



**Hayes School**  
**(Part of the Impact Multi Academy Trust)**

**Policy Document**

Policy Name	Special Educational Needs Policy
Date of Last Review:	Spring 2023
Date of Next Review:	Spring 2024
SLT Responsible:	Assistant Principal



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## 1. Introduction

This policy sets out the practice and approach of Hayes School in fulfilling our statutory duties towards students who have special educational needs and/or a disability.

In line with national guidance, Hayes School follows a graduated approach to SEN provision, with the expectation that the vast majority of students will have their needs met through universal provision of high quality teaching. High quality teaching is that which is differentiated to meet student needs. Some students need something **additional to** and **different from** what is provided for the majority of students; this is special educational provision and we use our best endeavours to ensure that provision is made for those who need it.

The staff and governors also work to ensure that all SEND (Special Educational Needs and Disability) students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy supports all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

***All teachers are teachers of students who have Special Educational Needs and/or Disabilities.***

***Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.***

### 1.1 The Hayes Approach

At Hayes, our approach to students who have additional needs is underpinned by the school vision to have “uncompromising aspirations for every individual and to be recognised locally, nationally and internationally as an exceptional and inspirational community of lifelong learners.” To this end, our whole school expectation is that students who have special educational needs and/or disabilities should participate, in so far as is possible, in the full range of learning and extracurricular activities that are on offer at Hayes.

## 2. Principles

### 2.1 Admission of a student who is subject of an Education, Health and Care Plan (formerly a Statement of Special Educational Needs)

The Special Educational Needs and Disability Code of Practice January 2015 requires mainstream schools to admit all pupils who have an Education Health and Care Plan where it has been requested by parents/carers as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

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

Where a parent/carer has expressed a preference for their child to have a place at Hayes School the home local authority for the child consults with the Principal who will respond to the consultation on behalf of the Governing Body. For admissions at secondary transfer this process typically takes place following the Year 5 Annual Review.

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The SENCO along with teacher colleagues involved in Secondary Transfer arrangements, and parents/carers, will liaise with primary schools to ensure that full information is gathered to support effective transition to Hayes School.

No student is refused admission to Hayes School on the basis of their special educational needs. In line with the Equality Act 2010, we do not discriminate against disabled children in respect of admissions for a reason related to their disability.

We use our best endeavours to provide effective educational provision.

## **2.2 Student Visits**

All Year 6 students will visit the school in the summer term, where they will take part in an Induction Day. Additional visits are organised for Year 6 students with SEND on request from the feeder school. For some students it may be necessary to establish a stronger link, to ensure that the transition from primary to secondary is as smooth as possible.

## **2.3 Parent/Carer Visits**

At Hayes, we value the partnership established between parents/carers and the school. It is our usual practice to provide opportunities to look around the school at the annual open morning and subsequent tours. Members of the Student Support Department will be available at the open morning to see prospective parents/carers of both Year 5 and Year 6 students.

## **2.4 This SEND Policy reflects the principles and guidance included in the Special educational needs and disability code of practice: 0 to 25 years (January 2015)**

Hayes provides a school context where the child is central to our planning and delivery around SEND. Hayes is committed to recognising the importance of the views of the child, as well as those of their parents or carers. Hayes seeks to facilitate the development and increased independence of each child so that they can achieve the best possible outcomes, including helping them to prepare for adulthood. For students who have special educational needs and/or a disability, Hayes recognises that a range of teaching approaches and/or additional support will be required. The principles and priorities for Hayes around SEND are to:-

- Develop a culture of inclusion ensuring high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Ensure the Equality Act 2010 duties for students with disabilities are met
- Value the contribution that all students make to the Hayes School community, and make reasonable adjustments where necessary to ensure that students who have special educational needs and/or a disability are able to do so
- Make available high quality provision to meet the needs of students who have special educational needs and/or a disability
- Encourage communication and genuine partnerships with parents/carers of students with special educational needs
- Facilitate full access to a broad, balanced and relevant education
- Implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process
- Use the school's data review and other systems to ensure early identification of student's needs, and early intervention to address those needs
- Ensure collaboration internally, and with external agencies including Health and Social Care services to provide support and information that will benefit the student

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- Make arrangements in tandem with the Hayes "Supporting Students with Medical Conditions" policy, to support students with medical conditions.
  - Work towards appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
  - Share expertise and good practice across the school and the local learning communities
  - Make efficient and effective use of school resources,
  - Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,
  - Have regard to guidance detailed by Bromley Local Authority.

### **3. Identifying and supporting Special Educational Needs & Disabilities**

#### **3.1 Definition of SEND**

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum in order to progress in line with age related expectations. This may be ongoing or for a limited time.

We regard students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory 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 (Section 20 Children and Families Act 2014).

