
 HOLYPORT COLLEGE	Special Educational Needs and Disabilities Policy	
	Effective Date: 23.11.2018	Version No: v4.0

Title	SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY
Person responsible for policy formulation, implementation, maintenance and evaluation	Assistant Headteacher - Curriculum Support
Persons consulted	Headteacher Founding Headteacher Governors
Adopted by Governors on	23 rd November 2018
Current Review	5 th December 2024
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REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed		Approved/Noted	
			By	Date	By	Date
v1.0	23 Nov 2018	New Policy	SLT		FGB	23.11.2018
v2.0	4th Nov 2021	Periodic Review	WBO	01.11.2021	GWC FGB	04.11.2021
v2.0	1st December 2022	Periodic Review	AJE		FGB	01.12.2022
v3.0	2nd November 2023	Periodic Review – amends	AJE	2.11.23	GWC FGB	02.11.2023 27.06.2024
v4.0	5 th December 24	Periodic Review – no amends	AJE	25.11.24	GWC FGB	25.11.24 05.12.24

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POLICY DOCUMENT REVIEW

This Policy document is subject to a periodic review annually by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

LEGISLATION AND GUIDANCE

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report


The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Holyport College pays regard to the statutory guidance regarding [supporting students with medical conditions](#) (DfE 2014). Holyport College is covered by the public sector equality duty and when carrying out its functions has regard to the need to eliminate

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discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

OUR AIMS

Holyport College aims to provide a rigorous and transformational education that prepares students to confidently meet the challenges and opportunities of adult and working life.

This policy recognises the entitlement of all students to a balanced, academic curriculum. It reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.


Specifically, we aim to:

- Support and make provision for pupils with special educational needs and disabilities
- Help students with SEND fulfil their aspirations and achieve their best
- Deliver the published College curriculum appropriately and entirely to all students
- Ensure the identification of all students requiring SEND provision as early as possible in their school career
- Ensure that students with SEND take as full a part as possible in all school activities
- Communicate with students with SEND and their parents and carers and involve them in discussions and decisions about support and provision for the students

DEFINITIONS:

SPECIAL EDUCATIONAL NEEDS

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.

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A child of compulsory school age or a young person has a **learning difficulty** if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age, or
- b) Has a disability which prevents or hinders him or 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.

Special education provision means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

DISABILITY

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. This definition provides a relatively low threshold and includes more young people than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but where a child or young person who requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition. The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

THE 4 AREAS OF NEED

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time. The support provided to a student with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.



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AREA OF NEED	
<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> · Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia · Moderate learning difficulties · Severe learning difficulties · Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment



<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> · Mental health difficulties such as anxiety, depression or an eating disorder · Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder · Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment · A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

English as an Additional Language (EAL) students are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Identifying and assessing SEND for students whose first language is not English requires particular care and we will look carefully at all aspects of a student’s performance in different areas of learning and development or

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subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEND.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or individual:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice


The SEND link governor is Sue Dudley. The SEND governor will:

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- Help raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and Assistant Headteacher Curriculum Support to determine the strategic development of the SEND policy and provision in the school


The Headteacher is responsible to the Governing Body for the day-to-day management of all aspects of the College including SEND provision. The headteacher will:

- Work with the Assistant Headteacher Curriculum Support and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Assistant Headteacher Curriculum Support and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with additional needs, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the Assistant Headteacher Curriculum Support has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the Assistant Headteacher Curriculum Support, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Assistant Headteacher Curriculum Support, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the Assistant Headteacher Curriculum Support and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Ensure that SEND provision is an integral part of the College Development Plan

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The Assistant Headteacher Curriculum Support (SENCO) plays a crucial role in the College's SEND provision. The Assistant Headteacher Curriculum Support / SENCO at the College is Alex Jeffery. They will ensure the following duties are carried out. Some duties may be delegated to individual members of the Curriculum Support Department:

- Work with the Headteacher and Governing Body to determine the strategic development to policy and provision at the College
- Oversee the day-to-day operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise of the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provisions made
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND Information report and any updates to this policy

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- Identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect and reinforce the quality of teaching

Heads of Departments and Classroom Teachers are responsible for meeting the needs of students within their classrooms. Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with member of the Curriculum Support department or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the Assistant Headteacher Curriculum Support to review each pupil’s progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents’ concerns and agree their aspirations for the pupil
- Regularly reviewing the Curriculum Support registers (including SEND register) so they are aware of the type of support required and implement this within their teaching.

ALL staff, teaching or otherwise, have a role to play in promoting the value of the College and ensuring students with SEND are fully supported and included within our school community. They must be aware of: the roles of the participants; the procedures to be followed; the responsibility all teachers have in making provision for SEND students; the commitment required by staff to keep the Curriculum Support department, and specifically the SENCO, well informed about student’s progress; the mechanisms that exist to allow teachers access to information about SEND students; what exactly constitutes a ‘level of concern’ and at which point intervention is initiated.

