



**SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)  
POLICY & INFORMATION REPORT**

**2022 - 2023**

**CONTACT DETAILS**

	<b>Role</b>	<b>Contact Details</b>
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Mrs K Brice	Headteacher (Girls School)	<a href="mailto:k.brice@hasmonean.co.uk">k.brice@hasmonean.co.uk</a>
Mrs C Posen	SEND Governor (Girls School)	via <a href="mailto:l.oskis@hasmonean.co.uk">l.oskis@hasmonean.co.uk</a>

## 1. Introduction

This policy includes the processes identified to respond to students with SEND and also meets the statutory reporting regulations of the SEND Information Report. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and section 69 (2) of the Children and Families Act (2014.) It has been written with reference to the following guidance and documents:

- Equality Act (2010): Advice for Schools, Department for Education (Feb 2013)
- SEND Code of Practice 0-15 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (2014)
- The National Curriculum in England
- Children and Families Act 2014
- Keeping Children Safe in Education 2022
- All Hasmorean MAT Policies, available at <https://hasmoreanmat.org.uk/policies/>

The Department for Education's SEND Code of Practice (2015) states that a child or young person has SEN 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 or disability 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.

Hasmorean High School for Girls provides all students with a broad, balanced curriculum which provides opportunities for everyone to achieve and succeed. By responding to students' diverse learning needs and setting appropriate targets that are ambitious for all, we aim to provide an educational setting that nurtures personal development in all areas of school life.

According to teaching standards, every teacher is a teacher of students with special educational needs.

This policy has been created by the SENDCo (Special Educational Needs and Disabilities Coordinator), in liaison with SLT (School Leadership Team) and ELT (Executive Leadership Team), staff and parents of students with a variety of learning needs.

The person responsible for coordinating the provision of education for students with learning needs at the school is the SENDCo.

The Chair of the Standards Committee is currently the designated representative of the Governing Body responsible for monitoring SEND at the Trust. Mrs Posen, the Governor responsible for SEND, can be contacted via Mrs Oskis either by telephone on 020 8203 1411 ext.: 210 or email [l.oskis@hasmorean.co.uk](mailto:l.oskis@hasmorean.co.uk)

All students have the right to achieve their maximum academic and social potential. The SEND policy for Hasmorean Multi-Academy Trust ("The Trust") seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. Students are taught in an environment where they receive equal respect and in which their individuality is valued. The Trust believes that students have learning differences rather than learning difficulties and it is our policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure good progress is made by all students.

Although disability alone is not technically a form of Special Educational Need, it requires reasonable adjustments to be made to ensure the child is able to access a full curriculum and all elements of school life. The school recognises its duty in this respect as part of its commitment to promoting equality of opportunity to all. The following are not SEND but may impact on students' progress and attainment:

- Attendance and punctuality concerns
- Health and welfare issues
- English as an additional language

- Pupil Premium/Free School Meals status
- Looked After Child status

The objectives of the school in relation to SEND as set out in this policy are as follows:

- To identify students with special educational needs and disabilities as early as possible so that appropriate provision can be made, their needs met and attainments raised;
- To work within the guidance provided in the SEND Code of Practice (2015)
- To allocate available staffing and resources in ways that reflect differing individual needs
- To ensure that all who are involved with students are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable based on individual need
- To support them in achieving the best possible outcomes both academically and in all other aspects of school life
- To plan an effective curriculum to meet the needs of students which is stimulating, focused and challenging
- To involve parents/carers in the identification and regular review of the outcomes set for individual students and those outcomes identified in individual plans for the student
- To ensure that students express their views and are involved in reviews and in decisions which affect their education
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of students with special educational needs and disabilities.
- To promote equality of opportunity for those with SEN and to ensure that discrimination does not occur

## **2. Roles and Responsibility**

The role of the Governing Body is to:

- Appoint an SEND governor
- Ensure that the school uses its best endeavours, making reasonable adjustments when necessary, to meet the needs of students with SEND
- Have regard to the SEND Code of Practice (2015) when carrying out its duties in relation to students with special educational needs
- Have a written SEND policy containing the information as set out in the SEND Code of Practice
- Report to parents/carers on the implementation of the school's policy for SEND on the school website through the SEND information report
- Ensure that all members are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed
- Ensure the appointment of an appropriately qualified SENCo.