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

#### **Identification of Students with Special Educational Needs**

The practice of Hayes School accords with the guidance included in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).

Within every cohort of students, it is expected that rates of progress and attainment will vary to some extent over time. This variance can be due to a range of factors. Within this context, the vast majority of students will have their learning needs addressed within the classroom through high quality teaching (Quality First Teaching). A smaller cohort of students may at some point in their school career require provision to be made for them that is different and/or additional to the provision that is made for all students. This is known as special educational provision.

Identification of those students who may need special educational provision is secured through the use of a range of information and data that reflects student progress.

These include:-

- In-year review data concerning attainment and progress (see Review dates as scheduled)
- Attendance data, behavioural/social observations and effort grades
- Data provided through in-school screening assessments undertaken at the start of (or during) the school year
- Data provided by previous schools, through National Testing, and Teacher Assessment
- Reports provided by external agencies such as CAMHS, Health and Therapy Providers, Educational Psychologists

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- Information and reports provided by parents/carers about their child
  - Student self-assessment and reports

Where monitoring of student progress identifies the following patterns, this will trigger a response in terms of further investigation and planning:

- Significantly slower progress than others starting from the same baseline
- Slower rate of progress than demonstrated previously by the student
- Evidence that the attainment gap between the student and their peers is not being closed
- The attainment gap between the student and their peers is widening

Hayes will make a graduated response that is matched to the continuum of needs that students present.

After initial identification Hayes adopts a Plan/Do/Review approach. This allows a tailored approach to be used in order to address concerns about progress. A 'triage' system is in place which involves seeking feedback from teachers from their observations of the student in lessons. Targeted Quality First Teaching (QFT) approaches will be shared and used in order to secure effective learning and progress of the student. Outcomes are monitored thereafter, and further action/intervention agreed as appropriate.

Parents and carers are informed that a need has been identified and that SEND provision is being made for the child.

### **3.2 Categories of Special Educational Need**

Under the SEND Code of Practice 2015, students identified as having special educational needs (SEN) are considered within one or more of the following categories of need:

#### ***Social, Emotional and Mental Health Difficulties***

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Social, Emotional and Mental Health Difficulties include:

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit and Hyperactivity Disorder)
- Attachment Disorder

#### ***Cognition and Learning***

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD/ Dyspraxia/Dyslexia)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

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### ***Communication and Interaction needs***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism Spectrum Condition (including Asperger Syndrome)

### ***Sensory and/or Physical needs***

Some children require special educational provision because they have a sensory and/or physical disability. These difficulties can be age related and may fluctuate over time.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD)
- Colour blindness

Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

## **4. Monitoring and Evaluation of SEND**

Students with Special Educational Needs/Disability are monitored and reviewed in the same way as all other students in the school. However, they are also reviewed by the SENCO or members of their team by:

***Annual Review*** – As directed by the Education Health and Care (EHC) plans

***Parents' Evening*** – Parents/carers have the opportunity to meet with the SENCO at the annual parents' meeting.

***Additional Meetings*** – These are offered by the SENCO/members of the SEN department.

Regular monitoring of the quality of provision for all students, including those with SEND, follows the School's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly. Where students continue to make inadequate progress despite support and high quality teaching, the class teacher works with the school's Special Educational Needs Coordinator (SENCO) to agree appropriate support.

In some cases it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or educational psychologist. This always involves discussion and agreement with the student's parents/carers.

The Student Support Department works collaboratively with external agencies including CAMHS, the Personalised Learning Team, Educational Psychologists, Primary Care Trust and other professionals, in order to provide the best possible support package for students.

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## 5.2 Assess, Plan, Do and Review

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For students with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** fits into the regular termly assessment and planning cycle for all students. For those students with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates are set.

## 5.3 Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student may be removed from the SEN register, or included in a monitoring/informative capacity.

## 6. Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the school or parents/carers may consider requesting that the Local Authority (LA) make an Education, Health and Care (EHC) needs assessment. The evidence gathered through the process of review helps to support the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The School holds annual review meetings on behalf of Bromley LA and completes the appropriate paperwork for this process.

### 6.1 Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At Hayes School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision
- Be provided with relevant resources so they reinforce learning in the home.

### 6.3 Student Voice

One of the principles underpinning the "Special educational needs and disability code of practice: 0 to 25 years (2015)" states that there must be regard to "the views, wishes and feelings of the child or young person....."

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Hayes regards student views as a key component in helping to shape the Hayes School community as a thriving, stimulating, and mutually respectful learning environment. Hayes recognises specifically that students who have special educational needs and/or a disability must be able to express their views, feelings, and aspirations throughout the year, and specifically at times of change and transition. Hayes recognises its responsibility in securing the views of students in accordance with their age, ability and capacity. Reasonable adjustments will be made where appropriate in order to facilitate input by all students, including during target setting and planning activities.

