



**SEND POLICY
2023-24**

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PERSONNEL

Director of SEN/SENCO: Miss Katie Jefferson (BA Hons), PGCE, Accredited Lead Practitioner. Miss Jefferson is a teaching member of staff.

Assistant SENCO: Miss Rebecca Thomas (BA Hons MSc)

Senior LSA: Mrs Nathalie Lansell and Mrs Bethany Ruffell

SEN Administrator: Karen Reiner

SEND LINK TRUSTEE: Mr Tim Brown

VALUES, VISION, AIMS AND OBJECTIVES FOR SEND IN OUR SCHOOL

Hillview School for Girls is a fully inclusive school. We believe that all students should have the opportunity to unlock their pure potential to drive their future and thrive in society.

We believe, by providing effective building blocks, students with Special Educational Needs can complete appropriate examinations to gain access to future education or employment. Students with Special Educational Needs, at Hillview School for Girls, will be supported to enable them to take ownership of their needs to develop the independence they will require when moving forward into their adult life.

Aims

- To ensure the identification of all students requiring SEND support at the earliest opportunity in their school career, in accordance with SEND Code of Practice, 2015.
- To ensure that students with SEND have access to a broad and balanced curriculum, including those subjects which fall within the National Curriculum in line with the Equality Act, 2010.
- To ensure that students with SEND are, wherever possible, appropriately supported to fully participate in all school activities.
- To raise the aspirations of and expectations for all students with SEND.
- To prepare students with SEND for moving to the next phase of their education or employment.
- To ensure that parents of students with SEND are consulted and informed of the support their child is receiving, the intended outcomes of such support and the subsequent progress their child is making.
- To involve students with SEND, where practicable, in decisions affecting their support and provision.

Objectives

- Staff members to identify the needs of students with SEND as early as possible and use the graduated approach, reporting any significant concerns and barriers to progress to the SEN Team.
- Monitor and promote the progress of all students in order to aid the identification of those students with SEND and report any concerns to the SENCo.
- Make appropriate provision to overcome barriers to learning for students with SEND, including the sharing of relevant information with staff.
- Provide a broad, balanced and suitably scaffolded curriculum for all students with SEND.
- Ensure that students with SEND are prepared for moving to the next phase of their education or employment.
- Work with parents to gain a better understanding of their child and to involve them in all stages of their child's education.
- Work with, and in support of, outside agencies when the students' needs cannot be met by the school alone.

DEFINITION OF SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions, (SEND Code of Practice 2015, p 16).

Definition of disability

Many children and young people who have SEND may also have a disability 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 children than many realise: ‘long- term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ (SEND Code of Practice, 2015, p16).

SAFEGUARDING

Hillview has a zero tolerance to bullying.

We offer interventions to enable students to make appropriate social decisions. We also respond quickly to allegations of bullying, using the school's Safeguarding and also the Behaviour Policy.

We will make reasonable adjustments to enable students to voice any concerns, and also in the delivery of the behaviour policy, where appropriate.

Students at Hillview have access to a Mentor, and Student Support Manager, Leader of Community and Leader of Key Stage.

The safeguarding leads in the school are:

Mrs Letty Neill – Assistant Headteacher

Mrs Rebecca Edwins – Deputy Headteacher

Mrs Ruth Makepeace – Assistant Headteacher

Mrs Tracey Boswell – Senior Student Support Manager

Ms Teresa Boag – Assistant Headteacher

Mrs Teresa Boag is also responsible for Looked After Children and Pupil Premium.

Mrs Teresa Copeland – Centre Lead for The View @ East Street

Ms Felicity Smith – Student Support Manager for The View @ East Street

SEN Link Trustee – Tim Brown

APPENDIX 1

SEND PROVISION/SEND SUPPORT

1. Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEND register unless they are in receipt of significant, additional and personalised support without which they could not access learning. As such, the needs of many students with SEND are met appropriately through high quality teaching in the classroom.

2. These students are allocated the code 'monitoring'. Whilst these students are not included on the school's official SEN register, the student's need will, however, appear in the 'SEN Need' section on all class registers. This ensures staff are aware of any SEND the student may have and that they must appropriately scaffold and apply use appropriate strategies. Strategies may be generalised to a specific need or personalised. The Learning Support team share a summary of appropriate strategies to the teaching staff via the school bulletin, 'Talk about child' meetings and in staff briefings following personalised plan reviews and other such meetings. This information is also available on the SEN register and the students' personalised plans.

3. The 2015 SEND Code of practice states that there is only one level of SEND – those receiving '**SEND Support**'. These students are engaged in the cycle of Assess, Plan Do, Review, detailed below. All students with an EHC Plan fall within this category, as do those students who do not have an EHC Plan but who are in receipt of additional support. The SEN Register tile on SharePoint for staff highlights which students are within the 'SEND Support' category or who have an EHC Plan. Some students who are 'monitoring' are also included on this register where previously, specific strategies and information has been agreed with parents and shared with staff.

