



HACKNEY NEW SCHOOL

Special Educational Needs and Disability Policy

Compliance

1. This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0–25 (January 2015) 3.66.
2. This policy is also compliant with the Special Educational Needs and Disability Act 2001 (SENDA), Equality Act (2010) and the Statutory Guidance on Supporting students at school with medical conditions (September 2014).
3. This policy was created by the school's SENCo in consultation with the SEN Governor. The SENCo shall liaise with staff and parents of students with SEN to ensure that the policy is in line with the statutory guidance and reflects the SEND Code of Practice, 0-25 guidance.
4. In accordance with the Children and Family Bill (2014) and SEND Code of Practise 6.89, the school SENCo and member of the Senior Leadership Team is Jayne Voice (BA, MA, NASENCo Award). The SENCo can be contacted via the main school office.

Aims

Hackney New School provides structures and strategies to enable students to meet their full potential, academically and socially, within school. We welcome students with special educational needs as part of our community and we are committed to ensuring that all students have an equal opportunity to engage in the curriculum and all other aspects of school life.

Hackney New School is a community academy that delivers mixed ability teaching throughout the 11-19 age range. All teaching staff are responsible for providing outstanding and personalised classroom and tutorial intervention to ensure that all students, whatever their need, are put on track to achieve Core Outcomes. The objective at Hackney New School is to equip students with the intellectual and emotional tools they need to lead an interesting, rewarding and diverse life. We believe that the four central elements of our core outcomes are required to achieve this: Academic excellence, Self-belief, Intellectual curiosity and Responsibility towards others.

Objectives:

1. We will:
 - identify, assess and review the special educational needs of all students
 - develop students' literacy, numeracy and learning skills in order to increase their success in achieving core outcomes and progression within the curriculum;

- provide support structures for students with emotional, social and mental health difficulties in order for them to have academic and social success within the school and wider community;
 - provide resources in order that students with additional needs have full access to the curriculum and school environment;
 - enable students to be active partners in their learning;
 - develop partnerships with parents and students;
 - develop partnerships with external agencies and other partners;
 - develop the skills and knowledge of all teachers to enable them to meet the full range of individual needs within the classroom and further the development of inclusive practice.
2. Objectives, by which the success of this policy can be measured annually, are included in the School's Strategic Targets and Special Educational Needs (SEN) Action Plan.

Identifying Special Educational Needs:

1. The Code of Practice in compliance with the Special Needs and Disability Act, defines a learning difficulty as meaning that the 'child has greater difficulty in learning than the majority of children of the same age or a disability which hinders them from making use of the educational facilities provided for children of the same age' or if 'a child has a disability or if they have a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day to day activities'.
2. Students identified as having SEN will fit into four broad areas of need:
 - communication and interaction;
 - cognition and Learning;
 - social, emotional and mental health difficulties;
 - sensory and/or physical needs.
3. The purpose of identification of area of need is to determine what action the school needs to take, not to fit a student into a category.
4. At HNS, we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person. Other needs which could be considered could be social or economic.
5. The school recognises that the following may impact on a child's progress and attainment, however these are not classed as SEN needs:
 - disability ;
 - attendance and Punctuality;
 - health and Welfare;
 - EAL;
 - being in receipt of Pupil Premium Grant;
 - being a Looked After Child;
 - being a child of Serviceman/woman.
6. In addition, behaviour is no longer recognised as a need; however any concerns relating to child or young person's behaviour may be an indicator of an underlying response to a need.

