



Special Educational Needs & Disability (SEND) Policy

**Reviewed and agreed by governors:
21 November 2019**

Special Educational Needs & Disability (SEND) Policy

Contextual information about the school's SEND Policy:

The phrase Special Educational Needs is defined in section 20 of the Children and Families Act 2014:

- 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.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she--
 1. has a significantly greater difficulty in learning than the majority of others of the same age, or
 2. 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.
 3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

All of our students have a diagnosis of learning difficulties and have an EHC plan. Many student's have additional needs including hearing impairment, visual impairment, ADHD, ASD, physical difficulties, and some students have significant medical conditions. Many students need additional support with communication and some in managing their emotions.

Seven Hills School is committed to providing outstanding teaching and learning opportunities for all our students. Students are challenged to achieve their full potential. Teaching is designed to inspire and create curiosity and engagement and provide active learning opportunities. We pride ourselves on helping to influence and shape future citizens who can contribute to their own well-being and that of others and who can achieve their own individual goals and aspirations.

Seven Hills School is also committed to providing a secure, enjoyable and stimulating learning environment which will enable students to realise their potential as individuals in society; providing equal access to a broad and balanced curriculum which:

- meets statutory requirements
- reflects the cultural diversity of society
- meets the needs of all students
- develops skills for independence and a pathway for an active role in society

Aims of the SEN policy

To ensure practice reflects our school mission statement

To ensure students receive the provision set out in their Education Health and Care Plans

To identify the changing needs of students

To respond to these changing needs so that students can further develop their potential as individuals.

To reflect the school's Local Offer which is available at:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page>

The School's Special Educational Needs Co-ordinator is: Kerry Tute

She can be contacted at the school: 0114 2743560

Admission Arrangements

Admission to Seven Hills School is arranged by the local education authority in consultation with parents and the Headteachers. All students must have an EHC plan in order to attend the school. On first contact with the student and their family, we provide opportunity for parents/carers to visit school and meet the Headteacher or a member of the senior leadership team. We do not encourage parents/carers to bring their child on this initial visit as this may give them an expectation that the decision about their future provision has been made. Parents/carers should put their requests for a place at Seven Hills to the local authority SEN Section (contact 0114 273 6394). The local authority will then consult with the school about the appropriateness of the placement and their ability to meet the child's needs. The local authority will respond to parents/carers in writing in line with the time frame set out in the SEND Code of Practice. Once a decision has been made to name Seven Hills in a child's EHC plan, parents/carers will be contacted by the school and transition arrangements agreed with the child's current school or educational setting. These arrangements may vary, depending on the needs of the child and the individual circumstances. For students transitioning from primary schools into our year 7, a detailed programme of transition events is in place and primary schools are invited to support these arrangements each year.

Children with Medical Needs

The school fully supports students who have physical needs and/or medical conditions in addition to their SEND, ensuring they have full access to the curriculum. In order to ensure these students can participate fully in school life and educational activities provided by the school, a number of teaching assistants have undertaken additional training in order to be able to administer medication and undertake some basic medical procedures, both as routine administration or in emergency situations. The school employs two members of staff in the role of health coordinators, who in turn organise relevant medical training for other staff, and liaise with medical professionals about the medical needs of students.

Professional Support Staff

Seven Hills School works closely with speech and language therapists, physiotherapists, occupational health therapists as well as a variety of medical professionals at Sheffield Children's Hospital and Ryegate Children's Centre. Students with physical disabilities, mobility difficulties or postural management needs are supported by teaching assistants in liaison with physiotherapists and occupational therapists. Two support assistants have an additional responsibility for coordinating the management of moving and handling and organising necessary training for other staff.

Special Facilities

Seven Hills has:

A designated treatment room for physiotherapy.

A staff/student medical/welfare room

Two classrooms that incorporate specialist sensory areas

A Woodland Walk and outdoor shelter

A Rainbow Garden (outdoor learning)

A horticulture garden and poly-tunnel

A horticulture Cabin

A specialist Food Studies room

An art/D&T room
A Relaxation Room
A Dance/Drama studio
A library
Two school minibuses
Hydrotherapy is provided off-site

Provision, Assessment and Progress Reviewing

Using students' EHC Plans and other assessments documents, class teachers identify the key areas of development for students and produce Individual Learning Priority documents each term, focussing mainly on the core subjects of Maths, English and PSHCE. These are used to plan lessons that meet the needs of all learners.