4. For students who are in receipt of significant, additional and personalised support without which they could not access learning, they will be included on the SEND register. This register is a working document that is reviewed and amended frequently. Students should expect to be added and removed during their time at the school as their progress and support needs are reviewed. Students' parents will be informed of any changes when these reviews take place.

5. Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood.

6. At Hillview, support staff (Learning Support Assistant and Senior Learning Support Assistants) are deployed to deliver SEND Support by leading interventions outside of the classroom, and to offer support

within the classroom. Priority is given to students with Education, Health and Care Plans. An EHCP does not necessarily entitle a student to one to one support. One to one support is given to any student with SEN regardless of EHCP status only when this is deemed appropriate and necessary as stated in section F of their EHCP, on their provision plan or personalised plan.

7. All students in Key Stages 3, 4 and 5 receiving SEND Support, with a learning difficulty, are allocated a keyworker from the Curriculum Learning Support Team. This person is a point of contact for students, and when appropriate, their parents. Learning Support staff work closely with the SENCo, mentors, class teachers, Student Support Managers and Leaders of Key Stages.

8. Children with SEND or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence-based approach utilising internal and external resources.

9. Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority after consultation with the school. The Headteacher, SENCo, Assistant SENCo and other appropriate staff carefully consider if we are able to meet students' needs when responding to consultations.

10. Higher Needs Funding is not necessary for a child to receive support. Support will be provided based on assessment of the level of SEN and advice from outside professionals where appropriate. Higher Needs funding will be sought only if required to meet additional needs that could not otherwise be funded by the school.

OUR APPROACH TO IDENTIFICATION

1. At Hillview School for Girls, the teaching staff and support staff are experienced in identifying Special Educational Needs. Through effective communication, monitoring and discussion we may consider a student using the 'graduated approach', also referred to as Assess, Plan, Do, Review (APDR).

2. When recording the type of SEND, the SEND Code of Practice does not assume that there are hard and fast categories of SEND. Instead it recognises four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

3. Our highest incidence of SEND concerns literacy specific learning difficulties including and dyslexia, under the Cognition and Learning category. Social, emotional, mental health needs have also increased. These needs are frequently linked to ASD or AD(H)D traits or diagnoses. Whichever type of need is potentially presenting itself, the graduated approach is applied as follows.

ASSESS

1. In identifying a student as needing SEND support, the subject teachers, working with the SEN Team when necessary, should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered by the SEN Team where appropriate. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

2. This analysis will require regular review to ensure that:

- support and intervention is matched to level of need;
- barriers to learning are clearly identified and being challenged
- the interventions being used are developing and evolving as required. These should be targeted, appropriate and time-limited. They should be reviewed termly to evaluate impact and student progress.

3. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents if required.

PLAN

1. When it is decided to provide a student with SEND support, parents will be informed in writing about the strategies; who the student's allocated key worker is. The Key Worker will then arrange a meeting to write a personalised plan that will be reviewed and agreed by the SENCo. Planning may involve consultation between the teacher, Leader of Key Stage, SENCo, Student Support Team and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement should be sought to reinforce or contribute to progress at home.

2. All those working with the student, including support staff, will be informed by the key worker or SEN Team of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

DO

The Mentor, Leader of Key Stage, Student Support Manager, and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with the SENCo Learning Support Assistants, Senior LSAs, and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SEN Team.

REVIEW

1. The effectiveness of the support and interventions and their impact on the Student's progress will be reviewed on the agreed date. Parents/carers will have the opportunity to discuss progress with SEND staff at parent evenings, drop-in sessions and by contacting the SENCo or HLTAs by email. Additional reviews will be arranged according to need. Teachers, working with the SENCo will revise the support in light of the student's progress. If a student does not make expected progress over a sustained period of time school will consider involving specialists.

2. If the above process is undertaken over a substantial time frame and the student continues to make inadequate progress, the SENCo can take the student's case to the 'Local Inclusion Forum Team' (LIFT) via the termly LIFT meeting or LIFT surgeries to discuss strategies, possible support from external agencies and to consider applying for an Education, Health and Care needs assessment. This will require parental agreement. If an Education, Health and Care Plan Needs Assessment is sought, the LIFT panel ~~decide~~—advise whether the school ~~can~~ should proceed with their application. If they decide the assessment is not appropriate at that time, they will recommend an alternative course of action. Parents can also request an Education, Health and Care needs assessment by directly applying to Kent County Council. The decision to assess for an EHC plan rests with the Local Authority. They will take into account the history of need and interventions already trialed. If the Local Authority believes that a Student's needs can be met by the school without additional provision, it is unlikely that an EHC plan will be awarded.

