



SEND Policy

**Approved by the Management Committee
Hawkswood Group**

Date of Next Review: June 2023
Ratified: June 2022

The Hawkswood Group SEND Policy

At the Hawkswood Group we endeavour to work closely with parents/carers and pupils to ensure that we take into account the child's own views and aspirations and the parents/carers' experience of, and hopes for, their child.

All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEND.' In addition, we implement some focused interventions to target particular needs and development of skills.

We have high expectations of all our pupils. Pupils on our SEND register make progress which compares well with the progress made by other pupils in Hawkswood Group.

As a group of provisions we are working closely with colleagues outside the Hawkswood group to ensure that we adapt to meet the needs of our changing cohorts. We review each child individually on entry and assess their full needs in partnership and discussion with parents/carers or carers and where possible agree the support and intervention that will best fit each child's needs.

For further information about Waltham Forest SEND provision and the Local Offer please visit this website: [Local Offer: Waltham Forest SEND Service | London Borough of Waltham Forest](#)

or contact Disability Entitlement Service
Email: SENDteam@walthamforest.gov.uk Tel: 0208 430 7909

Context for this Policy

This policy should be read in conjunction with our SEND Information Report.

This policy should also be read in conjunction with the following Hawkswood Group policies; Admissions Policy, Positive Behaviour and Relationships Policy, Equalities & Diversity Policy, LAC Policy, Safeguarding Policy and Complaints Policy.

Aims and objectives of the Hawkswood Group SEND policy

The aims of this policy are:

- to create an environment that meets the special educational needs of each child, enabling them to make progress to achieve their best, become a confident individual leading a fulfilling life and begin to acquire the skills needed for a successful transition to adulthood.
- to ensure that the special educational needs of children are identified early, assessed comprehensively and provided for effectively.
- to make clear the expectations, roles and responsibilities of all partners in the process.
- to enable all children to have full access to all elements of the Hawkswood Group curriculum.
- to ensure that parents/carers are able to play their part in supporting their child's education.
- to ensure that our approach to planning and provision is person-centred, and that children have an active voice in the process.

Definitions

The 2015 SEND Code of Practice states that:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory Hawkswood Group age or a young person has a learning difficulty or disability if he/she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age: or
- b. has 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 Hawkswood Groups or mainstream post-16 institutions"

Though there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs. The use of the terms SEND and SEND in this report reflect this inter-relationship; each are utilised according to their relevance.

Areas of special educational need

At the Hawkswood Group, we make provision for pupils with the following four areas of need as outlined in the 2015 SEND Code of Practice:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and / or Physical.

Needs are identified in order to ascertain what action the Hawkswood Group needs to take, not to fit children into a category. Children may have needs in more than one area.

Legal Framework

To make this provision, this policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- The Equality Act 2010.
- The Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

These documents are readily available online, and can be accessed through the Hawkswood Group office.

Admission arrangements and funding

Mainstream schools, academies, the local SEND team and out of borough external agencies such as social care and Virtual School can refer a child to any of the Hawkswood Schools. Children without an EHCP (in borough) are referred via the Fair Access Panel (FAP). Pupils in borough, who have an EHCP, are referred via the local SEND team by consultation. Pupils out of borough, with or without an EHCP, can be referred via direct consultation.

Schools referring to FAP, who have bought into the pooled funding agreement, may access fully-funded placements. Schools who have opted out of this agreement, and external referrers, may spot purchase placements, at their own cost.

Place-led funding is used to provide the core education provision, which includes generic SEND provision. Pupils with an EHCP may be eligible to access additional funding via the SEND panel to access specialised or individual provision, as outlined in their EHCP.

Other than the place-led funding, High Needs Funding and pupil premium funding (where appropriate), the Hawkswood Group does not receive any additional operational funding.

Management of SEND within the Hawkswood Group

Roles and responsibilities

- The management committee has delegated the responsibility for the day- to- day implementation of this policy to the SENDCO who has Qualified Teacher Status and will be undertaking the National Award for SEND Coordination.
- All school staff have a responsibility for pupils with SEND in their class, firstly to ensure 'Quality First Teaching', creating an inclusive classroom, with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). All staff are encouraged to attend courses and engage in training that help them to acquire the skills and expertise needed to help them overcome children's individual barriers to learning.
- The following people hold the roles listed below:
 - The governor in charge of SEND is Lynnette Parvez.
 - The SENDCO for Hawkswood Primary & Secondary is Lucy Mattison.
 - The SENDCO for Hawkswood Burnside Secondary PRU is David Cook.

Each SENDCO:

- oversees the day-to-day operation of the policy.
- co-ordinates the provision for and manages the responses to children's special needs.
- advises on the graduated approach to providing SEND support.
- supports and advises colleagues.
- oversees the records of all children with special educational needs.
- liaises with parents of children with SEND, in conjunction with class teachers.
- acts as link with external agencies and other support agencies.
- monitors and evaluates the special educational needs provision and reports to the governing body.
- contributes to the professional development of all staff.

The governor in charge of SEND:

- has specific oversight of the school's provision for pupils with special educational needs.
- meets regularly with the SENDCO to discuss provision and other issues relating to the management of SEND within the school.

All staff:

- aim to improve the learning opportunities and progress of pupils with SEND, in addition to the provision to support their SEMH needs. This complements our mission statement and values of doing everything possible to encourage each young person to be: Empowered in order to Aspire and Achieve successfully throughout life.
- are encouraged to recognise their responsibility for the education of pupils with SEND and the importance of maintaining high expectations for all children. They recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.

