



SPECIAL EDUCATIONAL NEEDS POLICY

Version: January 2021

Status	Statutory
Responsible Management Committee (MC)	Curriculum
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Responsible Person	SENCO / Head of Centre
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Aims

At Herefordshire Pupil Referral Service (HPRS) we aim to provide high quality education to all our pupils regardless of any special educational need. Our aim is to promote best practice in the identification and assessment of SEN and provide the best possible access to inclusive education so that all our pupils have the opportunity to realise their full potential.

The SEN policy at HPRS aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Support pupils to achieve their own personal best.
- Support pupils to become confident and resilient individuals.

Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report



Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The 2014 Code of Practice identifies four broad areas of SEND;

1. Communication and interaction; for example, autistic spectrum disorder, Asperger's Syndrome, Speech and language difficulties.
2. Cognition and learning; for example, dyslexia and dyscalculia.
3. Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD), anxiety.
4. Sensory and/ or physical needs, for example, visual impairments, hearing impairments, physical disability.

SEN provision at HPRS will be guided by the following principles

HPRS will identify pupils with SEN and assess their needs

- When deciding whether special educational provision is required, HPRS will start with the desired outcomes, including the expected progress and attainment together with the views and the wishes of the pupil and their parents/ carers.
- We will use this to determine the support that is needed and how we can provide it by adapting our core offer, or whether something different or additional is appropriate.

HPRS will consult and involve pupils and parents

- At HPRS, an early discussion with the pupil and their parents will identify whether the pupil needs special educational provision.
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- All pupils within our setting will receive small group teaching and/or 1:1 support in order to best enable their learning.
- HPRS will formally notify parents when their child is eligible for specific Exam Access Arrangements through assessment and the pupil's Normal Way of Working.



Assess and review pupils' progress towards outcomes

- HPRS will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- Following the induction programme, all teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required and appropriate.
- HPRS will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Adaptations to the curriculum and learning environment

- HPRS will enable pupils with SEN to engage in activities available to those at HPRS who do not have SEN
- HPRS will provide support for improving emotional and social development, where there is an assessed need by supporting 1:1 literacy and numeracy catch-up lessons.
- We have a zero tolerance approach to bullying of or by any pupil
- HPRS will work with, and refer pupils to, other agencies when and where appropriate

Support pupils moving between phases and preparing for adulthood

- HPRS will share information with the school, college, or other setting the pupil is moving to in a timely manner.
- As part of our school contract with parents, we will agree with parents and pupils which information will be shared as part of transition.

Enable pupils with SEN to engage in activities available to those at HPRS who do not have SEN

- All of the enrichment activities and school visits provided at HPRS are available to all our pupils.
- All pupils are encouraged to go on trips.
- All pupils are encouraged to take part in non-classroom based activities provided by HPRS.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Roles and responsibilities of staff at HPRS

The SENCO

The SENCO at HPRS will:

- Work with the Head of Centre and SEN representative of the Management Committee to determine the strategic development of the SEN policy and provision in HPRS
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

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- Advise on the graduated approach to providing SEN support
- Advise on the deployment of resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with our independent careers advisor and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- If the pupil has an EHCP, the SENCo will support the annual review process and work with the SEN team to ensure HPRS can meet the pupils needs.
- Work with the Head of Centre and Management Committee to ensure that HPRS meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure HPRS keeps the records of all pupils with SEN up to date

The SEN representative of the Management Committee

The SEN representative of the Management Committee will:

- Help to raise awareness of SEN issues at Management Committee meetings
- Monitor the quality and effectiveness of SEN and disability provision within HPRS and update the Management Committee on this
- Work with the Head of Centre and SENCO to determine the strategic development of the SEN policy and provision in HPRS

The Head of Centre

The Head of Centre will:

- Work with the SENCO and SEN representative of the Management Committee to determine the strategic development of the SEN policy and provision at HPRS
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Complaints about SEN provision

Complaints about SEN provision at HPRS should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy which will be made available on request.

