

JKHS SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

At JKHS, our vision for Special Educational Needs and Disabilities (SEND) provision is deeply rooted in our commitment to ensuring that all students, regardless of their individual needs, have equal access to a high-quality education that enables them to achieve their full potential. Our intent is to create an inclusive environment where every student feels supported, valued and empowered to thrive academically, socially and emotionally.

Our aspiration for our students is them to be **Ready, Respectful, Resilient** within a truly safe, inclusive and comprehensive school.

Aims

The aims of this policy and practice at JKHS are:

- to make reasonable adjustments for those with a disability by taking action to ensure access to a broad and balanced curriculum and access to the physical environment of the school
- to reduce barriers to progress by embedding the principles in the 'National Curriculum Inclusion' statement <https://www.gov.uk/government/collections/national-curriculum>
- to ensure that children and young people with SEND engage in the education, benefits, facilities and activities of the school and the wider environment, alongside students who do not have SEND
- to ensure every step is taken to prevent children and young people with SEND from being treated less favourably than others
- to use our best endeavours to secure special educational provision for students for whom this is required, that is additional to and different from that provided within the adapted curriculum, to better respond to the four broad areas of need:
 - communication and interaction
 - cognition and learning
 - sensory/physical needs
 - social, emotional and mental health
- to monitor and respond to parents/carers' and students' views in order to evidence high levels of collaboration and partnership
- to ensure a high level of staff expertise to meet students' needs through well-targeted continual professional development
- to support students with medical conditions to achieve inclusion in all school activities by ensuring consultation with health and social care professionals, in order to meet the medical needs of students
- to work in co-operation and productive partnership with the local authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable students.

What are special educational needs or a disability (SEND)?

At JKHS, we use the definition for SEND and disability from the 'SEND Code of Practice (2015)'. This states:

*SEND: a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**.*

*Disability: many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ...**a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities**. This definition includes sensory impairment such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*



Arrangements for the admission of children & young people with SEND

Students with SEND should apply to the school via general admissions unless they have an Education, Health and Care Plan (EHCP). If a place is available, we will endeavour, in partnership with parents/carers, to make the provision required to meet the SEND needs of students at JKHS.

For children and young people with an EHCP, parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person,
- the attendance for the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name JKHS in a child's EHCP, the local authority will send the head teacher a copy of the EHCP. The headteacher and SENCo will consider the child's needs and provision outlined in Section F of the plan before a final decision on placement is made. In addition, the local authority must seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (school budget).

When do children & young people need additional help?

- Concerns are raised by parents/carers, external agencies, teachers, teaching assistants or the student's previous school, regarding a student's level of progress or inclusion
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills
- Whole school tracking of attainment outcomes indicates lack of expected progress
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need:
 - communication & interaction
 - cognition & learning
 - sensory/physical needs
 - social, emotional, mental health

What should a parent/carer do if he/she thinks their child/young person may have special educational needs?

If parents/carers have concerns relating to their child's learning then please, initially, discuss these with your child's subject teacher, tutor or Head of Year. This may result in a referral to the school SENCo, Mrs Alex Rees a.rees@jkhs.org.uk or 01989 764358. Parents/carers may also contact the SENCo directly if they feel this is more appropriate. All parents/carers will be listened to and their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

How will JKHS support a child/young person with SEND?

- All students will be provided with high quality teaching that is adapted to meet the diverse needs of all learners
- Students with a disability will be provided with reasonable adjustments (such as teaching aids and facilities) to overcome any disadvantage experienced and increase their access to the broad and balanced curriculum
- The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:



- learning walks by: heads of department; the senior leadership team; the SENCo; the Heart of Mercia colleagues
- ongoing departmental assessment of progress made by students with SEND
- work sampling to ensure that Student Support Guides are being understood and implemented to ensure effective access to learning and increased independence
- regular updates provided during Staff Briefing and through the weekly Bulletin, as well as, teachers around the child meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND
- arranged parent/carer monitoring appointments three times a year to ensure collaboration and evaluation of provision
- Students' attainments are tracked using the whole-school tracking system and those failing to make expected progress are identified.
- Staff raise their concerns through the SEND Referral process. Once received the SENCo advises next steps and offers support and guidance to further support the progress of the student and the teacher. SENCo will liaise with Head of Year and home, if necessary.
- Action relating to SEND support will follow an assess, plan, do and review model:
 - **Assess:** Data on the student held by JKHS will be collated by the subject teacher/SENCo in order to make an accurate assessment of the student's needs. When appropriate, parents/carers will be invited to this early discussion to support the identification of action to improve outcomes
 - **Plan:** If a review of the action taken indicates that adapted support is required, targeted support will be implemented by subject teachers in liaison with the SENCo.
 - **Do:** SEND support will be detailed on the school's provision map and the Student Support Guide will be updated and shared with relevant staff, parents, carers and the student.
 - **Review:** All provisions for students with SEND will be reviewed three times a year.

