



HALL GREEN SCHOOL

Learning Inclusion (Linc) Department SEND (Special Educational Need and Disability) Policy

Adopted:	29 September 2021
Next Review:	September 2022
Governing Committee:	Full Governing Body
Responsibility:	Headteacher Senior Leader (SENDCo & Inclusion)

Policy Statement

The School recognises that a pupil is defined as having an additional need if he or she has a SEND (Special Educational Need and Disability), which requires special educational provision to be made for him or her. Some of these pupils may have an Education Health Care Plan (EHCP) (Post 1st September 2014); others may be placed at a SEN Category of K – SEN Support.

It is the policy of the School that all pupils with SEND are fully integrated into all aspects of school life. The process of inclusion is a whole school process, which underpins the fundamental ethos of the School; 1-1 support is not provided and withdrawal sessions are extremely rare.

The School is committed to making appropriate provision of teaching and learning for all pupils on Hall Green School's Linc SEND Provision and is committed to raising the achievement of those pupils who are at risk from under-achievement.

Special Educational Need and Disability should not be viewed in isolation but seen in the context of the school and the community. Additional educational needs are only one aspect of the whole child and should be dealt with in a holistic fashion.

The School recognises that most pupils with SEND do not have learning difficulties relating to English as an Additional Language (EAL). However, should learning or EAL difficulties be identified during assessment, those pupils will have equal access to the school's Learning Inclusion provision.

Aims

- To ensure full entitlement and access for Learning Inclusion pupils to high quality education with a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
- To educate all SEND pupils, wherever possible, alongside their peers within the normal curriculum of the mainstream school.
- To enable all SEND pupils to develop skills and principles, in order to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future.
- To fully involve parents and pupils in their education and to strive for close co-operation between all agencies concerned.
- To meet the needs of all SEND pupils by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To equalise opportunities of access to the curriculum and to post-16 providers for pupils with learning difficulties.
- To equalise opportunities of access into vocational areas commensurate with the capabilities and aspirations of pupils with learning difficulties.

Objectives

These objectives relate directly to the aims of the Learning Inclusion Department at Hall Green School and are intended to show how the structures and systems that are in place put the aims into practice.

- To monitor the annual intake to ensure that pupils with SEND have not been refused admission or discriminated against because of their needs. For pupils with EHCPs the Local Education Authority determines admission, having regard to parental preference and in consultation with governing bodies.
- To work closely with the Linc Department Line Manager (CSLT) involved with the school curriculum and timetable to ensure that the curriculum is balanced i.e. that it allows for and facilitates adequate development in each curriculum area; to ensure that it allows for differentiation according to individual needs and that it offers equality of opportunity and access to the different curricular and skill areas.
- It is recognised that individual needs may require additions to and/or some reasonable adjustments to the National Curriculum. This entitlement curriculum is regularly reviewed to ensure that it is relevant to the pupil's needs and that it is perceived as such by the pupils themselves and their parents.
- To liaise closely with all members of school staff so that relevant differentiation can be planned. The Department offers advice and training opportunities to subject teachers on how to employ quality first teaching strategies and resources which allow pupils with SEND to have equal access to the curriculum and to experience success in their work.
- Training covers the four areas of need as set out in the SEND Code of Practice 2014: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and or/Physical needs. Manual handling training also takes place so that personal care can be provided correctly.
- To ensure that subject staff are fully informed as to the additional educational needs of any pupils in their charge. All information is found in the Linc SEND Provision which each member of staff can access via the school network; this is frequently updated via emails and when necessary, making announcements during the whole school briefing.
- To set goals, recognise achievement and raise self-esteem of pupils with SEND.
- To provide counsel, curriculum advice and relevant INSET on Learning Inclusion matters to all staff, parents, and Outside Agencies.
- To support pupils with SEND in mainstream lessons and small group teaching where appropriate., ICT is being provided for those who require a scribe.
- To maintain strong links between the Learning Inclusion Department and the Information Technology Department, to ensure that targeted pupils are assessed for their Information Communication Technology needs and referred to Outside Agencies if appropriate.
- To offer advice on safety issues within the classroom, particularly in Science, Technology and Physical Education. The Learning Inclusion Department offers classroom support and

advice on specialised equipment for pupils and allocates support for all out of school extracurricular trips, including foreign language trips.