Under to direction of the Headteacher, the role of the SENCo is to:

- Ensure the day-to-day implementation of the SEND policy and the deployment of learning support assistants across the school
- Provide advice to staff supporting, liaising with them and where necessary supporting the completion of individual plans for students
- Advise on the graduated approach to providing SEND support, for example by working alongside staff to assist them in identifying, assessing and planning for students' needs and monitoring expected progress
- Liaise with parents/carers of students with SEND
- Oversee and maintain resources for SEND provision
- Liaise with external agencies and being a key point of contact for them, including the local authority and its support services
- Contribute to discussions about the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Contribute to, and where necessary, leading the continuing professional development for staff
- Monitor, evaluate and report on the provision for students with SEND to the Headteacher and Governing Body and work with them to ensure that the school meets its responsibilities under the Equality Act (2010)
- Co-ordinate the range of support available to students with SEND and ensuring that the school keeps the records of all students with SEND up to date

- Ensure that up-to-date and accurate records are kept including a Student Support Register which includes all students with SEND, and that paperwork and procedures for Annual Review and Personal Learning Plans in the school are in place
- Ensure that examination access arrangements are in place as required for students for whom there is evidence of need, and that arrangements are made as necessary for formal assessment as defined by school policies
- Identify young people with special needs in association with other staff and be responsible for overseeing applications for assessment and reviews of Education Health and Care Plans

### **3. A Graduated Approach to SEND Support**

Hasmonean High School for Girls follows the guidance contained in the SEND Code of Practice (2015.) This recommends a graduated approach to SEND support, determined by successive cycles of assess, plan, do, review.

The Code of Practice identifies four broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical needs

An individual student's needs may not fall neatly into any one 'box' and the Code of Practice recognises this. Some students have other medically diagnosed disabilities which may impact upon their learning. The majority of students have their needs met by, and are able to make good progress with, 'Quality First Teaching' in the classroom. Some students, working just below the expected level, may need short-term intervention to make expected progress. These are not SEND interventions, and students participating in them do not need to be designated as having SEND.

When, over time, departmental interventions do not result in expected progress, or when students are known to be performing significantly below expectation over a period of time, they may require additional and different support as their needs may not be fully met from ordinarily available school resources. At this point, in consultation with parents/carers, the school may seek professional advice from external agencies.

The 2015 SEND Code of Practice stipulates a graduated approach to identifying and supporting students and students with SEND Support, which it defines as "a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing." At every level, the aim is to match interventions closely to the needs of the individual student so that they overcome barriers to achievement.

Teachers are responsible and accountable for the progress and development of the students they teach, including those who access intervention, Learning Support Assistants or specialist staff. At Hasmonean High School for Girls the quality of teaching for all students is regularly and carefully reviewed, 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. All teaching and support are provided with information on the SEND most frequently seen, presentation in the classroom and strategies to be used to support students with those difficulties. Where a student has an EHCP, the school will carry out an Annual Review which they and their parents/carers, outside agencies, SENCo and any other school staff as appropriate, will be invited to attend. The meeting will focus on the student's outcomes and update recommendations relating to their provision or placement. During periods of remote learning, the school follows all local and central government directives and guidance to maintain provision for students with SEN.

We ensure that all students with SEND are fully included in school life and events, from lessons, assemblies to school trips and outside events. Our pupils are encouraged to recognise their own strengths and build on these as well as asking for help if needed and to help each other. We try to encourage our pupils, including those with SEND, to develop independence and resilience in their learning and in life. We frequently set targets with students around building their independence and that they are likely to make mistakes along the way that they will be able to learn from.

#### **4. Admissions**

Hasmonean High School for Girls is an inclusive mainstream secondary school which is Voluntary Aided. We operate an inclusive admissions policy and no student would be automatically refused a place at the school purely as a result of having a SEND.

Entry to the school is via normal admission arrangements and in line with the Admissions Code. In line with the Admissions Code, students with EHCPs are part of a consultation process with the Local Education Authority. This is to establish if our setting is suitable and on the provision that there would be no detriment to the efficient education of other students or to the efficient use of resources if Hasmonean High School for Girls were to be named as the destination school. Details of our admission arrangements for all students can be found on our website. Those with SEND are included in this document.

Reasonable adjustments are made to ensure that all students are included under the terms of the Equality Act (2010.) If a student is transferring into the school with an EHC Plan the continuation of this support will be negotiated with the appropriate officer of the student's home local authority during the consultation process, in order to ensure that their needs can be met. Any variation to the above will need to be agreed by the Governing Body.

#### **5. Links with Outside Agencies**

Close links are maintained with the Local Authority support services in order to ensure that the school makes appropriate provision for students with special educational needs. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/carers accordingly.

#### **6. Partnership with Parents/Carers and Students**

The Code is clear that parents/carers of students identified with SEND must be fully involved and engaged in the "assess, plan, do, review" cycle: "Where a student is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. Schools should meet parents at least three times each year." Students, young people and parents should always be involved in decision-making. Discussions will need to allow sufficient time to explore the parents' views and to plan effectively. We emphasise the importance of involving students and developing a partnership with parents and carers in order to plan provision and review progress and ensure that students are able to achieve their potential.

