



# Horizon School SEND (Special Educational Needs and Disability) Policy

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<b>Named Manager</b>	Charlotte Thompson
<b>Prepared by</b>	Tina Stagg

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## SENDCO FOR HORIZON SCHOOL– TINA STAGG

[tstagg@horizonschool.org.uk](mailto:tstagg@horizonschool.org.uk)

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (April 2015) 3.65 and has been written with reference to the following guidance and documents:

- Children and Family’s Act (2014)
- Health and Social Care act (2012)
- Equality Act 2010: advice for Education DFE (Feb 2013)
- Horizon School SEND Information Report
- Working Together to Safeguard Children (2023)
- SEND Code of Practice 0 – 25 (April 2015)
- Engagement Model Guidance (2020)
- Statutory Guidance on Supporting pupils with medical conditions (December 2015)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Horizon Safeguarding Policy
- Teachers Standards 2012

### THE SEND INFORMATION REPORT

The SEND Information Report can be found on Horizon School’s website and should be read in conjunction with the SEND Policy.

### THE LOCAL OFFER

The local offer details the services available for children and young people with special educational needs and disabilities (SEND).

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

### THE SUFFOLK LOCAL OFFER PROVIDES:

Access to a range of support so that children and young people with SEND can be educated and enjoy social opportunities alongside their peers in their local community.

Clear accessible and accurate information about services available for children and young people with SEND, including information about and links to:

- Assessment and EHC plans
- Early years and childcare
- Education
- Health
- Independent advice and support
- Leisure activities and short breaks
- Money matters
- Preparing for adulthood
- Social care and early help services
- Travel and transport

## **HORIZON SCHOOL**

Horizon School comprises of 3 educational provisions:

- **Horizon Lower School**- A general Pupil Referral Unit (PRU) for students in Key Stage 1/2.
- **Horizon Upper School**- A general Pupil Referral Unit (PRU) for students in Key Stage 3/4.
- **Horizon School at Dragonfly**- A tier 4 NHS part residential provision for students with existing mental health issues. Education Manager: Louise Saunders, Email: [lou.saunders@horizonschool.org.uk](mailto:lou.saunders@horizonschool.org.uk)

## **REFERRALS**

Students are referred to Horizon School from the Alternative Provision Panel (AP), which is overseen by the Local Authority. Details can be found in Horizon School's Admissions Policy.

## **AIMS**

Our overarching aim is to encourage and support each student to achieve their full potential.

We aim to support students with strategies to develop their confidence to accept and value their own capabilities and possibilities, thus preparing them for transition into adulthood.

Where appropriate, we aim to support students to successfully return to mainstream education.

## **OUR VISION AND VALUES**

To develop and nurture the potential of each young person educationally, emotionally and socially in preparation for the future.

### **Core Values**

- Aspire
- Community
- Love
- Freedom

## **OBJECTIVES**

- Identify and provide for students who have SEND. (All of our students are identified as having SEND.)
- Work with students; their parents and carers and staff from the mainstream school to identify social, emotional, sensory or communication barriers to their learning, and develop strategies to better manage these needs.
- Provide a Special Educational Needs Co-coordinator (SENDCO) who will work within the guidance provided in the SEND Code of Practice, 2015 and ensure that the support stated in Horizon School's SEND Information Report is implemented.
- Provide support and advice for all staff working with students with SEND.

## **DEFINITION OF SEND**

**SEND** can be defined as having a learning difficulty or disability which calls for special educational provision to be provided.

A learning difficulty or disability can be defined as having:

- 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

**Special Educational Provision** is defined as 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.

## TYPES OF SEND

### COMMUNICATION AND INTERACTION

This includes students with speech and language delay or those who demonstrate features within the autistic spectrum.

### COGNITION AND LEARNING

This includes students who demonstrate features of moderate, severe or profound learning difficulties or a specific learning difficulty such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

### SOCIAL, EMOTIONAL AND MENTAL HEALTH:

This includes students who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration, including ADHD.

### SENSORY AND OR PHYSICAL NEEDS

This includes students with sensory or multi-sensory needs, hearing or visual impairment, processing difficulties or epilepsy.

