

# **Handsworth Grange**

## **Special Educational Needs and Disability**

### **(SEND) Policy**

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## Changes to this edition

First edition. This Policy should be read in conjunction with the Handsworth Grange SEND Information Report and the Minerva Trust SEND Policy.

## Compliance

### Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

In compliance with the SEND code of Practice 0-15 (June 2014), Handsworth Grange has a qualified teacher designated as Special Needs and Disabilities co-ordinator (SENCO) who has achieved a National Award in Special Educational Needs Co-ordination within three years of appointment. The named SENCO at Handsworth Grange is Joanne Brocklesby

## The Vision

Handsworth Grange has always been committed and will continue to be committed to ensuring that all pupils receive a broad and balanced curriculum regardless of any additional need. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

As stipulated in the Code of Practice 2014, all members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure pupils with additional needs are given the opportunity to reach their potential. Handsworth Grange take this responsibility very seriously and it forms a thread through our curriculum planning, delivery, tracking and assessment. Educational excellence is at the heart of our Trust and it is an ideal that Handsworth Grange champions. SEND forms part of a wider inclusion brief bringing a more coordinated approach within school to a wide range of support initiatives under the four broad areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## Aims and objectives

Provision at Handsworth Grange is characterised by:

- a robust transition procedure with primaries (for y7) and post-16 settings (for y11 )
- a robust whole school procedure for the tracking and monitoring of a range of pupil data for the identification of those who potentially require support for SEN
- a robust whole school procedure for the monitoring of the standards for teaching and learning across school
- a robust whole school coaching and mentoring procedure to support staff development which includes developing knowledge of SEND
- efficient sharing of pupil needs and strategies with all relevant teaching staff to ensure appropriate differentiation of 'Quality First Teaching' for SEND pupils
- efficient sharing of pupil needs and strategies with all relevant non-teaching staff to ensure inclusion in full school life
- the employment of teachers with specialist training to deliver a bespoke English and maths curriculums to learners who struggle with a mainstream curriculum
- open communication channels for parents and carers to help foster good 'working together' relationships
- a pupil centred approach underpinning all decisions regarding any SEND outcomes and provisions
- pupil support plans that focus on pupil centred outcomes
- a strong working relationships with outside professionals
- a holistic approach to support
- close partnership with Minerva trust schools and locality schools in developing best practice.

## Values

The values of Handsworth Grange and Minerva Learning Trust are entwined and are integral to supporting pupils with SEND and will provide:

- a student with every opportunity to reach their full potential
- Recognition of the need to provide a bespoke package of support for pupils with additional needs.
- An inspiring and challenging environment for pupils, generating a life-long love of learning.
- an environment of mutual respect
- every teacher a teacher of SEND
- well trained support and teaching staff using outside SEND training specialists when needed
- inclusive practice which ensures provision matches need through diagnostic assessment and specialist consultation
- an on-going drive to achieve academic and personal success

## Expectations

This Policy, along with the Handsworth Grange SEND Information Report is published in compliance with the SEND Code of Practice 2014 (6.79) and will be updated annually.

## Definition of SEN

A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.”

CoP 2014

Pupils identified as having a SEN fall into one of two categories:

1. SEN Support (K)

Pupils require some form of additional support over and above the normal curriculum e.g. literacy support, social communication intervention etc.

2. Education and Health Care Plans (EHCPs)

A minority of pupils will have an Education, Health and Care Plan (EHCP); these documents include details of the student's special educational need and the arrangements needed to support that student in school. The statement/EHCP is a legal document and the school must follow its guidance.