



SEN AND INCLUSION POLICY

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014 and has been written with reference to the following guidance and documents:

- Children & Families Act 2014
- Equality Act 2010: advice for schools DFE February 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2017)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- Keeping Children Safe in Education April 2014
- Hanley Castle High School Safeguarding Policy Sept 2017
- Accessibility Plan
- Teachers Standards
- Review of arrangements for disagreement resolution (SEND) research report
- The Local Offer in Worcestershire schools – Ordinarily Available (2014)

1. Responsible Persons:

- 1.1 The person co-ordinating day-to-day provision of education for students with special educational needs (SEN) is Julia Wright, SENCo (Special Educational Needs Co-ordinator) (NASENCo, awarded July 2014)
- 1.2 Strategic overview of SEN provision and SEN advocate on the school's leadership team is provided by the Headteacher, Lindsey Cooke.
- 1.3 The Governor with responsibility for SEN is Kate Taylor
- 1.4 The department for SEN at Hanley Castle High School is known as Aspire@Hanley.

2. Beliefs and Values:

- 2.1 Hanley Castle High School is committed to providing an appropriate and high quality education to all of its students. We believe that all children and young people, including those identified as having special educational needs and or a disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.
- 2.2 All the teachers in the school are teachers of children and young people with special educational needs. As such, Hanley Castle High School adopts a 'whole school



approach' to special educational needs which involves all staff adhering to models of good practice.

- 2.3 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We believe that all children and young people should be equally valued in school and so we will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. All staff are responsible in supporting and developing both our students' subjective and psychological wellbeing.
- 2.4 Hanley Castle High School is committed to inclusion and we aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We have high expectations for the success of our students with special educational needs and share in their and their parents'/carers' aspirations for their future.
- 2.5 Not all learners will be treated in the same way, rather, we will respond to learners in ways which take account of their varied life experiences and their individual needs, yet still adhering to our whole school systems and policies.
- 2.6 We recognise that students learn at different rates and that there are many factors affecting achievement, including:
 - Emotional state and well-being (subjective and psychological)
 - Individual ability
 - Age and maturity
 - Environmental influences
 - Specific learning and/or special educational needs
- 2.7 We believe that many students at some time in their school career may experience difficulties which affect their learning, and we recognise that these may be long or short term.
- 2.8 At Hanley Castle High School, we aim to identify students' needs as they arise and provide teaching and learning contexts which enables every child to achieve his or her full potential.
- 2.9 We work in close partnership with parents and carers who are encouraged to play an active and valued role in their child's education. Parents are invited to contribute to SEN policy and practice through Aspire Parent Voice which meets on a termly basis.
- 2.10 It is our aim that children and young people with special educational needs participate in activities, so far as it is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children and young people in the school and the efficient use of resources.



3. Objectives of the policy:

We aim to raise the aspirations of, and expectations for, all students with SEN and/or a disability. Hanley Castle High School ensures equality of opportunity for, and eliminates prejudice and discrimination against children and young people with special educational needs and/or disability. We provide a focus on outcomes for children and young people and not just upon hours of provision and support.

3.1 We will achieve this by:

1. Continually monitoring the progress of all students, using established school systems to identify needs as they arise and to provide appropriate support as early as possible in order to raise attainment.
2. Working within the guidance provided in the SEN Code of Practice 2014
3. Operating a 'whole student, whole school' approach to the management and provision of support for SEN
4. Providing a SENCo who will work with the SEN and Inclusion Policy
5. Providing regular training, support and advice for all staff working with students with special educational needs and/or disability
6. Providing full access to the curriculum* through differentiated planning by class teachers, SENCo and support staff, as appropriate. (*Except where disapplication, arising from an Education, Health and Care plan or Worcestershire County Council external agency recommendation occurs. Disapplication is rare, and we aim to offer the full curriculum to all of our students.)
7. Providing specific input, matched to individual needs, in addition to differentiated classroom provision, for those students identified as being on the SEN register
8. Working in close partnership, where appropriate, with outside agencies to support the needs and provision for children and young people who have SEN and/or a disability.
9. Ensuring that all students with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by all staff, parents and carers.
10. Enabling our young people to move on from Hanley Castle High School well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of further education, training or employment.
11. Involving parents and carers at every stage in plans to meet their child's additional needs
12. Involving the children and young people themselves in planning and in any decision making that affects them.



