



# **Hollymount School**

## **Special Education**

### **Need Policy**

Issue Date	Autumn Term 2022	Review Date:	Autumn Term 2024
------------	------------------	--------------	------------------

**Inclusion and Wellbeing Lead**  
**Mrs Faye Kimber**  
SEN Governor – Mrs Joanna Burgess

## **Section 1 – Compliance and General Statement**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 - 25 Years (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 Years (July 2014)
- School SEN Information Report regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (DfE April 2014)
- Hollymount Safeguarding Policy
- Hollymount Accessibility Plan
- Teacher Standards (DfE 2012)

This policy has been created to ensure compliance with the Department of Education's SEND reforms (2014) The policy has been created by Mrs Faye Kimber (Inclusion and Wellbeing Lead) in liaison with Mr Joe Croft (Headteacher), SEN Governor, SLT, school staff and parents of pupils with SEN.

At Hollymount School we believe that every pupil has an entitlement to develop their full potential. The wide diversity of the school's population is valued as a rich resource, which supports the learning of all. Every pupil is provided with opportunities and experiences that promote high achievement and personal development for each individual. Our broad, balanced, creative and challenging curriculum, combined with a wide range of enrichment activities, is designed to enable all pupils to flourish and succeed. We recognise every pupil's right to a curriculum that is appropriate to their individual abilities, talents and personal qualities.

Sometimes pupils will face challenges in pursuit of these goals and may need some additional support to achieve them. Some pupils will only require this additional support for a short period of time while others may need continuous support throughout their whole time at school.

At Hollymount School every teacher is a teacher of every child in their class including those with SEN.

*"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."* (SEND Code of Practice July 2014)

In compliance with the new SEN Code of Practice and SEND Reforms, at Hollymount School we use a graduated approach to the identification, provision and support for all pupils who require special educational provision to be made for them. All pupils identified as needing additional provision will be placed on the SEN Register under the category of either SEN Support or, where appropriate, as having an Education, Health and Care Plan (EHCP). The category of SEN Support replaces the previous SEN categories of School Action and School Action Plus. Any provision required will be identified and the progress of these pupils will be monitored regularly by the Inclusion Manger.

This policy will set out the school's commitment to raising the achievement, aspirations and expectations of all pupils with SEN. Its purpose is to describe the provision we make for pupils identified as having a special educational need and the principles by which we make that provision.

## **Section 2 – Aim (The Longer View)**

The aim of this policy is to ensure that the needs of pupils with SEN are accurately identified and effectively met so that all pupils are able to achieve well. We are committed to raising the aspirations of and expectations for all pupils with SEN and the school provides a focus on positive outcomes for these pupils.

### **Objectives**

Through the application of this policy we will:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN
- Make sure that additional support is well targeted and that the most appropriate resources are used to support learning, including the use of outside agencies
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN to ensure we are providing equality of educational opportunity
- Ensure that all staff are aware of the requirements of the new SEN Code of Practice and implement the school's SEN Policy consistently
- Recognise, value and celebrate pupils' achievements at all levels
- Guide and support all staff, governors and parents in SEN issues
- Provide appropriate resources, both in terms of people and materials, and ensure their effective use
- Involve the parents and the pupil as far as possible in the process to ensure that they are aware of the targets and provision in place and have the opportunity to contribute their views
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy and provide support and advice for all staff working with SEN pupils
- Work within the guidance of the SEND Code of Practice 2014

## **Section 3 – Identifying Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special/additional educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability<sup>1</sup> which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

---

<sup>1</sup> The definition of disability used is from the Equality Act 2010 and is described as 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. Long-term is defined as a year or more and impairments could include sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she will be taught is different from the language (or form of language) which is spoken at home.

This information comes from the definition of special educational need as described in Children and Families Act 2014 Section 20.

In accordance with the SEND Code Of Practice, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not fit the pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. (SEND COP 2014)

Other needs will always be taken into account, where these needs may impact on progress and attainment, for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to a pupil's behaviour will be described as an underlying response to a need which the school has recognized and identified clearly.

At Hollymount School we identify the needs of pupils by considering the needs of the whole child, which includes not just the special educational needs of the child.

#### **Section 4 – A Graduated Approach to SEN Support**

At Hollymount School all teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have SEN. 'Quality first' teaching is a priority for the school and is regularly monitored through internal and external observations of lessons and through teacher appraisal. Through this process the school is able to review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of any SEN encountered in the school.