A Graduated Approach to SEN Support

Assess

1. All students at Hackney New School are eligible for receiving one or more of the various modes of support provided. Baseline assessment and prior attainment data is used to identify the needs of students. Any student not making an expected level of progress is eligible for targeted intervention and may be referred to the Special Educational Needs Coordinator (SENCo) who will ensure full assessment of need.
2. Student needs are identified on entry and through half-termly reviews held through whole staff meetings, as well as the SENCo meeting with the Assistant Head and Heads of Departments. On entry to Hackney New School students will undergo an assessment of need using standardized tests and information provided by their primary schools. National curriculum levels, cognitive abilities tests (CATs), literacy and numeracy tests, as well as information from primary schools and parents, are used to assess student need. The views of students and parents are sought both during and following assessments.
3. Students arriving midterm are given an initial interview to introduce them to school life and on entry to school are assessed by the SENCo. The assessment involves reading, writing, spelling and numeracy tests as well as reviewing their progress in the National Curriculum during their time at their previous school.
4. The school recognises that additional intervention and support cannot compensate for a lack of good quality teaching. Due to mixed ability teaching groups, all teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. and ensure that all students receive high quality teaching. This ensures that the lessons are differentiated for individual students, which is the first step in responding to students who have or may have SEN.
5. The school regularly reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of SEN.

Plan

6. If a child is not making the expected progress, or enters the school needing further intervention to attain expected levels of progress, the teacher and SENCo shall consider all of the information gathered regarding the student's progress, alongside national data and expectations of progress. At this stage a decision may be made to consult the parents/carers and child regarding entering the student on the schools SEN register as 'SEN support'.
7. The SENCo will hold a planning meeting with the parent and the child to discuss areas of need identified with the class teacher and seek their permission to identify the child as 'SEN Support' on the schools SEN register.

8. The SENCo, parent and child will create an action plan to address the areas of needs including any necessary intervention required. For higher levels of need, it may be necessary for the school to draw on more specialised assessments from external agencies and professionals.

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9. The child will receive intervention or provision agreed during the planning meeting and will be closely monitored and evaluated by the SENCo.
10. The school offers a range of targeted and personalised interventions to ensure all students are on track to meet core outcomes: the Hackney New School support network comprises comprehensive provision for children with special educational needs; additional tuition in Mathematics, a tutorial network for students, peer-to-peer teaching and learning, an extended school day, summer schools and online learning complement our intervention package.
11. Provision offered to students also includes: support in the mainstream classroom, individual or small group support outside of the mainstream classroom, advice on programmes to be followed at home, possible referral to an external support agency. Smaller class sizes ensure a personalized approach to progress, whatever barriers to learning a child may be experiencing, as does our offer of personalised study sessions each afternoon.
12. Provision maps are provided for all students within individual student files.

Review

13. The child's action plan is reviewed termly with the parent and child to ensure that intervention and provision is having a positive effect effective and that the child is making sufficient progress in addressing their area/s of need.
14. If after SEN Support level the child still does not make sufficient progress in closing any gaps in learning then the school will adjust the intervention and provision which shall be reviewed the following half term. It may be necessary for the school to draw on further specialised assessments from external agencies and professionals.
15. If following subsequent regular reviews of progress, the child still does not make sufficient progress in closing any gaps in learning then s/he may be moved to the level of support which requires an 'Education, Health, Care Plan' (EHC plan).

Managing students needs on the SEN register

1. The schools response to the Graduated Approach for SEN students (Assess, Plan, Do, Review) is detailed in the previous section of this policy.
2. The process and outcome of the Graduated Approach will be different for every child due to different profile of needs. Therefore the intervention and arrangements made by the school will be personalised to meet the cohorts need
3. The SENCo, with the support of the headteacher and governing body, takes responsibility for the day-to-day operation of provision made by the school for students with Special Educational Needs and provides professional guidance in

the area of special educational needs to secure high quality teaching, effective use of resources and continually improving standards of achievement for all students.

