



Special Education Needs and Disabilities

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Version History

Version Number	Date	Editor	Changes
1.0	17/4/18	Richard Baines	Added Version History as Part of updated to all Policies for New Intranet Page
2.0	13/9/18	Lucy Ford	Changes to date on front sheet.
2.1	05/09/19	Lucy Ford	Changes made throughout.
3.0	20/10/20	Ailsa Moore	Changes to date on front sheet
4.0	17/06/2021	Lucy Ford	Changes to date
5.0	28/09/23	Lucy Ford	Changes made to Page 4, Associate Headteacher responsibility. Page 5, HLTA's responsibility added. Page 5, additional information added to 3rd bullet point The Governing Body must ensure that.
6.0	6/9/24	Cara Broadbent	Title changes from Associate Headteacher to Headteacher throughout document.
7.0	16/9/25	Cara Broadbent	Minor wording changes pg. 6. Inclusion of SEN specialist facilities for SEN in Hollybank School pg6

Special Education Needs

Purpose

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Purpose

All children at Hollybank School have special educational needs and disabilities. We aim to provide all pupils with strategies for dealing with their needs in a supportive and caring environment and give them meaningful access to the curriculum.

We aim to: -

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning
- give pupils equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that pupils have opportunities to receive information, express opinions and have those opinions taken into account in matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and Governors is implemented and maintained

Relationship to other Policies

This policy should be read in conjunction with the policies on the school curriculum and equal opportunities and guidance on assessment, recording and reporting. The accessibility plan is an integral part of this policy.

Roles and Responsibilities

Provision for children with special educational needs and disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/ her class and to be aware that these needs will be present in all learning situations.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Headteacher and Head of Children's Services, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview via the Intent, Implementation and Impact Governor links.

The Headteacher has responsibility for:

- the management of all aspects of the school's work
- keeping the Governing Body informed about SEND issues
- working closely with all the departments within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors
- overseeing the day-to-day operation of this policy
- coordinating the provision for our pupils

Special Education Needs

- ensuring that an agreed, consistent approach is adopted
- liaising with and advising staff in all disciplines
- supporting class teachers in devising strategies, drawing up Individual Progress Plans (IPP's), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils and the effective use of materials and personnel in the classroom
- ensuring that programs are drawn up for all pupils across all disciplines to provide an holistic approach. This includes education, physiotherapy, occupational therapy, speech and language therapy, nursing, residential and incorporates I.T. provision and access
- liaising closely with parents so that they are aware of the strategies that are being used and are involved as partners in this process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- ensuring that the monitoring and evaluation of progress of pupils through the use of existing school assessment information, e.g. class-based assessments/records, end of year assessments take place
- contributing to the in-service training of staff
- liaising with the staff in other schools, colleges etc., to help provide a smooth transition from one environment to the other

Class teachers are responsible for:

- providing an appropriately differentiated curriculum. They can draw on the School Management Team for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for monitoring support for all pupils
- giving feedback to parents

HLTA's are responsible for:

- supporting a differentiated curriculum alongside the class teachers and under instruction of the management team
- making themselves aware of this policy and procedures for monitoring support for all pupils
- giving feedback to parents

Special Support Assistants should:

- be fully aware of this policy and the procedures for assessing and making provision for our pupils
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

The Governing Body must ensure that:

- the necessary provision is made for every pupil with SEND
- all staff are aware of the need to identify and provide for our pupils
- all pupils join in school activities as far as is reasonably practical and compatible with their needs through regular discussions and visits to the school
- they have regard to the requirements of the SEND Code of Practice 2015
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements and oversee the school's work
- they, and the school, are involved in the development and monitoring of this policy
- the standard of provision is addressed via the school development plan
- the quality of our provision is regularly monitored

Facilities at Hollybank School include:

- Access to Hydrotherapy pool on site
- Access to Rebound Therapy on site
- Mobile sensory equipment
- Interactive digital equipment
- Hollybank Trust vehicles for educational visits in the community including horse riding.
- iPads
- Darkroom – with MSI resources
- Hoists to meet physical needs
- Sensory outdoor areas including a sunken trampoline

Our Family Engagement worker

works closely with families to ensure that barriers to attendance and learning can be removed and work either in their office or by visiting families in their homes

Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Headteacher.

For a problem that might need time to explore fully, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to contact the Headteacher or the Head of Children's Services and follow the School Complaints process which can be found in the School Complaints Policy on the school website.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and the Assistant Headteachers.
- analysis of pupil tracking data and assessments for individual pupils and for cohorts
- school self-evaluation
- the school development plan, which is used for monitoring provision in the school
- feedback from parents and staff, both formal and informal.
- termly reviews of IPPs and targets to promote progression and celebrate success.