



# The Hinckley SCHOOL

## **SEND and Inclusion Policy**

<b>Date of last review:</b>	<b>September 2023</b>
<b>Reviewed by:</b>	<b>Georgia Birks, Assistant Principal</b>
<b>Approved by Governors on:</b>	<b>October 2023</b>
<b>Frequency of review:</b>	<b>Annually</b>
<b>Date of next review:</b>	<b>September 2024</b>

## **Introductory Statement**

The Hinckley School is dedicated to the provision of an inclusive education which will maximise the potential of all students, encouraging a sense of aspiration, community and belonging. In accordance with the SEND Code of Practice (2014), we have “high aspirations and expectations for children and young people with SEND”.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their full potential
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

## **1. Aims and Objectives**

### **Aims:**

Our SEND and Inclusion policy, and information report aims to:

- Set out how The Hinckley School will support and make provision for students with special educational needs.
- Explain the roles and responsibilities of everyone in providing for students with SEND

### **Objectives:**

**The objectives of our policy are to:**

- ensure students with SEND make good progress in all aspects of school life.
- ensure that SEND students make good academic progress in line with other students at the school.
- organise activities to ensure that all students are included in the life of the school
- work closely with parents, sharing information on student's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our students whether this be in Quality First Teaching, by intervention programmes or support for individual and groups of students (2<sup>nd</sup> and 3<sup>rd</sup> wave interventions).
- meet the requirements of the Equality Act (1996), the SEND Code of Practice (2014). And the Special Educational Needs and Disability Act (2001).
- facilitate students' learning by identifying their individual needs and take steps to address those needs within the context of the National Curriculum and the school curriculum as a whole, taking account of the 0-25 SEND Code of Practice (2014)

- support students' learning without making them feel different or inferior to their peers
- enable each student to become an independent and confident learner.
- create an environment where students feel safe to voice their opinions regarding their own needs.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

## **2. Definitions**

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that is made generally for other students or young people of the same age by mainstream schools.

## **3. Roles and responsibilities**

### **The SENDCO**

The SENDCO is Mrs Georgia Birks

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

### **Intervention Lead**

The intervention lead is Mrs Laura Clarke.

They will:

- Plan interventions to be delivered to students who are working below age related expectations.
- Monitor the effectiveness of interventions and ensure that staff have received appropriate training in the delivery of identified interventions.
- Monitor progress of students involved in interventions
- Liaise with primary colleagues to identify needs before a student begins year 7 at The Hinckley School

The work of the SENDCO and literacy lead are supported by a well qualified and experienced team, including 1 HLTA, and 4 TA's.

### **The SEND Governor**

The SEND link governor is Mrs Janet Thompson

They will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND and Inclusion policy and provision in the school.

### **The Headteacher**

The Headteacher is Ms Lisa Hickman.

They will:

- Work with the SENDCO and governors to determine the strategic development of the SEND and Inclusion policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class in the delivery of high quality, wave 1 provision.
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND and Inclusion policy

## **4. SEND information report**

### **The types of SEND that are provided for**

The Hinckley School provides additional support for a range of needs, including:

- Communication and interaction, for example, Autistic spectrum disorder, and speech and language difficulties
- Cognition and learning, for example, Dyslexia, and Dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Cerebral palsy
- Moderate/severe learning difficulties

### **Identifying students with SEND and assessing their needs**

All teachers at The Hinckley School are teachers of students with SEND. All teachers and support staff receive training in identifying and supporting students who require additional support.

The Hinckley school will initially visit feeder schools to collect information about all students. When the students start The Hinckley School we will assess each student's current skills and levels of attainment. Class teachers will also make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs and school attendance.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

### **Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

### **Assessing and reviewing students' progress towards outcomes**

- Appropriate assessments will be made of the students' strengths and support required.
- One-page profiles are co-constructed with students, parents and keyworkers.
- Keyworkers regularly meet with students to discuss progress and support.
- Students with SEND have an input into the information that is provided on the student one-page profiles and are reviewed termly with key workers.
- Keyworkers regularly meet with students to discuss progress and support.
- Progress is reviewed at the identified assessment points.
- Students may be involved in small group or individual intervention work.
- Referral to support agencies as appropriate, including: – Educational Psychology Service, Autism Outreach Team, and Inclusion Team.

- SEND students on the register will be integral to any student voice that is carried across the school.

The assessment will be reviewed regularly. For students with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all students. These are known as Progress Meetings/Parents' evening. For those students with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Progress Meetings.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This information is disseminated in the form of student one-page profiles which have been co-constructed with parents. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **Students with a Statement/Education Health Care Plans (EHCP)**

The production of an EHCP is the responsibility of Leicestershire Education Authority. The majority of students will have an EHCP before reaching the secondary education stage, however, when appropriate, the school may request or respond to a parental request to initiate the process of statutory assessment.

The provision set out in a student's EHCP will be closely monitored by the SENDCo and reviewed annually. Parents/carers and the student will be invited to contribute to the review and attend the review meeting.

### **Supporting students moving between phases and preparing for adulthood**

We will share information, as appropriate, with the school, college, or other setting the student is moving to. We will agree with parents and student's which information will be shared as part of this. Inclusion staff and the Bridge leadership team will liaise with the SENDCOs from the feeder primary schools in the spring term. Additional visits and meetings will be held during the summer term for those students identified as requiring additional transition support.

During year 9, discussions will be held with students and their parents regarding choosing appropriate courses in key stage 4. Alternative pathways will be provided for a small cohort of students for whom a mainstream pathway may not be appropriate.

## **Exit criteria**

When a student has made sufficient progress and no longer require any additional support or provision that is from the what is normally available as high quality and differentiated curriculum then they will no longer be seen as requiring SEND support,

## **We seek to be an inclusive school by:**

- using the SEND review procedures to identify any issues experienced by SEND students and respond appropriately
- ensuring that all students have appropriate learning targets which are challenging
- valuing the diversity of our students with SEND
- looking for opportunities to raise the profile of SEND issues
- seeking opportunities for students with SEND to work with other students
- encouraging students with SEND to socialise with other students
- raising the profile within the school e.g. focusing on ADHD/dyslexia assemblies
- continuing links with special schools to extend students' experience of diversity.

## **Complaints about SEND provision**

Initially, any complaints from parents/carers about their child's provision should be made to the SENDCo, in the first instance, then the Headteacher. However, if a parent/carer is not satisfied with the response given, the Complaints Procedure outlined in the school's website should be followed.

## **The SEND Local Offer**

The SEND local offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Parents/carers can read the Local Offer at: [www.leicestershire.gov.uk](http://www.leicestershire.gov.uk)

## **5. Monitoring arrangements**

The success of this policy and its implementation will be reviewed annually using:

- Recorded views of students and parents/carers at parents' evening reviews
- Measurable achievements of students (data and student work)
- Feedback from departments/outside agencies

## 6. References

- SEND Code of Practice 2015  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- SEN and Disability Regulations 2014  
[http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)
- Children and Families Act 2014  
<http://www.legislation.gov.uk/ukpga/2014/6/enacted>
- Equality Act 2010  
<https://www.legislation.gov.uk/ukpga/2010/15/contents>