Access to the Curriculum

Each pupil has the right to full access to all the subjects the curriculum contains at the appropriate level. It is recognised, however, that some subjects, or skills within some subjects, may be unsuitable for certain pupils with SEND (such as languages) where flexibility can be applied.

The Hawkswood Group realises the importance of pupils being able to read at an adequate level and that their ability to access the curriculum is likely to be severely impaired if their reading level is below that expected in a particular Year group. For this purpose pupils are assessed on their reading age at least 3 times a year; this ensures they can access the work given to them and the curriculum can be differentiated accordingly.

It is the intention that at the Hawkswood Group, children with SEND will always be educated alongside their peers. It will only be in specific circumstances including specialist tuition or 1:1 interventions when children with SEND will be out of class (this currently takes the form of a variety of interventions).

Partnership with parents/carers

Views and experience of parents/carers are vital and that the effective assessment of provision for children with SEND can only be achieved when there is the greatest possible partnership between parents/carers, their children, the Hawkswood Group and other relevant agencies.

The Hawkswood Group values the contribution of parents/carers in the process of identifying, assessing and meeting children's additional special educational needs. Parents/carers have the right of access to information, such as that provided in IEPs and the right to be involved in decision making. Parents/carers are encouraged to approach the Hawkswood Group about any concerns that they might have about their children's progress. The wishes and feelings of parents/carers are represented and recorded in a range of ways including, parents/carers' days, Annual Reviews of EHCPs (where appropriate) and parent/carer questionnaires.

Parents/carers are given:

- Information on the Hawkswood Group's SEND policy
- The name of the SENDCo and any member of staff involved in supporting their child.
- Information on the support available in Hawkswood Group for their child.
- Information on outside agencies who can offer support (where appropriate).
- The chance to meet with any outside agency or professional involved with their child.

Parents/carers need to be given input into their child's programme, as it is recognised that pupils with SEND will need support at home, as well as at Hawkswood Group, in order to meet their targets.

Identification and Assessment

We recognise the benefits of identifying need at the earliest point so that we can make effective provision to improve long-term outcomes. All teaching and learning is planned, monitored and assessed using the graduated response, known as the 'Assess-Plan-Do-Review' cycle. Where needs are identified or a student is making insufficient progress, the Hawkswood Group has a range of interventions which can be deployed at different levels to ensure every young person has the support they need to reach their full potential. These also follow the 'Assess-Plan-Do-Review' cycle and are regularly monitored through the IEP review meetings.

Needs may be identified by a number of indicators:

- Whole school tracking data.
- Teacher assessments and tests.
- Concerns raised by class teaching staff.
- Concerns raised by parents/carers.
- Concerns raised by child/young person.
- Information received from pre-school settings and from previous schools if pupils transfer.
- Information received from other services (e.g. health care).

Arrangements for co-ordinating special educational provision for pupils with SEND

Procedures:

- Class teacher to identify concern. Discuss with SENDCO.
- SENDCO to advise on appropriate support (including the use of an IEP) or refer to internal or external professional.
- Parents/carers to be contacted to discuss and agree the use of special educational provision, where appropriate.
- Graduated response for provision is implemented.

Links with other schools, including transfer and transition

The Hawkswood Group Schools have strong links with most mainstream schools, specialist provisions and colleges which supports reintegration and key transitions for pupils.

Links with outside agencies

The Hawkswood Group has links with many support services. These are contacted and used appropriately where support is required. The Hawkswood Group has appropriate links and access to services from: Educational Psychology Service; Speech and Language, Youth Offending, BACME, Youth and Family Resilience Team, Social Care, CAMHS and Occupational Health (OT) etc.

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires additional support that goes beyond what a school, college, or nursery can typically deliver from their own budgets or staffing. However, the Hawkswood Group recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Short-term
- Established through parent/carer and pupil consultation
- Set out in an IEP
- Implemented in the school
- Delivered by the appropriate member of staff with additional support where specified

Review of an EHCP

EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each Hawkswood Group term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parents/carers as an equal in the co-production of updating the EHCP, provision plan and /or review
- The pupil, if appropriate, but certainly the pupil's views
- The relevant teacher
- The mainstream school, where appropriate
- A representative of the LA SEND team
- The Educational Psychologist, if appropriate
- Any other person the SENDCO or parent/carer considers appropriate

The aim of the Annual Review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it

The review will set new objectives for the coming year. At Key Stage Phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents/carers the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The Hawkswood Group recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

Quality assurance**Evaluation of the success of the Hawkswood Group's SEND policy**

Evaluation is through:

- The early identification of SEND
- Monitoring of pupils
- Results/progress of pupils
- Success of key transitions
- Pupil feedback
- Parent/carers' feedback

Arrangements for complaints about Hawkswood Group's SEND policy

It is the Hawkswood Group's wish to deal with complaints quickly and amicably. Initial concerns should be taken to the classteacher. If there is still concern, this should be taken to a Deputy Headteacher and / or the Headteacher. Should the matter still not be resolved, advice may be taken from SENDIASS.

Arrangements for SEND in-service training

Appropriate time is devoted to staff training on the subject of SEND. This may involve a presentation from an outside speaker on a particular topic or it may be by the SENDCO or other members of staff with certain areas of expertise. In the past this has included: Attachment Theory, reading interventions and play therapy. Staff receive regular CPD in order to provide the best support possible for pupils.

— END OF POLICY —