DYSLEXIA SCREENING

1. If a student is suspected of showing dyslexic tendencies, we can provide a screening that may indicate if further exploration is required, however it does not offer a diagnosis. Before we offer a screening, we will consult with class teachers to decide if a screening is appropriate. If a screening indicates the presence of dyslexia, we explain to parents in writing that to obtain a diagnosis, we recommend contacting West Kent Dyslexia Association (<http://www.kentwestdyslexia.org.uk/>) or a qualified independent assessor. Screening will indicate if a student should be assessed for exam access arrangements and a dyslexia diagnosis is not necessary for this purpose. We are unable to award exam access arrangements due to a dyslexia diagnosis. A separate battery of assessments is required for a student to be eligible for extra time or other concessions in public examinations.

2. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered *SEND Code of Practice (2014, 6.37)*

3. We follow the Mainstream Core Standards <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> advice developed by Kent County Council to ensure that our teaching conforms to best practice.

4. In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. Rosenshine's principles of learning, one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered in lessons or by additional staff employed through the funding provided to the school as 'notional SEND funding'.

OUR PARTNERING APPROACH TO INVOLVING PARENTS/CARERS /CHILDREN/YOUNG PEOPLE

1. All parents of students at Hillview School for Girls are invited to discuss the progress of their children once a year at a Parents' Consultation Evening and receive a written report each large term. In addition, we invite students who receive SEND support and their parents to review progress and personalised support plan with their key worker three times a year. Where necessary, we can arrange meetings outside of these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is

necessary; this will not imply that the student has a special educational need.

2. If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made. Where appropriate, the parent will be invited and actively supported to contribute to planning and reviewing the provision.

3. Parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents. Parents will be invited to a midyear review where they, the student and the SEN Team can review progress and the current provision.

4. When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

RECORD-KEEPING, MONITORING AND DATA MANAGEMENT

1. Students with Special Educational Needs are allocated a code on the school information system in order to inform class teachers. Where personalised strategies have been shared with the school through previous assessments, these are shared with class teachers. General strategies for specific needs are also shared with teachers. Under the Equality Act, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services. Details of identified 'reasonable adjustments' are shared with class teachers.

2. Where a student is in receipt of SEND Support, their keyworkers, in collaboration with the SENCo, will write a personalised plan for each student that is outcomes-based and provides details of the strategies and support that will be implemented. This plan is reviewed up to three times a year, and discussed with parents when they attend meetings with the Key Worker.

3. Every student in the school has their progress tracked once every large term. The assessments we use at Hillview School for Girls are termly assessments, end of year assessments, pre-public examinations, GCSEs, A Levels and Applied courses. Using these it will be possible to see if students are increasing their level of skills in key areas.

4. If these assessments do not show adequate progress is being made, the SEND support plan will be reviewed and adjusted.

FUNDING

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school via an application through High Needs Funding, from Kent County Council, in line with their criteria.

WORKING WITH EXTERNAL PARTNERS

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs>. The SENCo should be aware of any parents of students with SEND, or who may have SEND, who may not have internet access. They can arrange for those parents to be supported in gaining the information they require.

Written Parental Consent is sought before approaching any external agency.

SUPPORTING TRANSITION

1. At Hillview School for Girls we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer from primary to secondary as seamless as possible.

2. We also contribute information to a students' onward destination by providing information to the next setting such as another secondary school, FE college, apprenticeship provider, or higher education establishment.

STUDENTS WITH MEDICAL CONDITIONS

Refer to the school's policy 'Supporting Students with Medical Conditions'.

STAFF TRAINING

1. Continued professional staff development, including twilight sessions, staff meetings and departments regularly reflect Special Educational Needs, continually reviewing progress and scaffolding

to promote inclusion of all children. The SEN Team and LSAs regularly attend external training to ensure support for students with SEND is relevant and up-to-date.

2. Where a training need is identified beyond this, we will find a provider who is able to deliver it. These may include special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEND funding.

REQUESTING EHC NEEDS ASSESSMENT (EDUCATION, HEALTH AND CARE PLANS)

1. If the EHC needs assessment of the child or young person has determined that an EHC plan is necessary, the Kent County Council SEND Assessment Team will work with the school, the young person and their family and the relevant medical and social care professionals to draw up the plan. The EHC plan would detail the education, health and social care support that must be provided to the young person who has SEND or a disability. If the school feels they are unable to meet the needs of the student as outlined in the EHC Plan they will communicate this in writing to the LA and parents. The letter will clearly outline the specific areas of need they are unable to meet.