Behavioural difficulties do not necessarily mean that a young person or young person has SEND and should not automatically lead to a student being registered as having SEND. Slow progress and low attainment do not necessarily mean that a young person has SEND and should not automatically lead to a student being recorded as having SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND.

Identifying and assessing SEND for young people or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

## DISABILITY

Many young people who have SEND may have a disability described under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more young people than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between

disabled young people and those with SEN. Where a disabled young person or young person requires special educational provision, they will also be covered by the SEND definition.

## **CHILDREN WITH SPECIFIC CIRCUMSTANCES (LAC AND EAL):**

### **LAC**

Students at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The school recognises that students who are looked after are more likely to have SEND, and it is likely that a significant proportion of them will have an EHC plan.

The school has a designated member of staff for coordinating the support for LAC. (Diane Chester)

The designated teacher will work closely with the SENDCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

### **EAL**

The school will give particular care to the identification and assessment of the SEND of students whose first language is not English.

The school will consider the student within the context of their home, culture and community.

Where there is uncertainty about an individual student, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **AT HORIZON SCHOOL WE OBSERVE TWO KEY DUTIES:**

- We **must not** directly or indirectly discriminate against, harass or victimise disabled young people
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage



Horizon School's Equality Policy and objectives and the Accessibility Plan can be found on Horizon School's website.

## **ASSESS, PLAN, DO, REVIEW**

The Code of Practice outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. All students who attend our school are identified as having a SEND need as they are not currently able to manage mainstream education.

### **ASSESSMENT AND PLANNING**

As part of the Induction process, we gather information to create a personalised learning plan known as a Personalised Action Plan (PAP). The induction meeting is held with the parent/carer, student, Headteacher, Student Engagement Practitioner (SEP) and a member of staff from the student's dual registered school. Where a student is permanently excluded, a member of Family Services from the Local Authority is invited. This provides the opportunity to jointly work with parents/carers, dual registered school and, most importantly, gain the views of the student, so that potential barriers to learning can be identified and supporting strategies can be put in place.

The dual registered school completes the 7Cs assessment and Risk Assessment, ready for discussion in the Induction meeting (details in the SEND Information Report and Admissions Policy). Academic performance data is also provided by the dual registered school. As part of the Induction process, further assessments are carried out to identify any additional barriers to learning or where any extra support needs to be implemented. These assessments are:

#### **-Diagnostic Reading Assessment (DRA) (Upper) or Salford Sentence reading Assessment (Lower)**

Provides information covering five areas: reading accuracy, reading comprehension, listening comprehension, processing speed, reading rate.

#### **-British Picture Vocabulary Scale (BPVS)**

Measures a student's receptive (hearing) vocabulary; how well a student understands the meaning of individual words.

#### **-Diagnostic Spelling Assessment**

Assesses how well a student can spell and is also used to assess the progress a student is making with spelling.

#### **-Sandwell Early Numeracy Test**

Assesses a student's ability with numbers and identifies specific numeracy skills requiring targeted teaching.

## **7Cs:**

A strength-based framework for learners with SEND that focuses on the student's ability in the following areas: cognition, communication, creativity, control, compassion, co-ordination and the curriculum.

The assessments named above are completed during the first few days after induction unless they have been completed recently by the dual-registered school.

Further assessments may be undertaken where concerns have been raised by the student, their family or school staff, for example overlays, working memory or sensory suggester.

The school will gather advice from relevant professionals about the student concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes. In tracking the learning and development of students with SEND, the school will:

- Base decisions on the insights of the student and their parents.
- Set students challenging targets.
- Track students' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

## **DO - A GRADUATED APPROACH TO SEND SUPPORT**

At Horizon School, we aim to deliver High Quality Teaching (HQT). The key characteristics of HQT are:

- Highly focused lesson design with sharp objectives
- High demands of student involvement and engagement with their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
- An expectation that students will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate students

including the use of rewards as recognition of their achievements.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants (LSAs) or specialist staff. High Quality Teaching (HQT), differentiated for individual students, by incorporating the strategies from each student's Personalised Action Plan (PAP) is the first step in responding to students who have SEND; additional intervention and support cannot compensate for a lack of High-Quality Teaching (HQT).

Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher will still retain responsibility for the student. The teacher will work closely with any Learning Support Assistants (LSAs) 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 class or subject teacher in the further assessment of the young person's particular strengths and weaknesses, in problem solving and will advise on the effective implementation of support.

## **REVIEW**

At the end of every half term, the 7Cs Assessments and Risk Assessment is completed again by staff (details in Assessment Policy) as well as current levels of attainment in each subject.

The PAP is updated with this information and the key worker reviews the progress towards the targets with the student. The student is invited to add their views which are included in the PAP review document.

The PAP is co-produced with families, to ensure that their views and knowledge of the student are included. This may occur face-to-face or virtually, depending on the family's wishes. These views inform the targets and provision for the student, with any additional comments being reported on the PAP document.

Any targets and strategies from outside agencies and the EHCP (if applicable) will be used to create the PAP.

The strategies and targets are amended or changed where necessary and the PAP is shared with all staff, the dual registered school and the family.

The PAP review document is also shared with parent/carers and the dual registered school, and feedback if requested. The feedback is then shared with the student.

There are two review days; one at the start of the Spring term and one at the start of the Summer term where parents/carers and dual registered school staff are invited to attend a review meeting with the student and the key worker. We aim to be as flexible as possible so that all parents/carers can attend. On the review days, we review the PAP as described above and we also discuss transition back to mainstream school. This may include arranging further transition meetings to initiate the process.

For students with an Education, Health and Care Plan (EHCP), an Annual Review meeting is held in addition to this process.

For Dragonfly students, a regularly updated register is kept of students with SEND.

We regularly and carefully review the quality of teaching for all students, through lesson observations, quality of work in books, PAP review meetings and recorded online behaviour logs and Progress Review meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and High Quality Teaching. (Details in Teaching and Learning Policy).

Class and subject teachers, supported by the Senior Leadership Team, make half termly assessments of progress for all students. The data is analysed to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the young person's previous rate of progress
- fails to close the attainment gap between the young person and their peers
- widens the attainment gap

The Senior Teachers hold a Pupil Progress meeting with each member of the teaching staff to explore why any student is making less than expected progress.

The response to such progress would be to identify any barriers to learning, if they have not already been identified at the PAP review meeting. The PAP is then amended, if necessary, and support from external professionals will be implemented, if applicable. These meetings fit into Horizon School's Whole Assess, Plan, Do, Review cycle for all students, enabling us to refine and revise with a growing understanding of the student's needs. This also includes documenting what has supported the student in making good progress and securing good outcomes.

Following the SEND Code of Practice assess, plan, do review, cycle guidelines, where external professionals from health or social services are involved with a student, Horizon School will help to support any assessments. Where professionals are already working with Horizon School, the SENDCO will contact them (if parents/carers are in agreement). Any intervention and support to be implemented will be decided in consultation with parents/carers and the student. Any adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, will have a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Staff will be provided with this information via the PAP, EHCP, induction paperwork and any reports from external agencies. Staff will also be updated as appropriate in staff briefings.

## **SUPPORT WITH EXAMS: ACCESS ARRANGEMENTS**

For students who have identified barriers to learning, the SENDCO will apply the most appropriate exam dispensation from the associated examination board for the subjects studied. Before an application is completed, the SENDCO, CIAG Officer and the Assistant Headteacher will make sure that the Access Arrangement is in place in lessons, so that it is the student's usual way of working. If we find that a particular Access Arrangement is successful, we will then complete an application. The student can be supported in the following ways:

- Extra time
- Breaks during the examination
- A scribe, if handwriting is very difficult to read.
- A reader
- Amplification of the paper, this could be the use of larger paper and larger print.
- Use of a word processor if writing by hand is very slow and difficult
- Separate invigilation within the centre, (the student takes the exam in a separate room away from other students.)
- A prompt, a member of staff who can gently keep the student on task during the exam.
- Copied on to different coloured paper

## **MANAGING STUDENTS NEEDS ON THE SEND REGISTER**

There is an additional level of support for students with SEND eligible for Pupil Premium:

**The Pupil Premium report can be found on the website:**

<https://horizonschool.org.uk/our-policies/>

**The DFE guidance can be found at:**

[Pupil premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk/pupil-premium)

The PPG (Pupil Premium Grant) per Student rate for 2023-2024 is as follows:

- Students in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) £1,455.
- Students in years 7 to 11 recorded as Ever 7 FSM £1035.
- Children in Care (CIC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,530.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) £2,530.