4. Identifying SEN:

- 4.1 Quality First teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- 4.2 We acknowledge that identifying need at the earliest point and then making effective provision for the child or young person improves long-term outcomes.

5. The Code of Practice 2014 states:

- 5.1 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
- 5.2 The Code of Practice sets out four broad areas of need which offer an overview of the range of needs that should be planned for.

1. Communication and Interaction

Children and young people 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 they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (COP 6.28 page 86)

Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (COP 6.29 page 86)

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. (COP 6.30 page 86)



Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (COP 6.31 page 87)

3. Social, emotional and mental health difficulties

Children and young people 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (COP 6.32 page 87)

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools. Further advice and guidance may be found at www.minded.org.uk (COP 6.33 page 87)

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (COP 6.34 page 87)

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (COP 6.35 page 87)

5.3 The following are **NOT Special Educational Needs** yet the school recognises that they may impact upon progress and attainment;

- Disability – the school has a duty to make 'reasonable adjustments' for disabled students but this does not in itself constitute SEN
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a serviceman/woman
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- Behavioural issues
- Slow progress and low attainment

6. A graduated approach to SEN support:

- 6.1 The needs of the majority of children and young people will be met in the classroom through high quality, personalised teaching. All teachers are responsible for meeting the needs of individual students with SEN in their class, using the 'ASSESS – PLAN – DO – REVIEW' model.
- 6.2 The school upholds the ethos promoted by the National Association of Special Educational Needs (NASEN) of 'Every student, every teacher, every classroom.'
- 6.3 Information regarding individual student needs, including provision maps and student passports where appropriate, will be made available to all teachers through the school information management system (SIMS) staff area and regular SEN briefings. Strategies and targets are recorded on registers and mark sheets. In cases of extreme need, additional support for staff is available through SEN Clinics. These will support staff in developing their understanding of the student's needs and to implement appropriate in-class support.
- 6.4 The SENCo will be alerted to newly arising concerns through the Aspire@Hanley Cause for Concern form. Concerns raised will be discussed with the referring teacher within one week of receipt.
- 6.5 The SENCo will collate all available information from within the school about student progress and their personal development alongside national data and expectations of progress. This will include high quality and formative assessment and the use of early assessment materials such as:
- Baseline assessment results
 - Progress measured against the objectives of national strategies
 - National curriculum descriptors. Summative assessment using W-9 scale
 - Standardised screening and assessment tools
 - Observations of behavioural, emotional and social development
 - An existing Education, Health and Care Plan
 - Assessments by a specialist service, such as Educational Psychology or Speech and Language Therapist identifying additional needs
 - Another school or Local Authority which has identified or provided for additional needs.
- 6.6 High quality teaching differentiated for individual students is the first step in responding to students who have or may have SEN.
- 6.7 The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement, through lesson observation, learning walks, work scrutiny and analysis of individual, school and national data sets.



- 6.8 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents or carers. This should then help to determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- 6.9 The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. Hanley Castle High School will engage with other secondary schools or FE providers as necessary to help plan for these transitions. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.
- 6.10 Following assessment of a child's needs, the SENCo in partnership with the child's parents, the child and teachers will plan a timed support programme with measurable objectives. This will then be implemented across all aspects of the student's school life. At the end of the identified time scale progress and outcomes will be reviewed and a decision will be made as to whether the child's needs are being met or whether the student needs to be placed on the SEN register in the school category.
- 6.11 The school will apply the graduated approach 'ASSESS – PLAN – DO – REVIEW' cycle as cited in the SEN Code of Practice (June 2014). These actions form part of a cycle in which earlier decisions and actions are revisited, refined and revised with the growing understanding of the student's needs and of what supports the student to make good progress and to secure good outcomes.
- 6.12 Where there are higher levels of need identified, the school will draw upon more specialised assessments from external agencies and professionals, or commission within the Notional SEN Budget, including but not exclusively:
- Educational psychology
 - Speech language and communication team
 - Complex communication difficulties team
 - Learning support
 - School nursing services
 - School counselling service
 - Child and Adolescent Mental Health Services
 - Regency Outreach Team
 - Teacher of the Deaf (Hearing Impairment Team)
- 6.13 Parents, families, children and young people are involved in the process from the outset. Review meetings are held regularly, if appropriate – for any student who is deemed to be making inappropriate levels of progress or who is experiencing unsatisfactory outcomes.
- 6.14 Targets arising from review meetings will be used to inform and support whole class approaches to inclusion e.g. differentiation, multi-sensory activities and resources and varied teaching styles.



