



HPRS Special educational needs and disabilities (SEND) policy

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure that HPRS fully implements national legislation and guidance regarding pupils with SEND
- Set out how HPRS will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND support to access all aspects of the curriculum
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND to transition to the next stage of their learning
 - Communicate with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Herefordshire Pupil Referral Service (HPRS) we aim to provide high-quality education to all pupils. We are committed to making sure all pupils have the chance to thrive and support them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of all.

Mission

To re-engage the disengaged

Vision

To create a supportive and non-judgmental, nurturing environment for young people to engage in learning.

Values

We aim to

- Build confidence
- Improve self-esteem
- Show concern for others
- Treat all members of the school community with respect and dignity
- Welcome and value all
- Identify barriers to progress
- Support to achieve potential
- Prepare for life after HPRS

3. Legislation and guidance

This 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 SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDcos) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out the Management Committee's responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most others of the same age, or
- A disability which prevents or hinders them from accessing a provision provided for others of the same age in mainstream schools

Special educational provision is an 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.

5.2 Disability

Pupils are considered to have a **disability** if they have an impairment that has a substantial and long-term adverse effect on their ability to access normal daily activities.

The school will make reasonable adjustments for pupils with additional learning needs, so that they are not at a disadvantage compared with their peers.

5.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils may have needs in more than one area, and their needs may change over time.

Interventions will be put in place that reflect the pupil's area(s) of need. Supporting information or diagnoses may be shared by previous schools, or by other professionals or by parents/carers

AREA OF NEED	
Communication and interaction	Pupils with needs in this area may have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or may not understand or use the social rules of communication. Pupils who are on the autism spectrum (ASC) may have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which may impact one or more specific aspect of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example, as challenging, or disruptive behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDco

The SENDco at our school is April Howard.

The Assistant SENDco at our school is Shelley Davies.

The SENDco will:

- Share information with parents/carers around their learning needs their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and SEND representative of the Management Committee to determine the strategic development of the SEND policy and provision in HPRS.
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.

When a pupil transitions to a different provision:

- Ensure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or provision in a timely manner.
- Work with the headteacher and Management Committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure HPRS keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the HPRS plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support that HPRS offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the SEND information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the identification of SEN, both within HPRS and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The SENDco and Assistant SENDco can be contacted by the Centre the pupil attends at:

- H3 Hospital School
01432 343636
admin@h3.hprs.hereford.sch.uk
- The Aconbury Centre
01432 341096
ks3admin@hprs.hereford.sch.uk
- St Davids Centre

01432 274485

Ks4admin@hprs.hereford.sch.uk

Alternatively, SENDIASS offer free, impartial advice to students and their parents. They can be contacted here-

Telephone – 01432 260 955

Email - sendiass@herefordshire.gov.uk

6.2 The Management Committee

The Management Committee is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of children with additional learning needs, the steps taken to ensure that all children are treated equally, the resources provided to ensure equality of opportunity, and the school's accessibility plans.
- Ensure that there is a qualified teacher designated as SENDco for the school and that the key responsibilities of the role are set out, and to monitor the effectiveness of this.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice.

6.3 The SEND representative of the Management Committee

The SEND representative of the Management Committee is Sarah Robertson, and they will:

- Help to raise awareness of SEND issues at Management Committee meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Management Committee on this.
- Work with the headteacher and SENDco to determine the strategic development of the SEND policy and provision in the school.

6.4 The Head of Service

The headteacher will:

- Work with the SENDco and SEND representative of the Management Committee to determine the strategic development of the SEND policy and provision within the school.

- Work with the SENDco and management Committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENDco has allocated time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENDco, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENDco, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDco and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- 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 consider how they can be linked to classroom teaching.
- Working with the SENDco to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

Pupil's views will be taken into account alongside those of parents/carers in making decisions around provision.