HPRS provide an inclusive learning environment and seek to develop this at every opportunity.



GLOSSARY OF SEN TERMS

Annual review

The review of a statement of an Educational Health Care Plan that a local authority (LA) must make within 12 months of making the statement or, as the case may be, of the previous review.

Autistic Spectrum Condition (ASC)

ASC is a term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASC find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behavior, which affects their ability to interact with children and adults
- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASC cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with ASCs may have difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech. Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with ASCs have a different perception of sounds, sights, smell, touch and taste, and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively, e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills, have difficulty adapting to new situations and often prefer routine.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with ASC.

Carer

For the purpose of the Code, a carer is a person named by an LA to care for a child for whom the social services department has parental responsibility, i.e. a child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes



of the Education Acts because he or she has care of the child (see the definition of 'Parent'). If so, he or she will have a role to play in the consideration of a child's SENs.

Child Protection Register

In each area covered by a social services department, a central register must be maintained that lists all the children in the area considered to be suffering from, or are likely to suffer, significant harm and for which there is a child protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues.

Children 'in need'

A child is deemed to be 'in need' if:

- he or she is unlikely, or does not have the opportunity, to achieve or maintain a reasonable standard of health or development without provision made by the LA
- his or her health and development is likely to be significantly impaired or further impaired without the provision of services by the LA
- If he or she is disabled (Section 17(10), Children Act 1989).

Disapplication

Removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these, including entire subjects or the entire National Curriculum (see also 'Modification')

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Specific learning difficulty (SpLD) Dyslexia

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Specific learning difficulty (SpLD) Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.



Education supervision order

This is an order that LAs, under section 36 of the Children Act 1989, can apply for to put a child of statutory school age who is not being properly educated under the supervision of the LA, with the intention of ensuring he or she receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents.

Education welfare officer

This is a person employed by an LA to help parents and LAs meet their respective statutory obligations in relation to school attendance. Education welfare officers also carry out related functions such as negotiating alternative educational provision for excluded pupils. In some LAs, education welfare officers are known as education social workers.

Funding authority

The Education Act 1993 provides for the establishment of two funding authorities: in England, the Funding Agency for Schools (FAS), which was established on 1 April 1994; and in Wales, the Schools Funding Council for Wales (SFCW), which the Act empowers the Secretary of State for Wales to set up by Order. No Order has yet been made.

The FAS is responsible for calculating and paying grants to grant-maintained and grant maintained special schools and has responsibilities for the provision of school places in areas where there are significant numbers of grant-maintained schools. The SFCW has similar responsibilities.

Hearing impairment (HI)

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

Integration

This incorporates the education of children with SENs together with children without SENs in mainstream schools wherever possible and ensuring that children with SENs engage in the activities of the school together with children who do not have SENs.

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal



differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Modification

This refers to the amendment or alteration of a programme of study, attainment target, assessment or any other component of the National Curriculum in order to give the child access to that area of the Curriculum (see also 'Disapplication').

Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Named LA Officer

This is the person from the LA who liaises with parents over all the arrangements relating to statutory assessment and the making of a statement. LAs will inform parents of the identity of the officer when they issue a notice of a proposal to make a statutory assessment of a child. Named person This is the person whom the LA must identify when sending parents a final version of a statement. The named person, who should usually be identified in cooperation with the parents, must be someone who can give parents information and advice about their child's SENs. He or she may be appointed at the start of the assessment process and can then attend meetings with parents and encourage parental participation throughout that process. The named person should normally be independent of the LA and may be someone from a voluntary organisation or parent partnership scheme.

Note in lieu

This is a note issued to the child's parents and school when, following a statutory assessment, the LA decides not to make a statement. The note should describe the child's SENs, explain why the LA will not make a statement and make recommendations about appropriate provision for the child. All the advice received during the assessment should be attached to the note sent to the parents and, with their consent, also be sent to the child's school.