4. The SENCo supports the headteacher in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all students. The SENCo seeks to ensure, through active collaboration with subject leaders, that the learning of all students is given equal priority, and that available resources are used efficiently in support of this purpose. The SENCo plays a key role in supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to students with special educational needs.
5. Working with the headteacher, staff, parents, the governing body and other agencies, the SENCo co-ordinates the day-to-day operation of the SEN policy, ensuring that the name of any student identified as a cause for concern, is entered on the SEN register and then is appropriately followed through in terms of the Code of Practice suggested procedures. The SENCo keeps the Headteacher informed of the operation of the policy during weekly SLT meetings and develops effective working relationships with parents.
3. The SENCo is responsible specifically for the following:
 - ensuring that records of individual students are established;
 - maintaining the school's SEN register;
 - overseeing the records of those students with special educational needs;
 - developing referral systems to assist in the identification of special educational needs;
 - assessing those needs;
 - developing programmes of support so that needs can be met within the school budget;
 - informing mainstream staff of student need;
 - advising staff on strategies to be used to meet individual need;
 - allocating specialist staff to individual students, where relevant;
 - identifying, allocating and timetabling resources to support students in meeting agreed targets;
 - monitoring and reviewing progress of individual students in collaboration with the Assistant Head and Heads of Departments;
 - managing, monitoring and reviewing the work of designated special educational needs staff both internal and external;
 - informing parents of programmes of support and progress made;
 - liaising with outside agencies to enhance the provision made in school and to ensure that the school fulfils statutory requirements regarding the education of those with special educational needs, as outlined in the SEN Code of Practice;
 - maintaining an up-to-date knowledge and understanding of legal matters relating to all forms of disability, and expert practice in the field of SEN;
 - developing a whole school approach for targeted teacher training in SEN;
 - monitoring the effectiveness of systems and strategies relating to the progress of students with special educational needs;

- ensuring that the budget demands of providing support are understood by the school.
4. The work of the SENCo will be directly overseen by the headteacher. Although the SENCo has direct responsibility for implementation, monitoring and review of the SEN strategy, all staff specifically the class teachers have responsibility for ensuring that each individual student makes progress, achieves their personal targets and for evidencing progress according to the outcomes described in the students individual plans.
 5. Individual student plans, in consultation with class teachers, will be reviewed by the SENCo with the parents and child termly.
 6. The SENCo will decide the level of provision to be decided. This will be based on the school's contribution to the Local Offer. The School's offer and a link to the Local offer can both be found on the Schools website and is updated and reviewed regularly.
 7. If the school is unable to fully meet the needs of a student and has exhausted its provisions, the SENCo will consult the Hackney Learning Trust and engage additional support and/or specialist services. Throughout this process parents/families/children and young people will be involved.
 8. The SENCo will be responsible for managing and evidencing SEN budgets including student's personal budgets. This will be evidenced and reported to the Headteacher and SEN Governor and Finance Director.

Criteria For Exiting The SEN Register

1. If at SEN Support level a student makes sufficient progress in closing any gaps in learning then they shall remain at SEN Support for a further half term for close monitoring and should the progress continue they will be removed from the SEN register and shall be monitored by their class teachers in accordance to the whole school Teaching and Learning policy. Throughout this process parents/families/children and young people will be involved.

Supporting students And Families

1. The active role played by parents of students with special educational needs is seen as crucial to the development of HNS students. Parents are encouraged to come into school to discuss special educational needs provision and the progress of their child. They are encouraged to participate in home/school programmes of support designed for their child. Parent views are recorded on their child's education plan.
2. When necessary the school will guide parents towards the Hackney Learning Trust Local offer (Regulation 53, Part 4). This area of the Hackney Learning Trust website is currently under construction, when this information is available the school shall provide a direct link on the school's website.
3. The school has a statutory requirement to provide a **SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act**. This shall be displayed on the schools website.