2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

CHILDREN WITH EHC PLANS

1. Students with Education, Health and Care Plans will have Provision Plans that are reviewed throughout the ~~at least three times a year~~. These occasions will include the Annual and Mid-Year Reviews. Parents are invited to maintain regular communication with their child's keyworker and the SENCo.

2. Parents of students with an Education, Health and Care Plan will be expected to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents. Progress in relation to the targeted outcomes will be reviewed and fed-back to the local authority.

DATA PROTECTION

EHCPs are confidential and access to EHCPs is limited and disclosure only allowed with parental consent or other specific circumstances.

COMPLAINTS PROCESS

Our complaints procedure is found at

[Complaints-Policy-Procedures-Form-Version.pdf \(hillview.kent.sch.uk\)](#)

This enables parents of all registered students at the school to raise concerns about the school. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints

SEND INFORMATION REPORT

This can be found on our website within the Policies & Documents section, or by clicking [here](#)

Appendix 2

EXAM ACCESS ARRANGEMENTS

Procedure for Exams Concessions Testing

1. Students can be tested to see if they are eligible for exam access arrangements in years 10 and 12. Testing may begin towards the end of Year 9.
2. The SENCo and/or HLTAs make use of existing knowledge and records of students, and further liaise with teaching staff to identify students in need of such testing.
3. The testing is completed in school by a qualified specialist assessor, employed by the school for the purpose. The tests used are approved by the Joint Council for Qualifications (JCQ) which is the regulatory body responsible for awarding the concessions.
4. To ensure that all students are treated equally with regards to exam access arrangements, reports from external agencies or assessors recommending specific concessions are not accepted.
5. If a specialist concession is granted a student must then use this concession in their lessons to demonstrate that it is their normal way of working. For example, if they are granted the use of a word processor then they must use a word processor in their lessons and any Pre-Public Examinations. If a student does not do this, the concession must be withdrawn as stipulated in the JCQ regulations.

APPENDIX 3 – The View @ East St and Viewpoint

The View @ East Street is a satellite provision that provides Post-16 curriculum provision at Level 1 and 2 and in addition to this, Year 10 and 11 support for anxiety-based school refusers. Post-16 students are on roll at Hillview School for Girls, whereas students on the ViewPoint provision may be registered at local secondary schools in West Kent.

VALUES & VISION FOR SEND

As with the main site at Hillview School for Girls, The View & ViewPoint is fully inclusive. We believe that all students should have the opportunity to unlock their pure potential to drive their future and thrive in society. We believe, by providing effective building blocks, students with Special Educational Needs and Social, Emotional and Mental Health Needs (SEMH) can complete appropriate examinations to gain access to future education or employment showing progression in their studies. Students will be supported to enable them to take ownership of their needs to develop the independence they will require when moving forward into their adult life.

Staff at The View and ViewPoint will have a responsibility to follow all aspects of The Hillview SEN Policy and practices set out in this policy and appendices. This will ensure identification of need, all students having access to SEN support where needed and an appropriate curriculum in place to support aspiration and success of each student. Personnel at the Centre will have day-to-day organisation of SEND support and identification through monitoring and support practices. Weekly academic and welfare reviews with all key staff will support early identification and actions thereafter.

PERSONNEL

Centre Leader: Mrs Teresa Copeland
Pastoral Manager: Mrs Felicity Smith
The View: Teaching Staff
The View: Teaching Assistants
The View: SEND Link member of staff.

For further support in identifying and supporting SEND, we will work closely with:

SENCO: Miss Katie Jefferson (BA Hons), PGCE, Accredited Lead Practitioner.

SEND LINK TRUSTEE: Mr Tim Brown

Responsible for Children who are Looked After (CAL): Mrs. Rebecca Edwins.

Responsible for Pupil Premium: Mrs. Letty Neill

Students in ViewPoint and registered at other schools.

The Centre staff will follow appropriate procedure in line with this policy. However, key staff at the student's home school will have a responsibility and be involved in any SEND in relation to the support but also if need is highlighted when working their students. It is expected that the Home

School will finance any SEND identification with professionals and monitoring activities with the support of ViewPoint staff. Key links to the home school are made to enable a joint approach in SEND. Any exam access arrangements will need to be submitted to JCQ by the deadlines stipulated by the home school.

Hillview School for Girls

Trustees' SEND Policy 2022 -23

Main compilers: Katie Jefferson, SENCo
Letty Neill, Assistant Headteacher

Date of approval by Trustees: 10.6.2022

Most recent update: June 2023

Consulted:

Children & Families Act 2014

Equality Act 2010

SEND Regulations 2014

SEND Code of Practice 2015

Links with other policies:

Admissions

Behaviour

Child Protection

Communication

Complaints

Equal Opportunities

GDPR Privacy Notice

Anticipated review date: June 2024