- To uphold the strong partnership between parents, pupils and the school. Successful education is dependent on the active and positive participation of Parents, Pupils and Teachers, supported when and where appropriate by other specific professionals and agencies. Parents are kept regularly informed by a variety of means, e.g. personal contact, reports, Annual Reviews, home/school communication book and Literacy Continuums are reviewed regularly by Teaching Assistants and the Senior Leader: SENDCo and Inclusion
- The Learning Inclusion Department ensures that our pupils' additional needs are known to other schools or colleges to which they may transfer.
- To support other pupils within the school population who have varying degrees of SEND pupils without an EHCP, such as those with a spectrum disorder and/or ADHD or pupils who acquire a SEND albeit temporary or permanent.
- To manage and review the EHCP, and Literacy Continuums of pupils, as well as Annual Reviews.
- To manage the resources available for pupils with SEND.

Admission Arrangements (Pupils with Learning Difficulties)

The School operates a policy whereby pupils who have been previously placed on the Code of Practice, unless they have an EHCP are asked to meet the same criteria as pupils who have not. If the pupil has an EHCP then parents are required to apply to both the Local Education Authority and the School. The Local Education Authority, in conjunction with the school, then makes the final decision.

Admission Arrangements (Pupils with a Physical Disability)

First priority is given to children with an Education Health Care Plan (2014 SEND Code of Practice) in respect of physical disability.

There is no annually prescribed limitation to the number of pupils with an EHCP for a physical disability – although health and safety issues have to be taken into consideration. The number will ultimately depend upon the actual individual applications each year and the nature of their disability. For safety reasons, there is a limit to the number of children using wheelchairs that the school can accommodate at any one time, and practical issues like this have to be taken into consideration.

Experience suggests that the resources required to support pupils with physical difficulties do not reduce as they progress into Key Stage 4, but increase if they are to have an equal opportunity of achieving alongside their peers.

Pre-Admission

- This is a crucial time for the school to make contact with, and consult with, pupils, families/carers and any relevant outside agencies such as medical staff. Initial visit of stakeholders to Hall Green School either on Open Evening or individually.
- Consultations and/or assessment in Junior School, in liaison with teaching staff.
- Attendance at Year 6 Reviews.
- Consultation with Outside Agencies where relevant.
- Visits by the Senior Leader: SENDCo and Inclusion and/or the Assistant to the SENDCo to local feeder schools during the summer term prior to the pupils entering in Year 7, in order to be made aware of any specific difficulties or needs.

Post COVID some of the above are continuing taking place on Microsoft TEAMS.

Transition

KS2-3

- Three pre-induction day sessions for pupils with an EHCP and/or have a spectrum disorder, including ADHD. School induction day with the rest of year group.
- Attendance of Year 6 reviews – possibly via Microsoft TEAMS.
- Information supported through the Linc SEND Provision; staff are advised to make themselves familiar with the names and needs of those pupils with SEND.
- Staff liaison.

KS3-4

- Year 9 Annual Reviews for those with an EHCP at which option choices are discussed with parents;
- Options meetings for those pupils on the SEND Register at K.

KS4-5

- Year 11 Annual Reviews for those with an EHCP at which post-16 choices are discussed;
- Post mock exams learning conversations with those pupils on the SEND Register at K;
- Close liaison with the school Careers Officer;
- Supported college visits for targeted pupils.

Post-Admission Identification of pupils with SEND

- The Code of Practice describes four broad categories of special educational needs as
 - ✦ Communication and interaction
 - ✦ Cognition and interaction

✦ Social, mental and emotional health ✦ Sensory and/or physical.

- If a member of staff or parent suspects a pupil as having a special educational need that falls into one of the categories above they should contact the Senior Leader: SEND and Inclusion via the appropriate button on ClassCharts. She will then gather further information from staff and complete appropriate assessments such as those given below; parents/carers are contacted to ensure they are involved from the first steps.
 - ✦ NFER Suffolk Reading Scale Series 2 to identify those pupils with weak reading skills.
 - ✦ VERNON Spelling Test to identify those pupils with weak spelling skills.
 - ✦ When required, more diagnostic analysis of results so that specific difficulties can be targeted for support such as DRA (Diagnostic Reading Assessment). The Senior Leader: SEND and Inclusion is a qualified assessor. Co-ordination of Educational Provision
- The Senior Leader: SEND and Inclusion monitors the provision made for all pupils on the school's SEND Provision.

