem or feel they have not been treated appropriately that they should share that concern with the Head Teacher or another member of staff. Complaints by students can also be raised at the monthly School Council Meeting.

STAFFING POLICIES AND PARTNERSHIPS BEYOND THE SCHOOL

Staff Experience and Qualifications

Some staff have advanced qualifications in the teaching of students with learning difficulties. In addition to this, all staff have many years experience in teaching students with special educational needs. They enjoy the challenges in ensuring all of our students are given the opportunity to develop to their full potential.

Intensive Training

The school recognises and ensures that staff development is a high priority for all staff. Opportunities both in school and on external courses are given to all staff, so that they are able to update their working knowledge of policy, procedures, practice and development relating to the education of students with Special Educational Needs. The school has a staff development policy and identifies on a yearly basis through SDP the priorities for training. Impact of training is reported to governors termly. Coaching process is identified through termly monitoring of teaching.

Partnerships with Outside Agencies

The school receives support and Parents can contact directly the following agencies:

- LA Psychologist and Child Guidance Service - Educational Psychologist
- Health Service - Community Paediatrician
- School Nursing Team
- Educational Welfare Services (EWO)
- Speech and Language Therapy
- Independent Advice and Guidance
- Physiotherapist/Occupational Therapist
- Children's Community Nursing Team
- Services for the Hearing and Visually Impaired
- Orthotist Dietician
- SENDIASS
- Post 16
- Adults Community Team for Learning Disabilities
- Cloverleaf Advocacy
- Virtual School and Inclusion Service
 - Specialist Social Workers
 - Behaviour Team
 - Short Breaks Service

Other agencies which we are involved with when appropriate:

- Council Education Service, Integrated Service for Disabled Children
- Volunteer Educational Advisors
- Advisory Support Teachers
- Bi-lingual Support
- CAMHN
- Early Help Team

Partnership with Parents

As we have indicated in our Mission Statement, parents are the key educators for their students and we recognise that they know far more about them than we do. It is therefore essential that we respect each other and actively work towards a shared partnership between the parents, ourselves and the student for the student's education. The school provides many forums which have been previously mentioned for this.

In the event of a Parent not being seen during a term, then we would visit/try to arrange a visit by a staff member to ensure that a face to face meeting does happen. Parents are encouraged, if they are unable to share concerns with the school, to use the SENDIASS - parent advocate service.

It is the policy of this school to actively engage with parents/carers and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.