## **SPECIALIST SUPPORT**

Horizon School may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, Horizon School should consider involving specialists, including those secured by Horizon School itself or from outside agencies.

The student's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the young person in the same way as other SEND support.

Specialists could include Speech and Language Therapists, Educational Psychologists, Clinical Psychologists, advice and guidance from Suffolk's Specialist Educational Services (SES) or members of the Health and Social care teams.

## **EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS**

Once a student has been assessed and interventions have been put in place, if there is still limited progress, Horizon School may consider a referral for an assessment for an EHCP. The referral will be completed in conjunction with the parents/carers and any appropriate outside agencies (including the dual registered school).

Horizon School will fully cooperate with the LA when an assessment of the student is being conducted. The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a student with an EHC plan, the school will involve the parents and the student in discussions surrounding how the school can best implement the plan's provisions to help the student thrive in their education, and will discern the expected impact of the provision on the student's progress.

The school will meet its duty to provide views on a draft EHC plan within 15 days.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the student's outcomes can be met through the school's existing provision. If the LA decides not to issue an EHC plan, the parents of the student, or the student themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will ensure that all those teaching or working with a student with an EHC plan are aware of the student's needs and that arrangements are in place to meet them. All reasonable provisions will be taken by the school to provide a high standard of education. Staff will be briefed about any potential problems and a procedure will be put into place to deal with any situations identified in the EHCP.

Horizon School will specify short-term targets sought for a student in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes. These will be documented on the student's PAP.

If a student's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the SENDCO will request the LA to conduct a re-assessment of a student whenever they feel it is necessary, via the Annual Review process. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a student's EHC plan will only be shared with other educational settings if the student is transferring there, for the setting to develop an individual learning plan.

The school will take steps to ensure that students and parents are actively supported in developing and reviewing EHC plans. Where necessary, the school will provide support from an advocate to ensure the student's views are heard and acknowledged. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan. The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

## **REVIEWING THE EHC PLAN**

Horizon School will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their parents.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes.
- Clarify to the parents and student that they have the right to appeal the decisions made in regard to the EHC plan.

## TRANSFERRING BETWEEN PHASES/SCHOOLS

EHC plans will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

For students moving from secondary school to a post-16 setting or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the setting, must be completed by the 31 March in the calendar year of the transfer.

As part of the process of the student transitioning back into a mainstream setting, all relevant documentation will be shared with that setting in advance of the transition so that a plan can be put into place to ensure a successful reintegration.

This plan may include:

- a phased return,
- additional visits by the student and their family to the mainstream setting,
- visits to Horizon School by the mainstream setting
- Regular meetings between mainstream staff and Horizon staff to share information

## CRITERIA FOR EXITING THE SEND REGISTER/RECORDS

If it is felt that a student is making progress which is sustainable, then they may be taken off of the SEND register. If this is the case, then the views of the teacher, SENDCO, student and parents will be taken into account, as well as that of any other professionals involved with the student.

If it is agreed by all to take the student off of the SEND register, then all records will be kept until the student leaves Horizon School (and will be passed on to the next setting). The student will



continue to be monitored through Horizon School's monitoring procedures, such as the PAP Review meetings. If it is felt that the student requires additional assistance, then the procedures set out in this policy will be followed.

## **SUPPORTING STUDENTS AND FAMILIES**

Class and subject teachers, Support Staff or Keyworkers will work with the SENDCO to trigger outside agency help for students and/or families who may require support.

This can be through the Early Help Team or through the CAF (Common Assessment Framework) process or through existing support programmes such as Core Group meetings or FNW (Family Network Meetings).

In addition, this could be through SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service), local food banks or charitable organisations.

## **SUPPORTING STUDENTS AT HORIZON SCHOOL WITH MEDICAL CONDITIONS**

Horizon School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be classified as disabled and where this is the case, Horizon School will comply with its duties under the Equality Act 2010. Any Health or Social care needs outlined in a student's EHCP will be supported and implemented.