To allow small steps in progress to be measured, Seven Hills uses Educater and B Squared software to record students' progress and this is reviewed termly. Parents and carers are invited to a review meeting every year to discuss progress towards the long term objectives set out in the EHCP. Class teachers meet with parents/carers and other professionals, if appropriate, to discuss progress and set targets for the forthcoming twelve months. Where appropriate, students are encouraged to take part in their Annual Review and comment on their learning progress and their aspirations for the future.

Parents are encouraged to give their views formally in writing prior to the Annual Review Meeting. The continuing suitability of Seven Hills School in meeting the student's educational needs is also discussed and whether a change of provision needs to be considered.

Parents/carers are also invited to yearly parents evening events where they have the opportunity to meet all teachers of their child to discuss their progress in school.

Parents/carers and the school begin to discuss transition from Seven Hills during the Year 9 annual review process. The majority of students go into Seven Hills' Post 16, further

education at College or access social care provision within Sheffield. A small number go to independent providers. From year 9 Sheffield Futures (independent careers advisors) work with students and their families, offering support and guidance on options available on leaving school. Students leave Seven Hills at the end of years 11, 12, 13 or 14 depending on individual needs and their personal preference.

The Curriculum

The curriculum is organised into four pathways: Developmental; Semi-formal; Formal and Post 16, incorporating the subject areas: Physical (P.E, Healthy Lifestyles, Food); Wider World (Wider World, Work-related Learning and Science); Creative (Art, D&T, Music, Performing Arts); SMSC (Spiritual, moral, social & cultural education, Life Skills, PSHCE, R.E.) and Computing. All of which are underpinned by a central core of maths and English. Students who are not yet ready for subject-specific learning follow a play-based curriculum through the Developmental strand. Classes are organised into three phases: Phase 1 (Yr7 & Yr8), Phase 2 (Yr9, Yr10 & Yr11) and Phase 3 (Post 16). Most classes are mixed age (within the phase) which allows them to be broadly grouped according to need.

Accreditation

Where possible student attainment is recognised through nationally recognised accreditation schemes e.g. ASDAN, AQA Unit Awards, Entry-Level Functional Skills Awards.

Preparing for Life in Modern Britain

At Seven Hills we actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is done through our spiritual, moral, social and cultural (SMSC) education which permeates throughout our curriculum and school experience, supporting the development of the whole child. Staff work closely with parents, careers and other professionals to ensure that students at Seven Hills are happy, well cared for and enabled to learn the skills they need to live a fulfilling life.

School Staffing and Partnership with Outside Agencies

The Governing Body delegates to the headteachers responsibility for all the organisation, delivery and review of training for staff. The headteachers, in consultation with school colleagues and governors create a detailed School Development

Plan that includes training priorities and improvement strategies that reflect the current and future needs of the school.

The School liaises with a range of outside agencies, including CAMHS, NHS professionals and social care, educational psychology service and Sheffield Futures. Physiotherapists, Speech and Language Therapists and Occupational Therapists are based at the school for part of the week.

Evaluating the Success of the Special Educational Needs Policy

The school's SEND provision is evaluated as part of the annual whole-school self-evaluation process to ensure that:

- Transitions from primary school to Seven Hills meet the highest standards in supporting every student to feel secure
- The curriculum is broad, balanced and relevant for every student
- Assessment data is used effectively to guide teaching and learning and ensure that students make good progress
- We continue to develop new ways to engage our most vulnerable students
- We continue to enhance our work with parents/carers for the good of students
- We take the views of parents/carers, staff and students into account in organising the school
- Students receive the best possible care during their time at Seven Hills.

Equal Opportunities

All students have equal access to a curriculum that is broad, balanced and relevant to their individual needs.

Links to Other Policies/Documents

Marking and Assessment Policy

Curriculum Plan

Accreditation Policy

CPD Policy

Equal Opportunities Policy

School Development Plan

The effectiveness of this policy will be reviewed through the systematic process of whole school self-review and evaluation. This process will use the following evaluation tools:

Lesson Observations

Data analysis

Analysis of ILP and Annual Review Targets
Evaluation of School Development Plan
School Improvement Partner and Ofsted Reports

The policy will be reviewed every two years.