



Hawley Hall High School

POLICY NAME: Special Educational Needs & Disability Policy (SEND)

ADOPTED: May 2023

REVIEW PERIOD: Annually

SIGNATURE:

W. Frackley

Chair of Governors



Contents

1. Aims and objectives.....	3
2. Vision and values.....	3
3. Legislation and guidance.....	4
4. Inclusion and equal opportunities	5
5. Definitions	5
6. Roles and responsibilities.....	6
7. SEN information report	10
8. Our approach to SEND support.....	10
9. Expertise and training of staff	16
10. Links with external professional agencies	17
11. Admission and accessibility arrangements	17
12. Complaints about SEND provision	18
13. Monitoring and evaluation arrangements	19
14. Links with other policies and documents	19

1. Aims and objectives

The aims of the SEND policy cannot be separated from those of the whole school teaching and learning expectations. Hawkley Hall High School remains committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad, balanced and differentiated curriculum. All members of staff within the school community have a responsibility to ensure that every student has an equal opportunity to attain their maximum progress in all aspects of the curriculum.

Every teacher at Hawkley Hall High School is a teacher of students with Special Educational Needs and Disability (SEND) and all leaders at Hawkley Hall High school are leaders of SEND.

To achieve our aims, Hawkley Hall High School will:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Identify students who have special educational needs and additional needs;
- Ensure students with SEND receive effective provision and intervention, so they make good progress in line with expectations and that they develop independence and confidence in all areas of learning. This provision will be based initially on “Quality First Teaching” (QFT)
- Work within the guidance provided in the SEND Code of Practice, 2014;
- Operate a holistic, whole school approach to the management and provision of support for SEND.
- Ensure that parents/carers of students with SEND are fully informed of their child’s progress, support and interventions.
- Ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a student’s provision.
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Provide a Special Educational Needs Coordinator (SENCO) who will lead the implementation of the SEND and Inclusion Policy and provide support and advice for all staff working with SEND.

2. Vision and values

To provide, in partnership, a high quality education within a caring environment enabling all individuals to fulfil their full potential effectively.

We believe that young people learn their values and attitudes from a wide range of sources, most importantly at home, with school having a vital part to play. Every child has the capacity to learn and has something to offer their community and society. This learning takes place both inside and outside the school and we have many partners in educating the children of our community.

Our aim for students with SEND is to equip them with the necessary tools and skills to be the best they can be and to achieve their full potential, so that they feel respected and valued. Through access to high quality education and quality first teaching, our students will enjoy, achieve and progress to the best of their ability. All progress, academic and non-academic will be recognised in each of our students.

By identifying and being aware of individuals' needs and listening to student voice, strategies and approaches can be adjusted accordingly to enable students to fully access all of school life and society. We promote in our students the ability to recognise and celebrate their own individual skills and talents, which helps to create the confidence needed to set personal goals and to make decisions about their own learning.

We inspire students with SEND to become independent, resilient and motivated young people who have the confidence to make mistakes and learn from them. We model the skills needed for our students to build positive relationships with others and create opportunities for them to become role models.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

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

5. Definitions

5.1 Special educational needs

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

They have a **learning difficulty or disability** if they have:

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

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

5.2 Disability

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

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

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Miss Alison O'Brien. A.o'brien@hhhs.net. SENCO works closely with the Head of Inclusion – Mrs Fiona Holmes f.holmes@hhhs.net

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made

- › Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing body

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

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 7 until year 11 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Mrs Nicola Hill gov.nhill@hhhs.net

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENCO/Head of Inclusion and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO/Head of Inclusion and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENCO/Inclusion, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO/Head of Inclusion, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO/Head of Inclusion and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO/Head of Inclusion to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

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

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

- Have access to Inclusion staff at year group parents' evenings, in order to speak about their child with SEND
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress, through the EHC reviewing process

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

6.7 The pupil

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

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

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

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

The information report will be updated annually and as soon as possible after any changes to the information it contains. This report can be found on the school website or alternatively via this link: [SEND-Information-report-2022-23.pdf \(hhhs.net\)](https://www.hhhs.net/SEND-Information-report-2022-23.pdf)

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Hawkley Hall High School, we have a whole school community approach to SEND including governors, teaching and non-teaching staff, students, parents and carers. At Hawkley Hall High School, each student is considered an individual and his or her needs will be addressed accordingly.

To ensure consistency of identification of SEND, the following procedures/practices are also followed:

- Primary liaison for identification, sharing good practice and continuity of provision for successful transition planning
- Rigorous information retrieval and data for early identification, ensuring appropriate provision and progress
- Year 7 Baseline screening assessments, including reading, spelling and Maths
- End of term summative assessments results
- Formative assessments using observations and alternative recording tools

At the weekly year group Team around the Child (TAC) meeting, individual students are discussed and appropriate provisions are planned. A TAC meeting is attended by key pastoral stakeholders including: Heads of Year (HOY), Assistant Head (Pastoral), Safeguarding, Attendance, Head of Inclusion, Learning Mentors and Senior Pastoral leaders.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

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

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

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted/differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO/Head of Inclusion to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

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

If a pupil is joining the school, and:

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

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The Head of Inclusion, pastoral staff and teaching staff will communicate information to parents by means of emails, telephone conversations, parents' evening and through regular meetings. Members of the Inclusion team will often attend meetings led by HOY/SLT, for students with identified and/or possible SEN. Both inclusion and teaching staff can also maintain daily communication with families through the home/school communication book for those pupils with complex SEN. All confidential documents are stored securely.