Pupils are only considered as possibly having SEN through discussion with the Inclusion Lead where all the information gathered about the pupil's progress is considered. They

should only be identified as having SEN if they continue to make less than expected progress despite receiving appropriate and timely intervention in addition to good quality personalised teaching. Where appropriate the school will use the expertise of outside agencies such as the Language, Learning and Behaviour Team or the Educational Psychology Service to help with identification of SEN and planning of appropriate support. Where school staff have concerns about the progress of a particular child this will in the first instance be discussed with the parents.

### **Managing Pupils needs on the SEN Register**

If the assessment of all the evidence and advice received indicates that a child has SEN then this will be discussed with the parents and they will be invited to share their views. If all parties agree the child will be placed on the SEN Register. The aim of working with parents in identifying a pupil with SEN is to help the school ensure that effective provision is put in place to remove the barriers to learning.

The support is monitored and delivered through a four-part process –

#### **Assess, Plan, Do, Review.**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. It also allows the provision to be adapted to reflect changes in need.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher assessments and experience and knowledge of working with the pupil, details of previous progress and attainment, comparison with peers and national data, as well as the views of the parents and, where possible, the pupil. Any advice from external agencies will also be considered.

This information will be reviewed regularly; at least termly and sometimes more frequently according to need. This is to ensure that support and intervention is matched to need, that barriers to learning are being clearly identified and overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted following discussion and agreement from parents.

#### **Plan**

Planning will involve consultation at the Inclusion and Additional Support Meetings between the class teacher, and parents to agree the adjustments, interventions and support that are required and decide on long term outcomes for the pupil as well as short term targets, provision to meet these targets and a clear date for review. These decisions will be overseen by the Inclusion Lead and consultation will take place between all three parties when needed. These meetings will be held termly for most pupils, although for some pupils with more complex needs they may need to be held more frequently. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies or approaches that are being used and any outcomes that are being worked towards.

## **Do**

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and any specialist staff to plan and assess the impact of any support and intervention provided and ensure links with classroom teaching. Further support, assessment and advice will be provided by the Inclusion Lead.

## **Review**

Reviews of pupil progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions received by the pupil. It will also take account of the views of the pupil, where possible, and also the parents. The reviews will take place termly, although for some pupils with more complex needs they may need to be held more frequently. Targets and the type and frequency of provision will be revised as necessary, based on an evaluation of the pupil's progress and development and in consultation with the parents.

There will also be a regular review and update of the SEN Register by the Inclusion Lead to ensure pupils are appropriately supported, including the removal of pupils from the SEN Register who have made sufficient progress towards targets.

## **High Needs Support – Education, Health and Care Plan (EHCP)**

If a child has significant or complex difficulties they may undergo a Statutory Assessment of Special Educational Needs which is usually requested by the school in consultation with the parents. This will occur when the complexity of need of the child is such that a multi-agency approach to assessing the needs, planning the provision and identifying resources is required.

The statutory assessment may lead to the creation of an Education, Health and Care Plan. Applications for an EHCP will use a variety of sources of information and evidence including:

- Parents
- Teachers
- Inclusion Lead
- Educational Psychologists
- Speech and Language Therapists
- Specialist Support Staff
- SEN Support Teams
- Information from Social Care
- Health Professionals

Information will be gathered related to the current support provided and the outcomes of this support in relation to targets set for the individual. This information is then presented to a Local Authority Panel of professionals who make a decision as to whether the evidence and level of need have reached the threshold for statutory assessment. If the threshold has been reached then the statutory assessment will take place. Once the assessment is completed this evidence then returns to the panel for a decision about any additional High Needs funding or resources that may be allocated based on this evidence.

If the panel decides not to initiate a statutory assessment leading to an EHCP then the parents have a right to appeal the decision.

Where an EHCP is agreed these will be reviewed once a year through the Annual Review process. However an Annual Review may be held at any time should there be a concern that current provision is not appropriate to meet the needs of the pupil.

### **Section 5 – Criteria for Exiting the SEN Register**

The Inclusion Lead has responsibility for the removal of a pupil from SEN Support on the SEN Register. This decision will be dependent on appropriate progress having been made towards targets set. This decision will be made in discussion with teachers, support staff, parents and, if involved, other outside agencies supporting the child.