Horizon School has a policy for supporting students at Horizon School with medical conditions and making reasonable adjustments where necessary, such as offering a suitable alternative should a trip be inappropriate for an individual. The policy can be found on Horizon School's website.

## **SAFEGUARDING**

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that students with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.
- The school recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers include, though are not limited to, any communication difficulties the student may experience, and the common assumption that indicators of possible abuse are related to the student's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

The school will ensure that the Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse. Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead in collaboration with the SENDCO.

## PROMOTING HEALTH AND WELLBEING

Horizon School will ensure that there is a focus on promoting students' resilience, confidence and ability to learn in subjects across the curriculum. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing dysregulated behaviour.

Additional specialist services will be sought where a student requires such services. Where appropriate, the school will support parents in the management and development of their child, via Student Engagement Practitioners (SEPs).

Additional in-school support may include:

- Supporting the student's teacher, to help them manage the student's behaviour.
- Additional educational 1:1 support for the pupil.
- 1:1 work with the student, delivered by ELSA or Thrive Practitioners, where appropriate
- 1:1 Drawing and Talking sessions with a qualified practitioner
- Support from the Intervention Team on areas identified in the student's PAP and/or risk assessment.

## SUCCESSFUL PREPARATION FOR ADULTHOOD

The school will ensure that students are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

Horizon School will engage with secondary schools and Further Education providers, as necessary, to help plan for any transitions. The school will transfer all relevant information about students to any educational setting that they are transferring to.

Horizon School will take an active role in preparing students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of Higher Education, Further Education, Apprenticeships or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

Horizon School will ensure that it meets its duty to secure independent, impartial careers guidance for students in Years 8-11 by our CIAG Leader, including:

- Discussing preparation for adulthood in planning meetings with students

- Helping students and their parents prepare for the change in legal status once a pupil is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND.
- Helping students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for students with SEND to make successful transitions by our CIAG Leader
- Arranging visits to local career fairs and college open days

## TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes an explanation of the systems and structures in place around Horizon School's SEND provision and practice, and to discuss the needs of individual students. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with students with SEND. Training is part of the on-going professional development of all staff.

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCO, other members of SLT, as well as external agencies, where appropriate.

Training will cover both the mental and physical needs of pupils/students with SEND.

The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENDCO participates in, along with any training that staff are given.

Horizon School's SENDCO regularly attends the SENDCO forums run by Suffolk County Council and the SENDCO has completed the National Award for SEN Coordination.

## ROLES AND RESPONSIBILITIES

Provision for Students with SEND is a matter for Horizon School as a whole.

The Management Committee, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for students with Special Educational Needs. It maintains a general overview and has an appointed representative, Gemma Clarke, who takes particular

interest in this aspect of Horizon School and carries out regular monitoring visits. Gemma Clarke can be contacted at [gemma.clarke@horizonschool.org.uk](mailto:gemma.clarke@horizonschool.org.uk).

## **RESPONSIBILITIES:**

### **THE MANAGEMENT COMMITTEE MEMBER FOR SEND**

- Helps to raise awareness of SEND issues at Management Committee meetings.
- Shows regard to the requirements of the Code of Practice for SEN (2015).
- Supports the SENDCO with the monitoring of SEND provision and updates the Management Committee on this.
- Is fully informed about SEND issues, so that they can play a major role in Horizon School self-review.
- Works with the Headteacher and the SENDCO to determine the strategic development of the SEND policy and provision within the setting.

### **THE HEADTEACHER**

- Working with the SENDCO and the Management Committee member responsible for SEND to determine the strategic development of the SEND policy and provision with the settings.
- Has overall responsibility for the provision and progress of learners with SEND.

### **THE SENDCO**

- Working with the Headteacher and Management Committee member responsible for SEND to determine the strategic development of the SEND policy and provision in the settings.
- Overseeing the day-to-day operation of Horizon School's SEND policy.
- Co-coordinating the specific provision made to support students with SEND, including those who have EHCPs.
- Providing professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that students with SEND receive appropriate support and High Quality Teaching.
- Supporting staff to identify students with SEND.
- Carrying out assessments and observations of students with specific learning difficulties.
- Advising on a graduated approach to providing SEND support.
- Advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents/carers of students with SEND alongside class/subject teachers, so

that they are aware of the strategies that are being used and are involved as partners in the process.