- 6.15 The SENCo monitors the quality and effectiveness of provision for students with SEN, or about whom a concern has been raised through observation and ongoing evaluation procedures.
- 6.16 Additional support is provided by the SENCo and trained Learning Support Assistants throughout the school, funded from the school's Notional SEN budget. The support provision is reviewed annually by the SENCo, in line with current student needs and educational initiatives.
- 7. Specialised Provision:**
- 7.1 There is no special unit or base in the school.
- 7.2 A specialist bathroom management area exists in the school and it is fully accessible to disabled students and wheelchair users, through the use of ramps and a lift.
- 7.3 The SENCo is qualified in the National Accreditation for SEN Co-ordination.
- 7.4 There are currently no teachers with specialist qualifications of specific special educational needs in the school (e.g. Speech, language and communication; Dyslexia etc.) The school can employ a specialist teacher from the Local Authority to meet the need of individual students. The school employs their own Educational Psychologist. The Psychologist belongs to a consortium of other practitioners allowing for the sharing of good practice and specific expertise.
- 7.5 Specialised provision is provided by Teachers of the Deaf, commissioned by Babcock Prime, for those students with hearing impairments in the school.
- 7.6 Aspire@Hanley has four rooms used for the teaching of small group interventions. The largest of these also provides the location for the Break and Lunchtime Club and the Homework Club available to all students with a SEN and/or disability or deemed vulnerable for some other reason.
- 8. Managing students' needs on the SEN register:**
- 8.1 Provision is mapped, continuously, to show how resources are allocated to individual students, to groups of students and across year groups.
- 8.2 Individual student records and the whole school provision map clearly indicates what needs have been identified and how to remove key barriers to learning effectively. The SENCo, Aspire Senior Student Support Officer and Senior Learning Support Assistant are responsible for maintaining and updating plans and records. However, it is the core expectation that the class or subject teacher holds the responsibility for evidencing progress according to the outcomes described in the plan or provision map.



9. **School provision** is broadly categorised in waves 1-3:

Wave 1 – provides inclusive strategies for **all** learners

Wave 2 – provides targeted intervention and support for **some** learners

Wave 3 – provides specialist support for a **few** learners.

*See appendix for 'Waves Model – examples of practice'

9.1 The school uses the definition of 'less than expected progress' as suggested in the Code of Practice – June 2014. Class teachers and subject leaders, supported by the senior leadership team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

9.2 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
- It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

9.3 Where the school identifies that a student is making less than expected levels of progress or is not achieving satisfactory outcomes after intervention, they may engage additional support or specialist services. For each referral to these services the school will provide evidence of the initial assessments of need that have been completed, the interventions put in place to support the identified need and the outcomes of this, as well as current attainment data with a comparison to students of a similar age to determine the gaps in progress.

9.4 Specialist agencies also require the completion of single agency referral forms but on occasions these are supplemented with additional documentation in support of the referral such as Family Front Door referral or a statutory assessment request.

9.5 The consent of the parents/carers and, where possible, of the child or young person themselves will always be sought prior to making any referral to specialist services.

9.6 The school meets the cost of such services from its designated SEN budget. The SENCo and the school's Business Manager have responsibility for and work in partnership to manage the notional budget for SEN.



- 9.7 If the school identifies that a student requires additional support and funding over and above the designated school budget then an application will be made to the Local Authority Higher Needs Funding. The school will be required to demonstrate how they have spent the budget up to a maximum of £10,000 for an individual student with complex needs BEFORE an application will be considered. The school and LA will use the Worcestershire County

Council agreed matrix and "The Ordinarily Available" document to consider the appropriate level of additional funding applied for.