This provision includes:

- Reviews of Literacy Continuums that will take place throughout the school year (by the Teaching Assistants);
- Quality First Teaching strategies provided on demand and via SEND Prov/email communication;
- Annual Reviews of EHCPs in which pupils, outside agencies and parents are invited to participate.

Intervention Programmes which include:

- T2E and RightStart clubs for Key Stage 3 pupils to develop the social and interpersonal skills of those with particular difficulties in these areas.
- Toe-by-Toe Reading Programme for pupils identified as having significant reading difficulties.
- Word Wasp Spelling Programme for pupils identified as having significant spelling difficulties.
- Fresh Start Reading Programme for specific Key Stage 3 pupils with significant reading difficulties.
- Alternative Programmes of Study for specific Key Stage 3 and 4 pupils – Lifeskills and Foundation Learning.
- The Hub facility where pupils with complex behaviour needs undertake personalised work to help support their spectrum disorder and/or behaviour issues.

Fully Accessible Provision

HGS is a Fully Accessible School. This means if a pupil has a Physical Disability he/she will be able to access all areas of the school as we have:

4 Lifts (including one for access to the performance stage)
Ramps

Automatic doors
Disabled toilets
Teaching assistants to assist with personal care

School Monitoring

The academic and pastoral progress of SEND pupils is monitored closely through a number of means. SEND pupils academic progress is monitored in the same ways as their non-SEND peers. See school assessment policy.

- School reports;
- Annual review of EHCP with pupil, parent/carer and outside agency;
- Continuum reviews to be held termly by the Teaching Assistants;
- SENCo to meet with individual TAs to discuss the progress of their cohort of pupils;
- Phone calls home to invite parents to a face-to-face or Microsoft TEAMS meeting if any concerns are raised;
- Parental and Pupil consultations on demand – via Microsoft TEAMS or face-to-face where possible
- Home/School liaison diary Support/advice from Outside Agencies;
- Tracking data compiled by the Data Manager/ Senior Leader: SEND and Inclusion and shared with TAs;
- Regular review of the Whole School and SEND Provision Maps;
- Learning conversations.

Inclusion of Pupils with SEND

- The School operates a policy of full inclusion for pupils with SEND;
- The School has a wealth of experience and expertise in this field and is recognised as a key Birmingham resource;
- All pupils have the opportunity to engage in the activities of the school including those which are extra-curricular, such as Hall Green's Got Talent, kayaking, boccia and horse riding;
- Hall Green School has been recognised as a user of the disability symbol 'Positive about Disabled People', which is recognition of the positive attitude and commitment we have towards our pupils with disabilities;
- Throughout the development and application of the inclusion programme the School has been most careful to safeguard the total teaching and learning environment for the whole school community. There is no doubt that all of our pupils benefit from the inclusion of physically disabled pupils into the School. However, care needs to be exercised not to expand the range of provision into other areas of special need not suited to the guiding principle of inclusion and care is needed in realistically assessing capability and potential.

Internal Support

The Senior Leader: SEND and Inclusion is responsible for the day-to-day management of the Linc Department and the:

- Strategic direction and development of SEND provision;

- Teaching and learning and Pastoral needs (of complex behaviour needs – CBN – pupils);
- Leading and managing staff;
- Efficient and effective deployment of staff and resources;
- Assessing pupils for Access Arrangements.

You are very welcome to make an appointment with our Senior Leader: SEND and Inclusion Mrs McLoughlin (Mrs Mac) on 0121 628 8787 and/or c.mac@hallgreen.bham.sch.uk.

This internal support is supported, where appropriate, by:

- The Assistant to the SENCo;
- The Foundation Learning Leader;

- Twenty plus teaching Assistants who work across the curriculum to facilitate mainstream; inclusion of pupils with SEND;
- The Hub Leader and The RAP Leader;
- Assistant Head for Pastoral/DSL;
- Heads of House;
- Welfare and Inclusion Officer;
- School Governor for SEND;
- The Headteacher – Miss Slater.