If concerns are raised regarding the progress of the student with SEND despite the delivery of high-quality teaching and interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parents'/carers' permission has been obtained and may include a referral to:

- Specialists in other schools
- Learning Support Team
- SEMH Team
- Hearing Impairment Team
- Visual Impairment Team
- Autism and Sensory Support
- Educational Psychology Service
- Physical and Disability Support Service
- Social Care
- Family Support Worker/School Nurse
- Child and Adolescent Mental Health Services
- Counselling services including CLD
- Youth Worker/mentoring
- Strong Young Minds
- ELSA
- Alternative provision
- Teens in Crisis
- HOPE Bereavement
- WEST



For a very small percentage of students whose needs are significant and complex, and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made (in partnership with parents/carers and the student) to the local authority to conduct an assessment of education, health and care needs. This may result in an **Education, Health and Care Plan (EHCP)** being provided. The law requires all plans to be reviewed by the local authority annually. The SENCo leads the review and discusses how a child/young person is progressing. This is a formal process and parents/carers and their child/young person are invited as well as other people involved in supporting the child's needs.

If a parent/carer disagrees with a decision made by the local authority relating to their child/young person's special educational needs, they can contact Herefordshire SEND services. Herefordshire SEND Information, Advice and Support Service, can also provide information on what to do next. The local authority will offer access to an independent disagreement resolution service should it be difficult to reach an agreement. Parents/carers and children/young people can also appeal to a Tribunal if they are unhappy with a decision made in relation to an EHCP or an EHCP assessment. There are no fees for parents or young people to pay. The SEND Tribunal has the power to order LAs to carry out EHCPs, needs assessments, issue EHCPs and amend existing EHCPs. LAs must comply with orders made by the SEND tribunal. The information on how to appeal to the SEND Tribunal is listed in the SEND37 document, which can be accessed here [SEND37 - How to appeal an SEN decision \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/SEND37_-_How_to_appeal_an_SEN_decision.pdf)

How are the school's resources allocated and matched to a child/young person's special educational need?

JKHS receives funding to respond to the needs of students with SEND from a number of sources that include:

- a proportion of the funds allocated per student to JKHS to provide for their education called the Age Weighted Student Unit
- the Notional SEND budget – this is a fund devolved to schools to support them to meet the needs of students with SEND
- the Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority, who have ceased to be looked after by the local authority or whose parents are in the armed forces
- for those students with the most complex needs, the school may be allocated additional educational needs funding from the local authority high needs SEND funding allocation.

How will the curriculum be matched to each child/young person's need?

Key Stage Leads have medium term plans to ensure progress through high-quality teaching for every student in the classroom. When a student has been identified as having special educational needs, the curriculum and the learning environment may be further adapted by the class teacher, in line with their Student Support Guide, to reduce barriers to learning and enable them to access the curriculum. In addition, where required, students may be provided with specialised equipment or resources such as ICT and learning aids.

Students with an EHCP have access to a broad and balanced curriculum. In order to meet Section F provision in an individual's EHCP, students may receive intervention from the Hub in the form of the The Haven or The Hive following a referral process. Interventions can run for varying periods depending on the progress and engagement of the student. This provision will be reviewed on a half termly basis. In a few cases, the assessment of a child/young person's special educational needs, or the annual review of an EHCP, may identify a longer-term need for disapplication from a particular subject. This disapplication should be agreed as part of the curriculum provision determined for the child/young person through the review and written into the EHCP. The information written must include details of the National Curriculum that will be disapplied, the provision that will replace the disapplied aspects and how a broad and balanced curriculum will be maintained for the child/young person.



How will parents/carers know how their child/young person is doing?

Progress reviews are carried out by the SENCo three times a year in conjunction with year group Progress Review evenings, Class Charts and interim reports.

How accessible is the school environment and the facilities provided to help children and young people with SEND to access the school?