See WCC Local Offer

10. Requesting an Education, Health and Care Needs Assessment

- 10.1 SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN with reference to Worcestershire's "Ordinarily Available" of the child or young person, the child or young person has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment.
- 10.2 The school will provide the LA with evidence of the action taken by the school to provide SEN support for the student. The LA will pay particular attention to:
- evidence of the child or young person's academic attainment and rate of progress
 - information about the nature, extent and context of the child or young person's SEN
 - evidence of the action already being taken by the school to meet the child or young person's SEN
 - evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
 - evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
 - where a young person is aged over 18, the local authority **must** consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.
- 10.3 The process of a graduated approach 'ASSESS – PLAN – DO – REVIEW' continues, as before, while awaiting the outcome of the request for statutory assessment.
- 10.4 A child or young person who has an Education, Health and Care plan will continue to receive support through the waves of intervention as well as any additional support that is provided using funding made available through the Education, Health and Care plan.



- 10.5 There will be an annual review of the plan, chaired by the SENCo and attended by representatives from health and social care, as appropriate in order to review the appropriateness of provision and to recommend to the LA whether any changes need to be made, either to the plan or to the funding arrangements for the student.

11. Criteria for exiting the SEN Register:

- 11.1 Where a student makes satisfactory levels of progress over time in comparison with their peers and the attainment gap is narrowed significantly or is closed, the SENCo may reach the decision to remove the student from the SEN register.

However, it is important to note that the student will still be regularly monitored using established school systems.

- 11.2 Parents', carers' and the student's own views will be gathered and listened to but the decision to remove the student from the register remains with the SENCo.
- 11.3 The SEN register is continually monitored and updated. It is a live document and as such informs our daily practice for the provision of SEN in our school.

12. Supporting students and their families:

- 12.1 Staff and parents/carers will work together to support students identified as having additional needs.
- 12.2 Parents/carers will be involved at all stages of the planning process for educational provision where additional needs are identified.
- 12.3 All parents/carers are signposted to the 'SEN Information Report' which provides information and advice about organisations who can support families whose children or young people have SEN, including those who can provide impartial advice and guidance such as the local Parent Partnership organisation.
- 12.4 At review meetings with parents and students we strive to ensure that the student's strengths as well as their needs are discussed. Where we make suggestions as to how parents/carers can support their child at home, these are specific and achievable. We expect all parents/carers to leave any meeting clear about the action to be taken and the ways in which outcomes will be measured, monitored and reviewed.
- 12.5 Parents and carers are always invited to contribute their views to the review process and updated records and/or the provision map and student profiles will be copied and sent to parents after meetings.
- 12.6 Ideas and materials for supporting the student at home will be shared and discussed with parents and carers and can be distributed on request. Further suggestions for supporting students are available to download from the SEN area on the school website.



- 12.7 Parents'/carers' information and consultation evenings provide regular opportunities to discuss concerns and progress. Parents and carers are able to request other appointments as needs arise.
- 12.8 Regular and clear communication between home and school will ensure that concerns are promptly acted on. If a parent or carer is unhappy with the communication or care that their child has received they are able to make a complaint following the school's complaints procedure available through the Parent Portal, accessible via the school website, or by contacting the school office for a copy of the procedure.
- 12.9 Worcestershire County Council's local offer for the provision for SEN throughout Worcestershire can be found at: www.worcestershire.gov.uk/cms/special-educational-needs.aspx
- 12.10 The school's SEN information report – a statutory requirement to provide information about provision for SEN in our school - can be found on the school website: <http://www.hanleycastle.worcs.sch.uk>

13. The use of external support services

- 13.1 The Educational Psychologist visits the school regularly, following discussion with the SENCo to determine the purpose for each visit.
- 13.2 The Complex Communication Difficulties Team offer expert advice in the support of children and young people on the autistic spectrum. Visits to school are regular, following discussion with the SENCo to determine the purpose of each visit.
- 13.3 Teachers of the Deaf work in school to support those students who have a hearing impairment. The specialist teachers work directly with the students where this is indicated on a statement of special educational needs or in an Education, Health and Care plan. These teachers advise and work with the class teacher and contribute to review meetings and provision mapping.
- 13.4 All of the external support services attend a termly School Support team Meeting, chaired by the SENCo.
- 13.5 The SENCo and the Assistant Headteacher liaises frequently with a number of other external support agencies, including, but not exclusively:
- Children's Social Care
 - School Nursing Service
 - Community Paediatrician
 - Speech, language and communication therapy
 - Occupational therapy
 - Regency Outreach
 - Child and adolescent mental health services
 - Early intervention family support worker



- Behaviour support team
- SEN support services
- Integrated services for Looked After Children
- Family Front Door

13.6 Parents and carers are kept fully informed of any involvement of an external agency and may be invited to meet with the specialist or other professional.