7. SEN information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. The SENDco or other designated member of staff will ensure that all available baseline information has been shared with HPRS.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or improve upon their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will discuss the issue with the SENDco to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. HPRS will ensure there are clear referral routes for staff wishing to bring to the notice of the SENDco a pupil who may be experiencing SEN. Preliminary discussion with the SENDco or the head of centre is positively encouraged at all times.

Slower than expected progress or lower attainment will not automatically mean a pupil is recorded as having SEN.

Pastoral support is available for all pupils and HPRS recognize the importance of this in supporting engagement and strengthening home/school links.

Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the effectiveness of the support that is needed and or whether additional resources are needed to ensure this.

Pupils may join HPRS and

- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health and care plan (EHCP).

The SENDco or other designated member of staff will ensure that accurate information is shared and transition is appropriately supported.

HRS may consider the following interventions:

- Extra Literacy Interventions.
- Extra Numeracy Interventions.
- Timetable and/or curriculum adaptation.
- Work experience placements.
- Alternative provision when appropriate.
- SEMH support.
- Pastoral student support plan.
- Specific interventions as listed on EHC Plans or as guided by external agencies.

As well as work with other agencies to support our pupils needs (see 10).

Some pupils may join the school with a pupil passport in place and this information will be shared with staff.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents during the induction process. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account parental concerns as well as aspirations.
- Everyone understands the agreed outcomes sought for the child.
- There is a clear understanding around next steps and transition to the next stage of learning.
- All pupils within our setting will receive small group teaching and/or 1:1 support in order to best support their learning.

Notes of these early discussions will be added to the pupil's record and given to their parents.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The class or subject teacher will work with the SENDco to carry out a clear analysis of the pupil's needs. This alongside the induction programme will draw upon:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The pupil's development in comparison to their peers and national data.
- The views and aspirations of parents/carers.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDco will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and may also be made available to staff in a pupil passport or individual education plan.

Parents will be fully aware of the planned support and interventions, and may be asked to support or reinforce learning objectives at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDco will support the teacher in further assessing the pupil's particular strengths and weaknesses, in identifying barriers and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils.
- The level of progress made towards identified outcomes.
- The views of school staff who work with the pupil.

The teacher and the SENDco will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

HPRS will ensure that:

- All pupils will be provided with quality first teaching which is differentiated to meet the diverse needs of all learners.
- Pupils with a learning disability will be provided with reasonable adjustments – including additional resources - to overcome disadvantage and improve their access to the taught curriculum.
- Access arrangements for examinations will be applied for, in line with the individual pupil's usual way of working and JCQ guidelines.
- HPRS regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This process included reviewing and, where necessary, improving and updating teachers' knowledge of SEND teaching.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes which include:
 - Classroom observations by the Senior Leadership Team (SLT) and external verifiers.
 - Ongoing assessment of progress made by all pupils.
 - Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 - Teacher meetings with SENDco to provide advice and guidance on meeting the needs of pupils with SEND.
 - Pupil and parent / carer feedback on the quality and effectiveness of interventions provided.
 - Teacher mark book scrutiny.
 - Attendance and behavior records.
- All Pupils have individual targets.
- Pupil attainments are tracked using whole school tracking systems and those failing to make expected levels of progress are identified quickly, support and intervention is then discussed and implemented.
- Where it is that special educational provision is required to support a pupil's attainment, parents / carers will be informed that the school considers their child may require SEND support and their partnership is sought to support this decision. The pupils referring school will also be informed of this and support from their SENDco will be sought.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from outside agencies regarding strategies to best meet the specific needs of the pupil. HPRS will seek support from the pupil's referring school with regards to this. Such intervention will only be undertaken after parent / carer permission has been obtained and may include referral to:

- Hereford LA special educational needs team.
- Social, emotional and mental health (SEMH) Inclusion Service.
- Hearing Impairment Team.
- Visual Impairment Team.
- Community Paediatrics.
- Autism outreach support.
- Educational Psychologist Service.
- Educational welfare officer.
- Physical and Disability support service.
- Social Services.