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

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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

We will formally notify parents if it is decided that a pupil will receive special educational provision.

Families can also access support by accessing Wigan's Local Offer. [I'm a Parent \(wigan.gov.uk\)](http://wigan.gov.uk)

8.3 The graduated approach to SEN support

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

1. Assess

The pupil's class teacher and the SENCO/Head of Inclusion will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

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

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system (Sims), Class Charts and will be made accessible to staff in a SEN Profile.

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

3. Do

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

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO/Head of Inclusion will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

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

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

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

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

8.4 Levels of support

School-based SEN provision

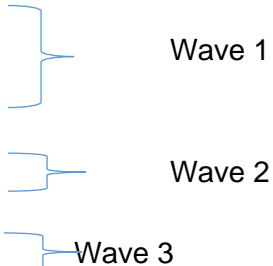
The Inclusion faculty deliver personalized provision, which is closely monitored and evaluated to the specific needs of the students. All provisions are designed to encourage engagement and challenge the young person, whilst taking into account of the ability, aptitude and interest of the student. All programs are designed to develop the young person socially and emotionally, whilst building the students' self-esteem.

Each year, a confidential Inclusion Register is created and reviewed termly, and is accessible to both teaching and support staff. This register outlines the main areas of need and current wave level for students. Students may exit or move stages on the register. This could be due to the students meeting their targets; short-term interventions having been successfully completed and/or the student being at the point where classroom Quality First teaching is sufficient to support the student. These pupils have needs that can be met by the school through the graduated approach.

Students on all waves have an "SEND profile", for which the Inclusion team have responsibility for the regular review and updating of information about individual students. These profiles provide staff with detailed information on the young person's additional needs, which will aid their classroom provision.

Graduated Approach

To support students at HHHS with SEND, staff use a graduated approach to providing the correct provision for these students. The graduated approach recognises that students require varying levels of support to achieve their learning outcomes.

- No additional support
 - Some additional support
 - Lots of additional support
 - Exceptional support
- 
- Wave 1
- Wave 2
- Wave 3

Wave 1:

High Quality First Teaching, adapted for individual students, is the first step in responding to students who have/potential SEND. The majority of students at Hawkley Hall High School learn and progress through these high standards of Quality First teaching practice. The cycle of planning, teaching, assessment and evaluation ensures the vast majority of student achievement using class level differentiation. Inclusive Quality First Teaching focuses on a student-centred approach and aims to create a purposeful and enjoyable learning experience. Personalisation is paramount. Teaching is carefully planned, taking into account prior learning. Lesson structures have clear objectives that are shared with the students and revisited throughout the lesson. Teachers use lively, interactive teaching methods and make maximum use of different learning styles.

Leaders regularly and carefully assess and review students' learning progress to inform decisions around adapting the curriculum and learning environment for all students, including those at risk of underachievement. Teachers continuously monitor and evaluate progress in lessons and implement appropriate interventions.

Wave 2:

For some identified students however, additional provision may be used to support their learning. These provisions may include:

- Additional in-class support
- Small group and/or 1:1 literacy/numeracy intervention sessions
- 1:1 sessions in social interaction and communication, Social, Emotional and Mental Health (SEMH), specific literacy/numeracy difficulties, cognitive behaviour therapy, nurture sessions, mentoring and/or counselling.

If students do not make adequate progress during intervention sessions or a concern is raised regarding a specific barrier to progression, advice will be sought from outside agencies to further assess students' needs and provide specific, individual recommendations for support. This may include 1:1 in-class support. The recommendations made by external agencies will be followed for the time advised.

For a small number of students with high levels of SEMH needs, Hawkley Hall High School draws on a more specialist approach, which may include use of the Evolve Centre in school or by commissioning places at The Engagement Centre.

Some students having received wave 2 intervention will make sufficient progress and their additional needs are appropriately met.

However, for some students where their progress is significantly below peers and where there is also a complexity of needs and where these needs have been apparent for some time, an Education and Health Care Plan (EHCP) may be required. The request for an EHCP assessment

is made to the Local Authority after substantial evidence has been gathered and in consultation with parents.

The provision for these pupils at wave 2 are funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, Health and Care (EHC) plan (Wave 3)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. Children and young people with an Education Health and Care Plan (EHCP) are on the third level of intervention (wave 3) and will be given additional support from both school and external support agencies to enable them achieve their long-term outcomes. EHCP's can be in place until the young person reaches the age of twenty-five, as long as the young person is still in Education and their needs continue to impact upon their learning. This ensures that the appropriate support remains in place for some of our most vulnerable young people well into adulthood.