14. Links with other school and transition arrangements:

- 14.1 The SENCo meets with the Primary SENCos from the seven primary feeder schools in the Upton Pyramid on a termly basis to share information about individual students and good practice.
- 14.2 A member of the Aspire@Hanley team visits each primary feeder school (whether a part of the pyramid or not) where a child on the SEN register is making the transition to Hanley Castle High School. During this meeting the primary school will share information about the student's individual needs and how any barriers to learning may be removed.
- 14.3 The SENCo will attend the annual review meeting of any child with a statement of special educational needs or an Education, Health and Care plan in Year 6 making the transition.
- 14.4 Aspire@Hanley will work with the teachers and parents of any Year 6 child with complex needs to write an individualised transition plan. This may include the opportunity for the individual student to make visits to the school in order to familiarise them with staff and the new environment.
- 14.5 The parents/carers of all Year 6 students with SEN are invited to attend an information evening that specifically addresses processes and procedures relating to SEN in the secondary setting.
- 14.6 Children on the SEN register and/or are deemed to be vulnerable are invited to attend a pre-transition day at the school.
- 14.7 The SENCo will discuss with the SENCo of the new school, any student with SEN or a disability who transfers from Hanley Castle High School.

15. Inclusion Principles:

- 15.1 Staff at Hanley Castle High School value students of different abilities and support inclusion.
- 15.2 Within the school, staff and students will be constantly involved in the best ways to support the needs of all students. Flexibility in approach is promoted to ensure the best placement for each student.



- 15.3 Within each class, organisation, teaching and learning styles will be flexible to ensure effective learning. Grouping to support children and young people identified with additional need will be part of this process.
- 15.4 Where appropriate, links with other school and/or alternative provision is made. Liaison and planning between both school and or the alternative provision takes place to ensure continuity and to match needs. Regular review meetings take place to ensure that the most appropriate provision is being made for the student.
- 16. Arrangements for providing access to learning, the curriculum and examinations**
- 16.1 Hanley Castle High School will ensure that all children and young people have access to a balanced and broadly based curriculum, and that the programmes of study are flexible enough to meet every child's needs. No student will be excluded from any learning activity owing to their impairment unless it is clearly of benefit to the individual and leads towards inclusion.
- 16.2 Learning opportunities will be absorbing, rewarding and effectively differentiated and teaching styles will be diverse.
- 16.3 Staff will work in such a way as to avoid the isolation of the children and young people that they are supporting, and will encourage peer tutoring and collaborative learning.
- 16.4 Schemes of work for each area of the curriculum are differentiated to include appropriate learning outcomes for all students.
- 16.5 Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned, where this is appropriate.
- 16.6 Students with sensory or mobility impairment or a specific learning difficulty will access the curriculum through specialist resources such as ICT, where this is appropriate.
- 16.7 The school will ensure that extra-curricular activities are free from barriers to inclusion and do not exclude any students.
- 16.8 Details of plans for increasing access to the curriculum are contained in the Disability and Accessibility policy.
- 16.9 Students on the SEN register are fully supported in accessing examinations. In Year 9 students are tested for special access arrangements by the Senior Learning Support Assistant who holds the British Psychological Society competence in psychological testing.
- 16.10 The Senior LSA works in partnership with the SENCo and the Examinations Officer to apply to the appropriate examination board for special access arrangements for identified



students. The Senior LSA will also complete the relevant and most up to date training for exam Access Arrangements testing.

16.11 Learning Support Assistants receive annual training in supporting young people in examination contexts.

16.12 Those students on the SEN register eligible for special access arrangements are encouraged to use the arrangements as their 'usual way of working' throughout Key Stages 4 and 5 as preparation for the external examinations.

17. Admission arrangements

17.1 Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional needs.