- Early Help team.
- School Nurse.
- GP.
- Child and Adolescent mental health Service (CAMHS).
- ONSIDE- Formerly CLD.
- Mental Health in Schools Team.
- Children's Occupational Therapy.
- Speech and Language Therapy.
- Hereford Children's Service for Gypsy Roma Traveller (GRT).

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

At least one annual review will be held each academic year for children with EHC Plans. Our annual reviews are person centred, parents and students are expected to contribute heavily to these meetings to ensure that the needs of the pupil are being sufficiently met.

Parents or their children may wish to call an early annual review or a second annual review if they have concerns about the child's progress or provision.

Where parents are interested in taking the personal budget for their child, they are encouraged to discuss this at the annual review with the SENDco.

Where a parent feels that their child warrants an EHC Plan, they are advised to contact the SENDco to discuss this further. Where a pupil is identified with a SEND and a graduated approach has been unsuccessful in narrowing the progress gap, the SENDco will discuss this with the parents or guardians of the child and may make an application for a statutory assessment with the aim of securing an EHC Plan for the student.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by, using provision maps.
- Carrying out the review stage of the graduated approach in every cycle of SEN support.
- Using pupil questionnaires.
- Monitoring by the SENDco.
- Holding annual reviews for pupils with EHC plans.
- Getting feedback from the pupil and their parents.

9. Expertise and training of staff

Professional development will be available to all teaching and support staff and may reflect pastoral or curriculum development or aspects of the school improvement plan. The headteacher and the SENDco will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Our SENDco is currently completing the SENDco NPQ.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff regularly have CPD on many areas of SEND such as Autistic Spectrum Condition, Specific Learning Difficulties and Attention Deficit Hyperactivity Disorder. During this CPD, staff are made aware of the signs and symptoms of a particular SEND and been given strategies to help support students with that SEND.

We may use specialist staff for detailed SEND assessments or when a professional from an external agency wishes to work with a particular student in the school setting. This may include Occupational Therapists, Physiotherapists, Speech and Language Therapists or Educational Psychologists.

HPRS also receives training from external services such as the Virtual School and the Mental Health in Schools Team.

10. Links with external professional agencies

HPRS recognizes that whenever necessary the school will work with external support services such as:

- Speech and language therapists.
- Specialist teachers or support services.
- Educational psychologists.
- Occupational therapists, speech and language therapists or physiotherapists.
- General practitioners or paediatricians.
- School nurses.
- Child and adolescent mental health services (CAMHS).
- Education welfare officers.
- Social services.
- Multi-agency safeguarding hub (MASH).
- Early Help Assessment Team, such as Vennture or No Wrong Door.

This is not an exhaustive list, but the professionals listed above can play a key role in supporting the work we do in school to ensure the pupil makes progress.

11. Admission and accessibility arrangements

HPRS has 89 places for pupils in Years 7-11, split across our Key Stage 3 (The Aconbury centre), Key Stage 4 (St David's Centre) and the Hospital School (H3). The Local Authority commissions 55 places for priority permanently excluded pupils and there are an additional 10 places that can be commissioned directly from schools. Our H3 centre provides up to 25 full-time places for pupils who are unable to access mainstream education for issues relating to anxiety, mental health and severe medical conditions.

Any pupil referred to the service should be presenting with continuing, concerning, challenging behaviour and will have received previous interventions from within their mainstream schools, often with multi-agency involvement.

The full admissions criteria document is on the HPRS website

11.1 Admission arrangements

Permanently Excluded pupils

All permanently excluded pupils in Years 7 to 11, who are resident in Herefordshire, will be expected to attend HPRS from the 6th day following a permanent exclusion. It is the responsibility of the excluding school to provide work for the first 5 days and for parents to ensure the pupil is not in a public place during school hours.