OFSTED — Office for Standards in Education / OHMCI — Office of Her Majesty's Chief Inspector (Wales) These are non-ministerial government departments established under the Education (Schools)



Act 1992 to take responsibility for the inspection of all schools in England and Wales respectively. Their professional arm is formed by Her Majesty's Inspectors (HMI).

Parent

This is defined in section 114 (1D) of the Education Act 1944, as amended by the Children Act 1989. Unless the context requires otherwise, a parent in relation to a child or young person includes any person who:

- is not a natural parent of the child but who has parental responsibility for him or her
- has care of the child.

Section 114(1F) of the 1944 Act states that for the purposes of sub-section (1D):

- Parental responsibility has the same meaning as in the Children Act 1989
- In determining whether an individual has care of a child or young person, any absence of the child or young person at a hospital or boarding school and any other temporary absence shall be disregarded.

Parental responsibility

Under section 2 of the Children Act 1989, parental responsibility falls upon:

- All mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- Mothers who were not married to the father at the time of the child's birth
- Fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order
- Parental responsibility has the same meaning as in the Children Act 1989
- In determining whether an individual has care of a child or young person, any absence of the child or young person at a hospital or boarding school and any other temporary absence shall be disregarded.

Under section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department (SSD) designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The SSD cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection Order is in force under Section 44 of the Children Act 1989.



A person holding parental responsibility may make arrangements for another person to exercise that responsibility on his or her behalf — for example when the parent is on an extended visit abroad or during a time in hospital. This delegation does not remove the original parental responsibility. The Children Act 1989 introduced a concept of enduring parental responsibility (section 2(6)), which can only be removed through a court and which confers duties as well as rights on all those who have such responsibility.

Parental responsibility is defined under section 3(1) of the Children Act 1989 as covering all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property.

Peripatetic teacher (or specialist, advisory, or support teacher)

This is a teacher with specific expertise who travels from school to school and is employed by the LA to give appropriate specialist advice and support to the child and the school. Often 15 he or she will also teach children with SENs on a sessional basis, usually when an individual school does not justify the services of a full time teacher for the purpose.

Physical disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe.

In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

Portage

This is a planned approach to home-based pre-school education for children with developmental delay, disabilities or any other SENs. Portage began in Portage, Wisconsin, USA, and there is now an extensive Portage network in the UK, which is overseen by the National Portage Association.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their



learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

Regional Organisations Expert in Information Technology for Communication Difficulties

This refers to the Aids to Communication (ACE) centres in Oxford and Oldham, the Centre for Micro-Assisted Communication at Charlton Park School, London SE7 and Communication Aids Centres funded under the NHS.

Responsible person

This is the headteacher or appropriate governor that is chair of the governing body unless the governing body has designated another governor for the purpose. In the case of a nursery school, the responsible person is the headteacher. The responsible person must be informed by the LA when they conclude that a pupil at a school has SENs. The responsible person must then ensure all those who will teach the child know about his or her SENs.

SCEA

This is the Service Children's Education Authority, which oversees the education of UK service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on SCEA and UK schools.

SEN coordinator (SENCo)

This is the member of staff of a school who has responsibility for coordinating SEN provision within that school. In a small school the headteacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

SEN Disability Tribunal (SENDIST)

This is an independent tribunal set up by an Act of Parliament for determining appeals by parents against their LA about children's SENs, where parents cannot reach agreement with the LA. SENDIST also considers parents' claims of disability discrimination in schools.

Severe Learning Difficulty (SLD)

Pupils with SLDs have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLDs will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their pre KS1 emergent skills will be assessed using an Early Years Curriculum Profile Standard for Knowledge and Understanding.



Transitional arrangements

These are legal provisions that provide for a smooth changeover from the legal regime established by the Education Act 1981 and the Education (Special Educational Needs) Regulations 1983, to those established under the Education Act 1993 and the Education (Special Educational Needs) Regulations 1994.

Transition plan

This is a plan that should form part of the first annual review after the child's 14th birthday and any subsequent annual review. The purpose of the plan is to draw together information from a range of individuals within and beyond the school to plan coherently for the young person's transition to adult life.