### **Section 6 – Supporting Pupils and Families**

Families of pupils with SEN can access more information about services related to SEN in the Local Authority's Local Offer which can be found on the Merton Council website at:

<https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0> Parents can also access more school specific information by reading the Hollymount School SEN Report which can be found on the school's website at [www.hollymount.org](http://www.hollymount.org) Admission arrangements are co-ordinated by the Local Authority and more information about admissions criteria and support for pupils with SEN can be found on the council website [www.merton.gov.uk](http://www.merton.gov.uk)

During their time at Hollymount, pupils will always be prepared for their next stage of learning by meeting their new class teacher in the summer term and visiting their new classroom. Children in Foundation Stage have a more extensive transition programme to help them prepare for their move to Year 1 and the changes that this will bring. When joining or leaving a school, all information about a particular pupil is transferred between the current and receiving school. Any information concerning special needs or other support that is required will be sent to the new school. If there is a high level of need the Inclusion Lead will contact the school that the pupil is going to or has come from to ensure that everyone has the most accurate, up to date information. When our more vulnerable pupils are preparing to move to secondary school a transition plan will be put in place and they will be supported in this by an Emotional Literacy Support Assistant (ELSA). The ELSA will help the children prepare for what is to come and give them support to develop specific skills, prepare strategies to cope with a range of situations and have the opportunity to discuss their concerns. The Y6 children will also have the opportunity to visit their new school and meet some of the staff they will be working with. Many secondary schools also offer special transition days specifically for pupils with special educational needs.

There are a range of services available in Merton to support pupils and families and more information relating to these services can be found in the School SEN Report on our website and also on the Merton Council website.

### **Section 7 – Supporting Pupils at School with Medical Conditions**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans are used to specify the type and level of support required to meet the medical needs of most

pupils. Where the needs are more complex these plans are drawn up in conjunction with the appropriate medical professionals.

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement or EHCP, which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For more information please consult the policy on Children in School with Medical Conditions and the School's SEN Report, both of which are available on the school website [www.hollymount.org](http://www.hollymount.org)

### **Section 8 - Monitoring and Evaluation of SEND**

Please refer to the information given in Section 4 of this policy.

The quality of provision offered to all pupils with SEN is monitored regularly and in line with the school monitoring policy. Monitoring is carried out in a variety of ways:

- Monitoring of teaching and learning through lesson observations
- Monitoring and evaluation of support and intervention provided
- Planning and book scrutinies to check for appropriate differentiation and progress
- Learning walks
- The use of assessment data to track progress
- Qualitative assessment of the impact that intervention and support is having on the pupils self-esteem, well-being and engagement with learning
- Regular discussions with class teachers and support staff
- Pupil progress meetings

The SEN policy is reviewed annually at the end of each academic year. The evaluation is based on:

- The progress made by pupils with SEN and the outcomes they have achieved in relation to their SEN targets and progress in the curriculum
- The extent to which the aims and objectives of the policy have been met
- How effective the SEN provision has been in relation to progress for individual pupils and in relation to the resources allocated

The policy is then amended to reflect the outcomes of the review.

### **Section 9 - Training and Resources**

- All professional development needs are identified through the school's appraisal system, self-evaluation by staff and the school development plan.
- The Inclusion Lead may identify the SEN training needs of staff based on in-school review and audit of skills and knowledge and on the needs of the pupils to be supported.
- The Inclusion Lead is also responsible for the management and appraisal of support staff and the CPD provided for these members of staff reflects both needs identified by the individual and by the school. Training is provided by the use of external training and also by organising for specialist staff to come to school to provide training for a group.

- Newly appointed teaching and support staff will meet with the Inclusion Lead to find out about the systems and structures in place around the school's SEN provision and practice. They will also have an opportunity to discuss the needs of the individual pupils with SEN who they will be working with.
- The Inclusion Lead attends the termly Special Educational Needs Co-ordinator Forum organised by the SEN team in Merton in order to keep up to date with local and national developments in SEN. It is also an opportunity to share best practice with other colleagues in the borough.
- The Inclusion Lead is a member of NASEN, a national SEN organisation for teachers, which provides up to date information about changes to policy as well as strategies for supporting pupils with SEN. They also provide training for SENCOs.
- Within Hollymount School we have several specialist staff. The Inclusion Lead should have knowledge of a wide range of SEN and be well informed about any current changes in SEN legislation and provision.
- We also have three Emotional Literacy Support Assistants (ELSA) on our staff who have been specially trained to support pupils with emotional difficulties. Their role has been crucial in breaking down barriers to learning for some of our most vulnerable pupils.
- We have an ELKLAN trained specialist TA who has received extensive training in supporting children with speech and language difficulties. She works alongside any speech and language therapists that come in to school to support pupils and runs programmes to help develop understanding and inference skills as well as social communication skills.
- We also have access to a range of outside agencies that can be called upon to support us with individual pupils with a higher level of need. These include:
  - Educational Psychology Service (Merton LA)
  - Learning and Language Team (Merton LA)
  - Virtual Behaviour Service (VBS) (Merton LA)
  - Speech and Language Therapy Service (for children under 5) (NHS)
  - Child and Adolescent Mental Health Service (CAMHS) (NHS)
  - Early Years SEND Inclusion (Merton LA)
  - Merton Autism Outreach Service (MAOS) (Merton LA)
  - School Nurse (NHS)
  - Children and Family Centers (Merton LA)
  - Jigsaw4U (charity)