Teaching Assistants give support in all areas of the curriculum to pupils with SEND; some teaching assistants also assist pupils with a physical disability with their personal needs.

Teaching Assistants are responsible for working with pupils within the classroom. They may also act as mentors for underachieving pupils with cognition and learning difficulties. They are to support beyond targeted pupils so that the whole teaching group benefits from their input.

Physiotherapy sessions take place on a weekly basis for all pupils with physical difficulties that require it.

Liaison and Involvement with Outside Agencies

The Senior Leader: SEND and Inclusion is responsible for liaising with all externally provided agencies /support, and for managing internal support. This is supported, where appropriate, by the staff listed above.

Many Agencies and Support Services are able to help assess and provide support for pupils with SEND. Such Agencies and Support Services include a wide variety of specialist teachers and other professionals.

- The School maintains a close working liaison with the Special Educational Needs personnel of the Local Education Authority.
- The School has regular meetings with outside agencies to discuss:
 - Resources
 - Pupils' assessments
 - Pupils' case histories
 - Agency co-ordination advice
 - Advice on special arrangements for external examinations
- *Agencies include:
 - Pupil and School Support Service
 - Physical Difficulties Support Service
 - Communication and Autism Team
 - Visually Impaired Teaching Service
 - Hearing Impaired Teaching Service
 - Counselling Service for the Visually Impaired
 - Physiotherapy Service
 - Education Welfare Service

* More information is available on the school website via following the 'Birmingham City Council – My Care' link

- Learning Inclusion pupils participate in a Work Experience Programme undertaken by all Year 10 pupils.
- The School has links with Colleges of Further Education in Birmingham and Solihull where Learning Support provision is available.
- Contact is made with the Social Services Department and the Education Welfare Service through the School Pastoral Team, as appropriate. Both services co-operate with other agencies in order to produce workable action plans. Both services should also be able to encourage parental involvement in the resolution of any problems or difficulties.

Inset Provision

- The school has no special unit for pupils with learning difficulties and does not profess to have expertise in any particular specialism.
- There are staff, however, who have interests in specific areas and they are encouraged to attend courses, seminars or in-school staff training days.
- Particular support will be given to Newly Qualified Teachers and other new members of staff.
- The Senior Leader: SEND and Inclusion takes responsibility for prioritising the training needs of staff.

Parental Partnership and Consultation

- The school considers its relationships with parents to be of the utmost importance in ensuring the educational progress of all of its pupils.
- There is a link on the school website for parents to access all information about Birmingham's local offer; this is called 'Birmingham City Council – My Care'.
- Further advice can be found at - Independent Parental Special Education Advice (IPSEA) www.ipsea.org.uk.
- Parents are encouraged to telephone or visit the school at any time to discuss concerns.
- Annual reviews are held for those pupils with an EHCP.

Evaluating Success

An annual report* is produced for The School Governors which outlines:

Recent Year 11 GCSE results

The current SEND School Profile

The yearly break down of pupils with SEND

Categories Special Educational Needs

Identification of SEND

Provision

EHCP updates

Current exam Access Arrangements

A Summary of our SEND post 16 destinations

Available SEND Clubs

Extra-Curricular activities

Reading and Spelling Tests

Training for Teaching Assistants
Key priorities for the forthcoming academic year

Dealing with Complaints

In the first instance, any complaint regarding SEND support should be discussed with the Senior Leader: SEND and Inclusion. Then the whole school policy should be applied. A copy of the complaints policy for Hall Green School is available on the website; complaints will be dealt with in line with the academy's complaints procedure.

C McLoughlin September 2021

Senior Leader: SEND and Inclusion First edition: May 2012

ADHD	Attention Deficit Hyperactivity Disorder
CBN	Complex Behaviour Needs
DRA	Diagnostic Reading Assessment
EAL	English as an Additional Language
EHCP	Educational Health Care Plan
NFER	National Foundation for Educational Research
SEND	Special Educational Need and Disability
SENDCo	Special Educational Need and Disability Co-ordinator
RAP	Recently Arrived Pupil