The following adaptations have been made to the school environment:

- disabled parking spots marked and located next to the school reception
- ramps have replaced the two steps into school to ensure the site is accessible to all
- access to the building – push button at ground level to the lower school entrance
- automatic doors have been installed at several entrances to the school
- ramps and handrails, where appropriate
- fall and rise tables, when required
- evacuation chairs in an emergency
- alternative changing room available
- several toilets have been adapted to ensure accessibility for students and visitors with a disability
- Within the Student Support Centre, to assist students who have high needs – there are toilet facilities as well as a hoist and wet room for students
- a room has been provided in order to enable a safe place for insulin testing/injections
- Within The Hub, there are two provisions to support SEND teaching and learning as well as an SEMH classroom. There are also three sensory rooms dedicated to providing regulation spaces.
- Four lifts ensuring access to upper floor classrooms. A lift key is available to students who require one

JKHS has an accessibility policy and is committed to making the school site and curriculum inclusive and accessible for all. Students with disabilities have the same opportunities to learn in the same environment and alongside non-disabled students. Within JKHS, we include all students, we welcome them and support them to learn, whoever they are and whatever their abilities or requirements. We make reasonable adjustments to include all children and young people in school activities, extra-curricular activities and school trips. Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities.

What support will there be for children/young people's overall wellbeing?

The school offers a wide variety of pastoral support for students. These include:

- RESPECT (PSHE) curriculum that aims to develop the knowledge, skills and attributes to support children and young people in being Ready, Respectful, Resilient and to prepare them for life and work
- Pastoral Support Officers (PSOs) are allocated to year groups
- Early Help Assessment
- Break time activities in The Haven and lunchtime clubs are on offer
- The school nurse runs a weekly service
- Strong Young Minds have a good relationship with JKHS, as well as Teens in Crisis
- External agencies are contacted should students and parents/carers require further advice and support
- JKHS Pride
- Specialist bereavement services are available.
- Ukrainian teacher employed to support our displaced students

Safeguarding of students with SEND

All staff have rigorous and regular safeguarding training. Safeguarding remains the number one priority at JKHS.



Students with medical needs (statutory duty under the Children and Families Act)

Students with medical needs will be provided with a health care plan, compiled in partnership with their medical professional and parents/carers and, where appropriate, the student themselves.

Staff who administer and supervise medications, complete formal training as do staff who work with students and young people in the classroom. All medicine administration procedures adhere to the Department for Education guidelines included within 'Supporting students at school with medical conditions (DfE 2015)'. The policy can be found on the JKHS school website.

What training do staff supporting children and young people with SEND undertake?

The school is committed to supporting staff through both in-house training covering a wide range of training needs and also external courses.

How will JKHS prepare/support my child/young person when joining or transferring to their new school?

A number of strategies are in place to enable effective student transition. These include:

- a planned induction programme is delivered in the Autumn and Summer term to support transfer for students starting school in September. An additional transition day in the summer term for SEND students.
- parents/carers are invited to a meeting at JKHS and are provided with a range of information to support them in enabling their child/young person to settle into the school routine. Opportunity is given to discuss any concerns that parents/carers may have and to contribute to the SEND student support guide put in place to support their child/young person
- a member of the SEND team contacts primary schools to discuss students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be discussed prior to entry
- additional transition visits can also be put in place
- when students are transferring from another setting, the previous school records will be requested immediately
- SENCo attends reviews of EHCPs from Year 5, when invited.
- Year 7 parents are invited to Meet the Tutor during the first few weeks of Year 7. SENCo, Head of Year and Pastoral Support Officer are in attendance.

Careers Advice

Parents/carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages -

<https://nationalcareersservice.direct.gov.uk>

Where a student has an EHCP, all reviews of that plan from Year 9 and onwards, will include a focus on preparing for next steps and the Careers Advisor will attend these meetings to offer further impartial advice. The school subscribes to UniFrog which is an online careers platform. Mrs Hayley Knapper, Careers Advisor can be contacted at hayleyknapper@jkhs.org.uk or 01989 764358.

Who can I contact for further information or if I have any questions/concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting needs, please contact the following:

- your child's subject teacher and/or head of department
- Tutor
- Head of Year
- SENCo
- Head teacher.



For complaints, please contact the school reception on 01989 764358 to request to the Complaints Policy.

Support services for parents/carers of students with SEND include:

- Herefordshire SEND Information and Advice Service offer independent advice and support to parents/carers of all children and young people with SEND, Sendias@herefordshire.gov.uk or Tel: 01432 260955. This service will also provide information on how to access an independent supporter for those parents/carers whose children/young people are being assessed for an EHCP. Independent supporters aim to provide guidance to parents/carers regarding the EHCP process.
- Herefordshire SEN team, senteam@herefordshire.gov.uk or Tel: 01432 260178.

Information on where the local authority's local offer can be found

[Local offer special educational needs and disabilities – Herefordshire Council](#)

References

The **SEND Code of Practice** (2015). This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

Review

This policy will be reviewed annually with the relevant staff and agencies. The chair of trustees will be appraised of incidents.