4. Hackney New School uses the expertise of other professionals to provide further support to students, to advise staff and to increase the expertise of teaching staff. These may include speech and language therapists, occupational therapists, educational psychologists, medical professionals, social care, youth and inclusion support projects.
5. Representatives from external agencies, such as Child and Adolescent Mental Health Services (CAMHS), educational psychologists, medical professionals, counsellors will be asked to attend review meetings alongside all school educational staff. The core purpose of review meetings is to ensure that appropriate interventions are identified and that these facilitate student progress. Meetings result in an action plan for the student that involves significant intervention from internal and external specialists. Referrals to these meetings are made by the SENCo and throughout this process parents/families/children and young people will be involved.
6. We work with the wider community as much as possible to secure partnerships and resources that will benefit our students. We draw on the expertise of colleagues in other environments, such as special schools, to draw on excellent sources of advice and support.
7. The school will develop links with a wide variety of agencies including CAMHS, the Educational Psychology Service, Hackney Ark, the drug and alcohol awareness team, the Primary Care Trust (PCT), the Educational Welfare Service, social care and the Safer Schools Partnership to meet the needs of individual students.
8. All students attending Hackney New School are subject to the same admission arrangements. Further information on admission arrangements can be found in the school's Admissions policy. Applications from parents of children who have special educational needs but no statement/EHC plan are considered on the basis of the school's published admission criteria. Students with either a Statement or EHC plan follow the admissions process set out by the SEN Team at the Hackney Learning Trust.
9. Some students with SEN may be eligible for special arrangements for examinations. All examination boards are required to state what arrangements may be requested for those students with a SEN. In order for a student to be granted special arrangements there has to be:
 - evidence that this is the way in which a student normally works and undertakes tests;
 - an assessment carried out by either the school's Specialist Assessor and/or an Educational Psychologist recommending special arrangements based on the nature of the learning difficulties.

Special arrangements may take the form of:

- extra time;
- amanuensis;
- use of a computer (excludes the use of the spellchecker);
- a reader;
- early opening of examination papers;
- use of apparatus.

10. The SENCo is responsible for maintaining a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved and ensuring that entitlement for special arrangements are carried out and passed to the Examinations Officer prior to the examination boards deadlines.
11. The SENCo has links with other secondary and primary schools and liaises with those schools to discuss transition of students and to secure additional resources for students. We shall share information with post 16 and post 18 providers to secure successful progression for all of our students, especially those with SEN, to their next phase of education, employment and training.

Supporting students At School With Medical Conditions

1. The school recognises that students at school 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. For further information see the Hackney New School Managing Medicines and Medical Conditions Policy.
2. Some students may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
3. The school will ensure that all students are able to access the building, its resources and the curriculum.
4. In addition to interventions already listed, students benefit from the provision of adapted learning materials in lessons, or from specialist programmes implemented outside of lessons, such as literacy intervention. Students with visual difficulties are provided with enlarged print materials, where possible, and audio facilities.

Monitoring and Evaluation of SEND

1. The success of the education provided to students with special educational needs is evaluated regularly through reviews of action plans, through a formal evaluation of support plans, through assessment of how well students have achieved core outcomes and through on-going self-evaluation at whole school level.
2. This evaluation involves all personnel involved in a support partnership and success is measured using evidence of student outcomes. Students and parents are involved in assessing progress made during review meetings and at parents' meetings.
3. All staff identifies differences and design bespoke interventions, using Personal Learning Plans. Staff is responsible for monitoring a specific group of students

and, guided by the SEN team, deliver specific programmes, maintain accurate records and liaise with key personnel and stakeholders. The SEN team, led by the SENCo, has responsibility for maintaining the school's SEN profile and provision map, overseeing SEN records, developing and evaluating targeted interventions and harnessing external resources. All teachers and support staff are required to develop skills and knowledge within the field of special needs.