The excluding school must inform the Local Authority immediately. HPRS MUST be informed via a fully-completed HPRS Information Passport – or equivalent - on the first day of the exclusion to ensure the 6-day timescale can be met.

Other Referrals to St David's or Aconbury – Level 4 and Intervention

The aim of a HPRS referral is to support pupils to change behaviours and to support schools to avoid the use of permanent exclusion. Referrals can be discussed with HPRS prior to any formal referral being made. A referral is formally triggered via a fully completed HPRS Information Passport. The document MUST be completed in full and additional relevant paperwork submitted in order to avoid any delay in processing the application.

All referrals should be made in accordance with the HPRS Levels of Need. Please see the HPRS document 'Information for Schools' for details on the types of support we offer.

The following criteria apply:

- Referrals are made by schools/local authorities (we are unable to accept referrals from parents).
- Referrals are accepted from schools who have already provided a range of appropriate support and intervention.
- The primary need for a referral to HPRS must be behavioural. *Whilst pupils may also have other presenting needs, such as communication and interaction difficulties (eg. ASD), cognition and learning' difficulties (eg. a specific learning difficulty), or sensory and/or physical needs (eg. visual impairment), behaviour must be the overriding concern.*
- We are unable to support pupils with severe or profound and multiple learning difficulties.

H3 Hospital School referrals

H3 is a short stay Hospital and Outreach Education service. We are commissioned by Herefordshire council to provide education for pupils who are unable to attend school due to their diagnosed complex medical and/or mental health condition. All pupils MUST have a referral completed by a consultant paediatrician or CAMHS consultant. We are unable to accept referrals from parents.

Pupils come to us on a short-term measure having missed education due to their medical condition. Working with the young person's school and medical professional, we aim to motivate, inspire, and empower young people to be able to return to school after a period of absence due to ill health.

We provide education face to face and/ or online depending upon a young person's ability to engage in education. Working with medical advice we put in place a programme of study that is manageable for the young person. When they are well enough to attend school, we work with the school on a reintegration plan to support a smooth transition back to mainstream school.

Our pupils are with us for vastly different reasons. We believe in each and every one of them and strive to ensure they can return to their school, friends and everyday life as soon as possible.

11.2 Accessibility arrangements

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents / carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

The service provides pupils with a broad and balanced curriculum, differentiated and personalised, to match their learning needs. The following documents/policies support this aim:

- School Improvement Plan.
- Curriculum Policy, Development Plans & Maps.
- Attendance Policy.
- Special Educational Needs Policy.
- Managing Medications Policy.

The Accessibility Policy can be viewed on the HPRS website at <https://www.hprs.hereford.sch.uk/about-hprs/policies/> and is divided into four sections:

- Section 1: Access to the Curriculum for pupils.
- Section 2: Access to Pastoral Support for staff, parents and pupils.
- Section 3: Site Accessibility for staff, parents, pupils and the community.
- Section 4: Access to Information for staff, parents, pupils and the community.

Pupils across the service have access to appropriate pastoral support dependent on their age and specific needs.

We aim to make all areas of HPRS accessible where possible for pupils, staff, parents and visitors. Where buildings cannot be adapted, changes will be made, typically this will mean re-rooming to accessible accommodation.

Our aim is to ensure that pupils, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDco, April Howard. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head of Service, Beverley Blower, in the first instance. They will be handled in line with the school's complaints policy accessible here <https://www.hprs.hereford.sch.uk/about-hprs/policies/>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents.

13.2 Monitoring the policy

This policy will be reviewed by the SENDco **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full Management Committee.

14. Links with other policies and documents

This policy links to the following documents:

- The local offer.
- The SEN information report.
- Accessibility plan.
- Behaviour policy.
- Equality information and objectives.
- Supporting pupils with medical conditions policy.
- Attendance policy.
- Safeguarding / child protection policy.
- Complaints policy.