#### **7. Supporting Students with Medical Conditions**

Hasmonean High School for Girls recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Arrangements for pupils with medical conditions will depend on the needs and conditions of the individual student. The school liaises with the school nurse service and other health professionals to ensure that Health Care Plans are put in place where needed and kept up to date. Medication may be kept at school where required.

Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010). In addition, some students have SEND and may have an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Wheelchair access is variable throughout the girls' school though all areas of the school can be reached.

#### **8. Pastoral Care and Wellbeing**

Hasmonean High School for Girls is committed to supporting the health and happiness of all students. Pastoral support is available through a multi-level approach, with the introduction of peer-mentoring in Year 7 via the Sixth Form's Keshet programme, small group social and communication workshops and counselling and wellbeing services provided by specialist members of staff. Mental health, physical activity and positive relationships are also part of our extensive PSHE curriculum.

#### **9. Monitoring and evaluation**

The school regularly and carefully monitors and evaluates the quality of the provision offered to students through audits, observations, sampling of parents' and students' views and scrutiny of data relating to progress and

attainments. The role of the governors is vital in this. The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students. This SEND policy is reviewed by governors annually, and the SEND Governor who regularly visits the school to help maintain quality standards and offer support. The success of the school's SEND policy will be judged against the objectives set out above.

A rigorous system of progress monitoring across the school takes place on a half-termly basis. This identifies students who are not making expected levels of progress and may include progress in areas other than attainment, such as social skills.

#### **10. How will the school prepare and support my child when joining or transferring to a new school?**

A number of strategies are in place to enable successful transition. These include:

On entry:

- All students' primary schools are contacted for transition meetings which include academic and pastoral reviews
- A planned introduction day is delivered in the Summer term to support transfer for all students starting School in September.
- An additional transition morning is delivered after this date specifically for students identified as SEND through transition meetings.
- The SENDCo will attend the final annual EHCP review at the primary school in year 6, supporting target setting for Key Stage 3
- Parent/carers are invited to request a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- If students are transferring from another secondary school setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. This is also the case in the event that the move is international.

#### **11. The Handling of Complaints**

The majority of issues raised by parents, the community or students, are concerns rather than complaints. Hasmorean High School for Girls is committed to taking concerns seriously, at the earliest stage, in the hope of keeping the number of formal complaints to a minimum and without needing formal procedures. However, depending on the nature of the complaint, complainants may wish or be asked to follow the school's formal complaints procedure which is outlined in our Complaints Policy.

The school works closely with parents of children with SEND and are able to address the majority of concerns that are raised through our existing processes for communication and liaison. In line with all others, parents of children with SEND are able to raise concerns in accordance with our Complaints Policy.

**Ratified by The Trust Board March 2023**

**Next review March 2024**

## Appendix 1

### Hasmonean High School for Girls Special Educational Needs and Disabilities (SEND) Information Report (September 2022)

This document, in accordance with section 65(3) Children and Families Act (2014), sets out our provision for SEND.