Parents and carers must be given clear guidance on the means by which they can contribute to coordination, and how they can provide additional information when and if required. Parents or carers should inform the school if they have any concerns about their child’s progress or development.

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Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible


SEND INFORMATION REPORT

The College publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

FINANCE

Some students who have an Educational Health and Care Plan (EHCP) receive a sum of money paid to the school according to their needs. This money is used to package the most appropriate support for the student as identified by the EHCP. This may contribute towards interventions, curriculum support officers or teacher support. Where appropriate some of this money will be used to buy equipment. Also, some

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money may be put aside for reprographics such as for the enlargement of texts for a visually impaired student.

The Curriculum Support department receives a budget from the College's capitation, which is used at the discretion of the SENCo for the purchase of textbooks, testing papers for use by the College's Level 7 assessor, licence codes for SEND screening tools, and miscellaneous resources.

The College is committed to allocating all funding received from the Education & Skills Funding Agency (ESFA) for SEND to staffing, commissioning services and purchasing specialist resources.

ADMISSION ARRANGEMENTS


Holyport College strives to be a fully inclusive school. We work closely with Local Authorities to place students with Education, Health and Care (EHC) Plans where the College is suitable for the age, ability, aptitude or SEN of the child and the student's admission would not be incompatible with the efficient education of other children at the College or the efficient use of resources.

In admitting students with SEND to the College, we will work closely with the Local Authority and the feeder school to ensure a well-planned and smooth transition. Most classrooms and all boarding areas of the College are fully accessible. All students will be taught the value of each individual and it is a natural expectation of the College that everyone is treated with dignity and respect. Bullying someone because of an actual or perceived disability or SEND is not tolerated in any shape or form at the College. We have high expectations for our SEND students and expect them to play as full a part in College life as is possible. We have a no excuse culture and expect students with SEND to work hard and their parents to support us in this.

The College will publish SEND information in the Local Offer so that parents can make an informed choice as to which secondary school they would like their child to attend.

OUR APPROACH TO SEND

Holyport College uses an array of tools in order to identify and assess student's needs including: completion by feeder schools of our Curriculum Support Transition questionnaire, Lucid Exact assessment, CATS, teacher feedback and parental feedback

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(via Health and Wellbeing form and direct contact with the Curriculum Support department). Individual Support Plans are created to ensure that all students' needs are appropriately met. Details of how resources are allocated to students with SEND are included in the Governors' Annual Report to Parents.


EARLY IDENTIFICATION

Early identification of students with additional needs is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/assessment
- Their performance judged against assessment criteria
- Student progress in relation to objectives in the College's literacy and numeracy strategies
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations
- Records from feeder schools
- Information from parents
- National Curriculum results
- External exam results
- Student portfolios

On entry to the school each student's attainment will be assessed. For students with identified SEND the Assistant Headteacher Curriculum Support / SENCO, in collaboration with other staff, will:

- Use information from the feeder school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning

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- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers and/or curriculum support officers where detailed within Section F of a student's EHCP
- Periods of withdrawal to work with a specialist teachers and/or curriculum support officers and/or therapeutic supports
- Support from external specialist agencies such as The Sensory Consortium
- Additional pastoral support the curriculum support department and House Masters


MONITORING STUDENT PROGRESS

Teachers will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening


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- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that a student's learning is unsatisfactory, the Curriculum Support department will work with teachers in consultation with parents to identify strategies to improve the rate of progress. Where necessary, external sources of support will be consulted.

RECORD-KEEPING

The school will record the steps taken to meet students' individual needs. The Curriculum Support department will maintain the records and ensure access to them. In addition to the usual school records, the student's Individual Support Plan will highlight what we are trying to achieve with a young person with additional needs. It will further record the impact any intervention has had.

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THE GRADUATED APPROACH TO SEND SUPPORT

Where a student is identified as having additional needs, the College will take action to remove barriers to learning and put effective provision in place. This 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 a 4-part cycle known as the graduated approach.

1. Assess


In identifying a child as needing SEND support, the teacher, working with the SENCO, will carry out a clear analysis of the student's needs. This should draw on any available diagnostic reports, the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the College's own assessment and information on how the student is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

2. Plan

Where it is decided to provide a student with additional support, the parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the student the adjustments, interventions and

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support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge where possible.

3. Do


The teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The teacher, working with the SENCO, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

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INVOLVING SPECIALISTS AND EXTERNAL PROVISION

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists.

The Assistant Headteacher Curriculum Support / SENCO and teacher, together with the specialists, and involving the student's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed, both internal and external to the College.

INDIVIDUAL EDUCATION PLANS


Strategies for students' progress will be recorded and contain information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Record of Impact will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The Record of Impact will be discussed with the student and the parent and be regularly reviewed.

REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

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Where, despite the College having taken relevant and purposeful action to identify, assess and meet the SEND, the student has not made expected progress, the College will consider requesting an Education, Health and Care needs assessment. The plan is a legal document that describes the needs of the pupils, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

REVIEWS OF EDUCATION, HEALTH AND CARE PLANS


EHC Plans must be reviewed annually. The aim of the review will be to:

- Assess the student's progress in relation to the Outcomes detailed within Section E of their EHCP
- Review the provision made for the student in the context of the College Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new short-term targets for the coming year

From Year 9 onwards, particularly for those with Education, Health and Care plans, local authorities, schools, colleges and other agencies are involved in the planning for a student's transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence.

The College will also ensure that all reviews for Service children with SEND explicitly consider any Service-related issues which are relevant to the outcomes of those reviews.

The College will ensure that reviews for students transferring to post-16 provision are conducted by 31st March in the year the student is due to transfer.

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EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEN by:

- Monitoring of classroom practice by the Assistant Headteacher Curriculum Support and senior staff
- Analysis of student tracking data and test results
- Value-added data for students on the SEND Register
- Consideration of each student's success in meeting targets
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation


The College Strategic Development Plan (CSDP)/SEND Development Plan We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- Governors
- External professionals

EXPERTISE AND TRAINING OF STAFF

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with SEND students.

Part of the Assistant Headteacher Curriculum Support's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEND students. As a routine part of staff development, CPD requirements in SEND will be assessed. The Governing Body will monitor and support training needs within SEND. Curriculum Support Officers requirements in supporting students' needs are considered frequently. ECTs and staff new to the school will be given training on the

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school's SEND policy as part of their induction. The School's CPD needs will be included in the CSDP.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND students. When it is considered necessary, colleagues from the following support services will be involved with SEND students: Educational psychologists; Medical officers; Speech and language therapists; Physiotherapists; Hearing impairment services; Visual impairment services; SEND Support Service; Colleges

Partnership with parents


Holyport College firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The voice of the student

All students are involved in making decisions where possible. The ways in which they are encouraged to participate reflects their evolving maturity. The Children and Families Act 2014 gives significant rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. In practice, the College believes that the needs of students are usually best served by continued parental involvement at this stage.

The specific decision-making rights about EHC plans which apply to young people directly from the end of compulsory school age are:

- The right to request an assessment for an EHC plan (which they can do at any time up to their 25th birthday)

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- The right to make representations about the content of their EHC plan
- The right to request that a particular institution is named in their EHC plan
- The right to request a Personal Budget for elements of an EHC plan
- The right to appeal to the First-Tier Tribunal (SEND and Disability) about decisions concerning their EHC plan


PREPARATION FOR ADULT LIFE

Being supported towards greater independence and employability can be life transforming for students with SEND. This support needs to start early, and should centre on the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.

Preparing for adulthood means preparing for:

- Higher education, apprenticeships and/or employment – this includes exploring different employment options, such as support for becoming self employed and help from supported employment agencies
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- SEND students will be offered career advice to ensure they are fully aware of the options available to them.
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

High aspirations about employment, independent living and community participation will be developed through the curriculum and co-curricular provision. The College will seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help students understand what is available to them as they get older, and what it is possible for them to achieve. For students with EHC plans, personal budgets can be used to help to access activities that promote greater independence and learn important life skills.

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For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve. Considering the right post-16 option is part of this planning.

Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning must be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post16 education or training and the support they need to achieve their ambition. Local authorities should ensure that students have the support they need (for example, advocates) to participate in this planning. Transition planning must be built into the revised EHC plan and should result in clear outcomes being agreed that are ambitious and stretching and which will prepare students for adulthood. This planning includes:


- Support to prepare for higher education, apprenticeships and/or employment
- Support to prepare for independent living
- Support in maintaining good health in adult life
- Support in participating in society

Under statutory guidance accompanying the Autism Strategy, SENCOs should inform students with autism of their right to a community care assessment and their parents of the right to a carer's assessment.

Under no circumstances should young people find themselves suddenly without support and care as they make the transition to adult services.

COMPLAINTS PROCEDURES

It is always desirable to resolve disagreement within the College. However, if the Complaints Policy is exhausted, parents and carers should refer to chapter 11 of the SEND Code of Practice, January 2015 which outlines further dispute resolution avenues.

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LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:

[SEN information report](#)

[The Local Offer](#)

[Promoting positive behaviour policy](#)

[Student mental health and wellbeing policy](#)

[Children with health needs who cannot attend school policy](#)

[Attendance policy](#)

[Equality policy \(including accessibility plan\)](#)

[Safeguarding / child protection policy](#)

[Looked after Children and Post Looked after Children Policy](#)

[Complaints policy](#)