#### **6.4 Partnership with External Agencies**

The school is supported by a wide range of different agencies and teams. The school's SEND Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

#### **6.5 Transition**

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high quality provision and reassurance to students and families.

### **7. Training and Resources**

#### **7.1 Allocation of Resources**

- Each year we map our provision to show how we allocate human resources to each year. This is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the student are purchased as required

#### **7.2 Continuing Professional Development (CPD) in Special Educational Needs and Disability for Teachers and Support Staff**

- All staff at school have regular CPD when Quality First Teaching is addressed.
- The SENCO/Assistant Principal with oversight of SEND provision has undertaken the National Award for Special Educational Needs Co-ordination.
- The SENCO has undertaken the Certificate in Psychometric Testing, Assessment and Access Arrangements and is registered with the British Psychological Society
- The SENCO, SEN team and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND. Weekly informal drop in sessions are available for all staff.
- Teaching assistants are engaged in training whereby the role of the teaching assistant is developed. The department ethos is forward looking with regular sharing of knowledge, strategies and ideas.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.



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### **7.3 Funding**

Funding for SEN in mainstream schools is mostly delegated to the school's budget. It is a requirement that schools provide support to students with SEND from their "notional" SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource known as a Pupil Resource Agreement. An Educational Health Care Plan (EHCP) will be allocated 'top up' funding in proportion to the additional support that is specified as necessary provision.

In submitting a request for additional funding, the school must demonstrate how it has allocated the "notional" budget to date and the impact of this, as well as demonstrating why further additional funding is required and how it is to be used. This additional 'top-up' funding is paid from the local authority's high needs block into the school's budget.

### **7.4 Personal Budgets**

Personal Budgets are only available from the local authority to students with an Education, Health and Social Care Plan (EHCP) or students who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

## **8. Roles and Responsibilities**

**8.1** Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Principal and SENCO, all members of staff have important responsibilities.

### **8.2 Governing Body**

The Governing Body follows the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school, alongside students who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND coordinator, or SENCO.
- ensure that the school inform parents/carers when they are making special educational provision for a child
- prepare a SEND Information Report (updated annually) and the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

### **8.3 The Principal**

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs and disabilities. The Principal keeps the Governing Body fully informed on Special Educational Needs issues. The Principal works closely with the SENCO and the Governor with responsibility for SEND.

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#### **8.4 SENCO/Assistant Principal**

In collaboration with the Principal and Governing Body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND. The SENCO has completed the National Award for Special Educational Needs Coordination and is a member of the Senior Leadership Team, in line with government guidance.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high- quality teaching for children with special educational needs.

#### **8.5 All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Teaching assistants liaise with the class teacher and SENCo on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

#### **8.6 Meeting Medical Needs**

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

Where children and young people also have SEND, their provision is planned and delivered in a coordinated way using the DAF paperwork. For those students with an Education, Health and Care (EHC) plan this is used as it brings together health and social care needs, as well as their special educational provision.

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 complies with its duties under the Equality Act 2010. ***Please see the schools Supporting Students with Medical Needs Policy for further details.***

#### **8.7 Children in Hospital**

### **9. SEND Information Report**

The school ensures that the SEND Information Report is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for students with SEND. The information published is updated annually and any changes to the information occurring during the year is updated as soon as possible.

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## 10. Complaints Procedure

In the first instance, any concerns about issues relating to Special Educational Needs, as with other aspects of the curriculum should be dealt with by direct approach to the school, via the SENCO. If the matters are not dealt with satisfactorily the Principal should be contacted informally in order to try to resolve the problem.

If a parent is still not satisfied, a written formal complaint should be lodged with the Principal. It should be made clear that it is a 'formal complaint' and full details should be given in writing. Further details of these procedures may be obtained from the school. The complaints policy is available on the Hayes School website.

## 11. Students who have Special Educational Needs and Disabilities: Safeguarding

Students who have special educational needs and disabilities (SEND) are often vulnerable and can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of students.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration
- Being disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

See also the ***Safeguarding and Child Protection Policy*** for guidance in relation to these safeguarding challenges and next steps.

## 12. Hayes School Code of Conduct

Students who have special educational needs and disabilities (SEND) are expected to follow the 'Hayes Way' and are subject to the school's Behaviour Management Policy which aims to promote positive behaviour, self-discipline and respect within the school and in the wider community, including outside school. The policy's stated aims are also to prevent bullying and regulate the conduct of students.

The school will seek to ensure that sanctions are reasonable and proportionate and will take account of an individual student's needs, exercising discretion where appropriate. The sensitive use of reprimands and sanctions is an effective means of cutting short inappropriate behaviours. Any sanction should be appropriate and it is expected that behaviour will improve as a consequence. As far as possible, staff members will support students in understanding their behaviour and its consequences.