- Advising on the deployment of the provision's delegated budget and other resources to meet student's needs effectively.
- Being the point of contact for external agencies.
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of existing assessment information, e.g. class-based assessments and records.
- Contributing to the continuous professional development of staff.
- Working with the Headteacher and Management Committee to ensure the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and Access Arrangements.
- Working with the Examinations Officer to implement Access Arrangements.

### **CLASS TEACHER/SUBJECT TEACHER**

- Providing High Quality Teaching (HQT) for all students.
- Monitoring student's needs and implementing appropriate adjustments and support to match the outcomes identified for the student (in liaison with the SENDCO, parents/carers and student).
- Being aware of the objectives on EHCPs and implementing provision to meet those objectives and targets.
- Making themselves aware of Horizon School's SEND policy and procedures for: identification, monitoring and supporting students with SEND.
- Liaising directly with parents/carers of students with SEND.
- Working closely with any LSAs or specialist staff.
- Ensuring that Teaching and Learning is in line with any Access Arrangements.
- Plan for work with the LSA and ensure that this work is monitored.

### **LEARNING SUPPORT ASSISTANTS (LSAS)**

- Being fully aware of Horizon School's SEND policy and the procedures for identifying, assessing and making provision for Students with SEND.
- Using Horizon School's procedure for giving feedback to teachers about student progress.
- Being accountable to the class teacher/subject teacher and providing feedback on student progress.

LSAs work as part of a team, with the SENDCO and the teachers, to support students' individual needs and ensure the inclusion of students with SEND within the class. They play an important role in implementing recommendations and strategies, assisting with achieving targets and monitoring progress.

## **DATA AND RECORD KEEPING**

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all students.
- Maintain an accurate and up-to-date register of the provision made for students with SEND.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the SENDCO and agreed by the Management Committee and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the Data Protection Policy.

## **STORING AND MANAGING INFORMATION**

Documents relating to students on the SEND register are stored electronically, in a secure domain, accessible only to Horizon School Staff or other professionals. SEND records will be passed on to a student's next setting when he or she leaves Horizon School.

The school will not disclose any EHC plan without the consent of the student's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in Higher Education.

- To the headteacher (or equivalent position) of the setting at which the student is intending to start their next phase of education.

## ACCESSIBILITY

The Equality Act, places a duty on Horizon School to increase the accessibility of the school for disabled students and to implement their plans.

Horizon School Accessibility Plan forms part of our Equality Plan and Policy, which can be found on Horizon School website under the “Policies” tab.

## COMPLAINTS

The school is committed to resolving disagreements between students, their families and the school.

In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.
- The school’s Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

Horizon School has a complaints procedure which applies to complaints regarding SEND provision. This can be found on Horizon School website:

<https://horizonschool.org.uk/our-policies/>

## LINKED POLICIES/DOCUMENTS

These can be found on Horizon School website:

<https://horizonschool.org.uk/our-policies/>

- Admissions policy
- Assessment policy
- Behaviour and relationships policy

- Complaints procedure
- Confidentiality policy
- Data protection policy
- Equality Policy
- Managing medical conditions in Horizon School policy
- SEND Information Report
- Teaching and learning policy

## REVIEWING THE POLICY

This policy will be reviewed by the Management Committee on an annual basis.

## CONTACT INFORMATION

### **Named SENDCO for Horizon School and Interim Deputy Headteacher:**

Tina Stagg, Email : [tstagg@horizonschool.org.uk](mailto:tstagg@horizonschool.org.uk)

### **Headteacher:**

Diane Chester, Email : [diane.chester@horizonschool.org.uk](mailto:diane.chester@horizonschool.org.uk)

### **Chair of the Management Committee:**

Gemma Clarke, Email: [Gemma.clarke@horizonschool.org.uk](mailto:Gemma.clarke@horizonschool.org.uk)

### **Manager linked to SEND:**

Charlotte Thompson, Email: [charlotte.thompson@horizonschool.org.uk](mailto:charlotte.thompson@horizonschool.org.uk)

## **Information Relating to Pupil Premium**

### **Suffolk Info link:**

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>