Training And Resources

1. Funding is allocated to students dependent on their level of need. Students with a statement of special educational need, related to learning, social, emotional or mental health difficulties, receive support as identified within their statement/EHC plan using internal resources and those provided by external agencies. Students with special educational needs, and without a formal statement of special educational needs, are described as receiving support at the level of SEN SUPPORT.
2. Funding is allocated from the school's notional budget for SEN students at SEN SUPPORT level of need. Personal budget funding is provided to those students in receipt of a statement of special educational need or EHC Plan.
3. Currently the school does not have any specialist SEN provision.
4. Training and advice is offered to all staff at Hackney New School in a number of ways; whole school training may be organised, informal training results from the liaison between support and mainstream teachers, regular discussion of special educational issues takes place within meetings and information is disseminated to staff about available external courses.
5. The SENCo develops a whole school approach to addressing SEN through training, teacher observations and the provision of on-going professional development opportunities for all staff. Training supports staff in their responsibility to set appropriate learning challenges, respond to the diversity of need within the classroom, and overcome barriers to learning and assessment.
6. Training for new staff is provided as part of their induction and members of the SEN team including the SENCo attend training in specific areas of SEN and to maintain up to date expertise on SEN practice.
7. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
8. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
9. The school's SENCo regularly attends the SENCO network meetings at the Hackney Learning Trust as well as attending other training, in order to keep up to date with local and national updates in SEND.

Reviewing The Policy

1. The schools SEN policy will be reviewed annually by the SENCo, teachers, SLT and support staff and SEN Governor. It will then be presented to the Education Committee of the Governing Body.

Accessibility

1. The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. As a result the school currently has an elevator and the new building plans also have elevators to allow easy access for those who have limited mobility.
2. It is the policy at Hackney New School to provide support to students where possible within a mixed ability classroom, in order to increase access to a balanced and broadly based curriculum and to promote inclusion. Students who have very specific needs related to literacy, numeracy or learning skills will receive targeted provision through their Personalised Learning Plans, study afternoons and through specific tutorials. Students with emotional or mental health needs will benefit from personalised tutoring, mentoring and counselling from Place2Be.
3. It is the responsibility of staff providing in-class support to work with the partner teacher to produce differentiated classroom materials, in order to increase a student's access to the curriculum. Support staff liaise with subject teachers to plan relevant materials. An objective of this planning is to fully include the targeted student in classroom activities. All staff are involved in monitoring progress and reporting on that progress.
4. Support staff will also be assigned specific projects to help faculties to develop strategies to enhance teaching and learning at Hackney New School.
5. Students are invited to participate in extra-curricular activities to develop skills that will give enable them to meet their Core Outcomes. The use of performance to develop skills is an inherent part of the strategy devised to increase progress and participation at Hackney new School
6. Students with special needs are encouraged to engage in all the activities of the school equally alongside students who do not have special educational needs.
7. Students will have full access to the environment, resources, staff and activities and Hackney New School carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.
8. The SENCo has regular drop in sessions where parents/carers can arrange a meeting to discuss their child and any specific concerns. In order to arrange meetings with other members of staff parents/carers are encouraged to initially contact by phone to book a convenient appointment time.

Dealing With Complaints

1. Parents are encouraged to inform the SENCo, by telephone or email, of any concerns they have about provision made at Hackney New School. Parents of students with a statement of special educational need are invited to annual review meetings and may discuss concerns more informally at meetings organised with their child's teachers. Parents also have an opportunity to speak directly with both special needs and mainstream teachers at regular parents' meetings. We have an 'open door' policy and parents or carers can approach the school whenever they have a concern; time will be made to hear the concern through scheduled meetings and other agreed opportunities scheduled meetings.
2. Concerns and complaints about SEN provision should be addressed to the SENCo, SEN Governor or a senior manager who will respond by meeting or contacting the parent. If this does not resolve the situation then the complaint will pass to the first level of the general complaints procedure.
3. It is the policy of the school to respond within one week to parental concerns and provide parents with written evidence of any decisions made regarding special educational provision for their child.

Bullying

1. Hackney New School has a zero tolerance policy to any form of bullying.
2. The school's bullying policy can be found on the school website. This takes into account the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners.

J Voice
SENCo
Deputy Safeguarding Lead

August 2016