## **Section 10 – Additional Roles and Responsibilities**

### **Role of the Headteacher**

The Headteacher of the school has overall responsibility for all pupils in the school, including those with SEN.

The Headteacher will

- Work closely with the school Inclusion Lead and will be responsible for ensuring appropriate provision is made for pupils with SEN, including the use of resources.
- Ensure that the school meets its statutory obligations with regards to the SEND Code of Practice 2014.

## **Role of the SENCO**

The SENCO must be a qualified teacher working within the school.

The SENCO will:

- Have day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance for colleagues and will work closely with staff, parents and other agencies.
- Advise on the deployment of the schools' delegated budget and other resources to meet the needs of pupils effectively.
- Ensure that the school keeps the records of all pupils with SEN up to date.
- Work with the Headteacher and the Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## **Role of the Governing Body/SEN Governor**

The Governing Body has a responsibility to take regard of the SEND Code of Practice when carrying out its duties towards all pupils with SEN. As such it has a responsibility to:

- Ensure the necessary provision is made for students with SEN
- Liaise with the Headteacher and Inclusion Lead in determining the school's policy and approach to pupils with SEN
- Ensure that teachers are aware of the importance of identifying and making provision for those pupils with SEN
- Ensure that the school's policy and SEN Information Report are available for parents and published on the school website
- Ensure that the implementation of the policy and the subsequent impact on pupil progress for pupils with SEN is regularly reported to the Governing Body
- Ensure that parents are notified of a decision by the school to make SEN provision for their child and be invited to be part of the process
- Ensure that pupils with SEN are included as far as possible in all the activities of the school
- Ensure the best use of resources to support the needs of pupils with SEN

## **Role of the Teaching Assistant**

Teaching Assistants are recruited to work within the classroom and with targeted pupils or small groups of pupils outside of the classroom as directed by the Class Teacher. The school also recruits and employs Learning Support Assistants to support pupils with higher level and more complex needs such as those with statements or EHC Plans. All Teaching Assistants and Learning Support Assistants are line-managed by the Inclusion Lead.

## **Designated Teachers with specific Safeguarding responsibility**

Headteacher – Mr Joe Croft (DSL)

Assistant Head – Mrs Irene Lindsay (deputy DSL), Mrs Kelly Daffue (deputy DSL)

IT Manager - Miss Maria Halpin (Online DSL)

Inclusion and Wellbeing Lead – Mrs Faye Kimber (part of the safeguarding team)

## **Designated member of staff responsible for managing Pupil Premium Grant/Looked After Child funding**

Inclusion and Wellbeing Lead – Mrs Faye Kimber

## **Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils**

Headteacher – Mr Joe Croft

Inclusion and Wellbeing Lead – Mrs Faye Kimber

## **Section 11 – Storing and Managing Information**

The school complies with current data protection and confidentiality requirements with regard to the storage and use of information about pupils and their families.

## **Section 12 – Reviewing the Policy**

This policy will be reviewed yearly to comply with the new requirements for SEND with effect from September 2014.

## **Section 13 - Accessibility**

Information about how Hollymount School is working to ensure greater accessibility for all is contained in our Accessibility Plan available on the school's website [www.hollymount.org](http://www.hollymount.org)

## **Section 14 – Complaints Procedure**

The school's standard complaints system applies. For more information on the school's complaints procedure please visit our website [www.hollymount.org](http://www.hollymount.org)

If the complaint involves a local authority decision regarding SEN, there is a separate complaint/appeals procedure that is outlined on the Merton Council website [www.merton.gov.uk](http://www.merton.gov.uk)

## **Section 15 – Bullying**

We believe that resilience and good self-esteem are key features of effective learners. A child's emotional well-being is central to our ethos and we are a caring and inclusive school. Bullying of any kind is not tolerated and is dealt with quickly and decisively to ensure that all pupils feel safe and supported at school.

For more detailed information please refer to our Anti-Bullying Policy available on the school website.