<p>Hasmonean High School for Girls is funded for SEND in the same way as any other mainstream secondary school. Students with SEND at Hasmonean High School for Girls may have difficulty with:</p> <ul style="list-style-type: none"> <li>• Reading, writing and mathematics</li> <li>• Understanding information and others, and expressing themselves</li> <li>• Organising themselves and their work</li> <li>• Sensory perception or physical mobility</li> <li>• Managing their behaviour</li> <li>• Making friends or relating to others.</li> </ul> <p>Our aim is to ensure that all students, including those with SEND, are able to make progress, feel valued and included, reach their full potential and enjoy coming to school. The majority of additional needs can be met in school from resources which are ordinarily available to all students, as summarised in the London Borough of Barnet 'Local Offer'. However, the needs of a small number of students may require support in addition to this. They may be at one of two stages: 'SEN Support' or 'EHCP'. The school will monitor these students over time to identify their strengths, needs and the additional support required.</p>			
<p><b>What support may be available to students?</b> Our universal provision starts with "Quality First" teaching, which includes adapting lessons as standard in our classrooms to meet the needs of all students. In addition, subject to evidence of proven need over time, where appropriate, we may be able to offer limited access to:</p> <ul style="list-style-type: none"> <li>• 'Reasonable adjustments' during the school day</li> <li>• Access to specialist equipment and aids</li> <li>• Pastoral or Learning Mentoring</li> <li>• Specialist teachers</li> <li>• In-class LSA support</li> <li>• Additional subject intervention</li> <li>• Exam Access Arrangements (please see separate statement on our website for more information)</li> <li>• School-linked external professionals</li> </ul> <p>The majority of equipment and facilities for SEN students will be supplied from school resources. For more specialised requirements, we will seek advice from relevant professionals. The school is fully accessible to all students (including wheelchair access).</p>	<p><b>SEN Support</b> All students with identified SEND are categorised as 'SEND Status' and have a plan detailing strengths, difficulties and strategies for success. In order to be considered for the 'SEN Support' category at Hasmonean, there must be evidence of the following:</p> <ol style="list-style-type: none"> <li>1. a history of significant difficulties over time; <b>and</b></li> <li>2. attainment data and information from Hasmonean teaching staff (and when appropriate, external professionals) indicating that there is a barrier to learning for the student; <b>and</b></li> <li>3. information showing that faculty or pastoral intervention over time has not enabled the student to make expected progress.</li> </ol> <p>We use our best endeavours to meet the needs of students in the 'SEN Support' category from our existing limited resources, which may include the following:</p> <ul style="list-style-type: none"> <li>• shared support from an LSA in class</li> <li>• small group support or intervention for a limited time</li> <li>• access to specialist advice or support as appropriate (see 'partnership with external agencies' overleaf.)</li> </ul>		<p><b>Education, Health and Care Plans (EHCPs)</b> Some students with needs which are more complex and severe have an EHCP which outlines the provision necessary to meet their needs. Our duty is to put this provision in place for the individual student, using the resources allocated to them by their home local authority.</p>
	<p><b>School Contacts: Tel 0208 203 1411 or email <a href="mailto:admin@hasmonean.co.uk">admin@hasmonean.co.uk</a></b></p>		
<p><b>SENCo:</b> Melanie Sutton</p>	<p><b>Deputy SENCo:</b> Kyle Bernath</p>	<p><b>SEN Governor:</b> Chaya Posen</p>	<p><b>Headteacher:</b> Katherine Brice</p>

## Appendix 2

### Hasmonean High School for Girls Special Educational Needs and Disabilities (SEND) Information Report (September 2022)



<p><b>Equality and Admissions</b> Our school is fully accessible and disabled students are welcomed and included in the same way as other students. Our ethos promotes inclusion and equality of opportunity, as reflected and explained in our admissions policy.</p>	
<p><b>Partnership with Parents</b> The school works in partnership with parents to meet the needs of students at Hasmonean High School for Girls. This means that we:</p> <ul style="list-style-type: none"> <li>consider the views of parents as partners in decisions about their child's education</li> <li>value the importance of keeping parents informed about their child's needs and progress</li> </ul> <p>As a secondary school, we also value the importance of students' increasing independence and involve them in the decision-making process. We communicate with parents and students in the following ways:</p> <ul style="list-style-type: none"> <li>Regular attainment reports</li> <li>Parents' evenings and other consultations</li> <li>For students in the 'SEN Support' category or with an EHCP, we also hold termly review meetings to discuss progress and agree next steps, using the 'Assess, Plan, Do, Review' process.</li> </ul> <p>We use the feedback from the above to plan next steps in provision.</p>	<p><b>Partnership with Students</b> We consult with students and we seek and, where possible, implement their views on their education on a regular basis. Students with emotional and social needs are offered additional support, e.g. counselling or learning mentor.</p>
	<p><b>Transition to Post-16 provision, and Preparation for Adulthood and Independent Living</b> Students at Hasmonean High School for Girls are encouraged to be increasingly independent, resilient and to make their own decisions. The 6th form at Hasmonean is accessible to all, with an appropriate pathway available to all students.</p> <p>Students are supported by our Careers Team as appropriate to plan for transition to post-16 provision that will best meet their needs</p>
<p><b>Partnership with External Agencies</b> We have limited access to specialist services such as specialist and advisory teaching, speech and language therapy and educational psychology. Due to our limited resources, we must carefully prioritise referrals to these services according to our assessment of students' needs. We cannot guarantee that students will have access to these services, even if this has been recommended by an independent professional such as a specialist teacher.</p> <p>Any requests for independent professionals to visit Hasmonean must be made in writing to the Headteacher, outlining the purpose and remit of the proposed work.</p>	<p><b>Expertise and Training of Staff</b> Training is determined by the specific needs of our cohorts, and is planned and delivered to staff to meet those needs.</p>
	<p><b>What to do if you have any concerns about your child's SEND, or our SEND provision</b> In the first instance, parents should contact the Year Leader and/or the SENCo. It may also be useful to contact your local Parent Partnership Service for advice.</p> <p>If you believe that your concern has not been adequately addressed, you should follow the school complaints procedure, which can be found on the school website.</p>
<p><b>Publications and links to further information:</b> Barnet Local Offer: <a href="https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html">https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html</a> SEN Code of Practice (Jan 2015): <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</a></p>	