17.2 Those children with a Statement of special educational needs or an Education, Health and Care Plan which names Hanley Castle High School will automatically secure a place in the school.

17.3 Prior to starting school, the parents/carers of children with a statement of SEN, an education, health and care plan or a plan pending will be invited to discuss the provision that can be made to meet the child's identified needs.

18. Incorporating SEN and disability issues into the curriculum

18.1 The PSHE/PSD curriculum includes issues of disability, difference and valuing diversity. Advice is sought from external organisations on appropriate resources.

18.2 Resources are reviewed to ensure that they include books that reflect the range of special educational needs issues and come from a disability equality perspective. Priority is given to the ordering of resources with positive images and a positive portrayal of disabled people as they become available.

18.3 Assemblies promote peer awareness of a range of disabilities and needs.

19. Terminology, imagery and disability equality

19.1 The school is aware of the impact of language on students within the school. We work with our students to understand the impact of the words they use and deal seriously with any derogatory name calling relating to special educational needs or disability.

19.2 We ensure that any images of disabled people in resources and displays are positive images.



20. Listening to disabled students and those identified with additional needs

- 20.1 Hanley Castle High School encourages the inclusion of all students in the school council and other consultation groups.
- 20.2 We aim to include students in their target setting and encourage and support them to take an active role in reviews, including annual reviews, through preparation, and making the information and the meetings themselves accessible and unintimidating.
- 20.3 Staff have on-going training opportunities on issues relating to communication with disabled students.

21. Working with disabled parents and carers

- 21.1 Hanley Castle High School recognises that there will be a number of disabled parents/carers of children and young people within the school, and we work to try to ensure that they are fully included in parents'/carers' activities.
- 21.2 We give consideration to parents/carers access needs and then communicate with parents in the preferred format. Meetings are always held in a location within the school which allows for access by disabled parents/carers or others.

22. Supporting students at school with medical conditions

- 22.1 Arrangements for supporting students with medical conditions are set out in a separate policy.

23. Training and Resources

- 23.1 The school and SENCo have membership of NASEN which offers regular updates in current thinking, initiatives and developments.
- 23.2 Meeting additional needs and inclusion issues are targeted each year through the school's development plan which is closely linked to developments at both national and local levels. In-service and individual professional development is arranged to match these targets.
- 23.3 In-house additional needs and inclusion training is provided through staff development meetings by the SENCo.
- 23.4 All staff have access to professional development opportunities and are able to seek training where a need is identified either at individual student or whole class level.
- 23.5 Support staff are also provided with in-house continuing professional development through in-service training and fortnightly meetings of the Aspire@Hanley Team. The SENCo will ensure tailor-made training where this is appropriate.



24. Monitoring and Evaluation of SEN and/or Disability

- 24.1 Data comparing the attainment of SEN/D students with other students in the school and with those in similar schools is analysed annually and incorporated into Aspire@Hanley's self-evaluation document.
- 24.2 Data measuring the impact of all intervention programmes is also analysed at the end of each intervention and reviewed 6 weeks later ensuring on-going evaluation.
- 24.3 All analyses are used to plan future provision and to formulate the Aspire department development plan.
- 24.4 Termly, the SENCo will provide information to the governing body as to the numbers of students receiving special educational needs provision. The Headteacher will also report on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.
- 24.5 SEN and Inclusion is a standing agenda item at all Learning and Teaching sub-committee meetings and will be reported at the full governing body meetings with sub-committee reports, which are then discussed as necessary.
- 24.6 The SENCo will meet with the SEN Governor to discuss inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN and Inclusion policy through sampling, observations and other procedures to be agreed annually.
- 24.7 The SEN and Inclusion policy will be reviewed annually by the Head teacher, the SENCo, Governor with responsibility for SEN, representatives of the teaching and support staff and Aspire's Parent Voice.
- 24.8 The school's evaluation and monitoring arrangements provide an active process of continual review and improvement of provision for all pupils.

25. Dealing with Complaints

- 25.1 If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.
- 25.2 If the issue cannot be resolved within 10 working days the parent can submit a formal complaint to the Head teacher in writing or other accessible format. The Head teacher will respond within 10 working days.
- 25.3 Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available through the Parent Portal accessible via the school website or by requesting a copy from the school office.