For a student with an EHC plan, a multi-agency response is adopted to meet the needs of the student to ensure appropriate provision and adequate progression and achievement. The EHC plan is reviewed annually, whereon the young person's progress is discussed and appropriate amendments are made. All stakeholders involved with the young person's EHCP will be invited to contribute to the review meeting including the young people themselves.

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

Transition

An extensive program is implemented for transition for children between Key Stage 2 and 3. Hawkley Hall High School works closely with primary schools to ensure that all information regarding students with special educational needs is received to ensure consistency and continuity of support. The Head of Inclusion/Deputy Head of Inclusion attends all transition meetings along with Head of Year 7 in all feeder schools, where all students are discussed on an individual basis.

Where appropriate, children with complex needs will have additional transition meetings, where additional transition arrangement is planned with primary school, parents and the young person. Throughout Year 6, students with complex needs will have numerous visits and taster days at the school to enable them to be familiar with a new environment and gain confidence to transfer to Key Stage 3.

Students with an EHCP will meet with Inclusion key workers, in order to start building up a trusting and effective working relationship. Many students with special educational needs may be gifted and talented in other areas. These talents are identified and students are actively encouraged to develop their existing skills.

Key Stage 4 to Post 16

The Inclusion team will work closely with parents, carers students and careers advisors, colleges and training providers to ensure all relevant information is shared for continuity of support and to ensure the students receive the best possible start into adulthood.

Careers advice is offered throughout Key Stage 4 and students are encouraged to visit future establishments/placements to gain a clear understanding of their options. There are regular supported visits to colleges for Key Stage 3 students.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress through data analysis, teacher feedback and observation
- Liaising with class teachers at each stage of the graduated approach to evaluate effectiveness of provisions/interventions
- Using pupil questionnaires
- Monitoring by the SENCO/Head of Inclusion
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

At Hawkleigh Hall High School, we have a structured team of support staff, which includes Head of Inclusion, Deputy Head, Assistant Head, three Advanced Level Teaching Assistants (ALTA) in the three core subjects and twenty one Level 2 Teaching Assistants.

Using guidance from the student's Education and Health Care Plans, the Head of Inclusion will deploy teaching assistants to work towards achieving the student's outcomes as specified in their EHC plan. The Inclusion faculty deliver personalised provision, which is closely monitored and evaluated to the specific needs of the students. All provisions are designed to encourage engagement and challenge the young person, whilst taking into account of the ability, aptitude and interest of the student. All programmes are designed to develop the young person socially and emotionally, whilst building the students' self-esteem.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all members of staff receive regular access to training and development, which including teaching and supporting pupils with SEND.

CPD opportunities are provided to all staff regularly for specific educational needs. Training is timetabled termly which includes an extensive programme for SEND approaches, strategies, adaptive teaching, behaviour management and identification of specific SEND difficulties. The SENCO/Head of Inclusion work closely with leaders of CPD to plan the appropriate CPD depending on

Twice yearly, SEND planning and review meetings (RDP) are held between Head of Inclusion, Assistant Head (Pastoral) and TESS teacher and Educational Psychologist. School staff take an active role in other multi-agency forums, such as the Inclusion Managers and SENCO cluster meetings and the Wigan annual SENCO conference.

All the staff at Hawkley Hall High School receive SEND and safeguarding training as part of their induction process.

The Inclusion Faculty consists of highly qualified, experienced and committed staff. We have high expectations and encourage, nurture, and provide consistency and continuity in the support which is appropriate to student's needs.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Targeted Education Support Service
- Specialist teachers or support services
- Educational psychologists
- Specialist Sensory Education Team
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- ADHD Specialist Nurse
- Embrace
- Neurodevelopmental Pathway
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Start Well

11. Admission and accessibility arrangements

11.1 Admission arrangements

The school's admission arrangements can be found on the school's website or alternatively via this link: [Hawkley Hall High School \(hhhs.net\)](http://Hawkley Hall High School (hhhs.net))

Where the school receives more applications than places available, the following admission criteria will be applied once places have first been allocated to pupils who have a statement of special educational needs or education health and care plan which names the school:

1. Looked after children and previously looked after children. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). Applications for previously looked

after children must be supported with appropriate evidence i.e. a copy of the adoption order, residence order or special guardianship order.

2. Children whose older brother or sister attends the school and will still be there at the time of admission.
3. Children living in the postcodes WN3-5** and WN3-6**
4. Other children living nearest to the school.

Pupils will not be denied admission to the school due to their SEN. For any mid-term admission/change of placement requests, the school team work closely with the LA, families and external agencies to ensure that the school are able to fully meet the pupils SEN and that they can thrive and achieve within this setting.

11.2 Accessibility arrangements

The school is aware of its statutory duties in terms of accessibility and steps are taken to prevent disabled pupils from being treated less favourably than other pupils.

The school environment is:

- Fully wheelchair accessible with lifts to all classrooms in buildings with multiple floors.
- There are ramps at entrances to buildings.
- Outside the school site is level without steps.
- There are disabled toilets and alternative changing facilities in the school.
- Where appropriate specialist equipment will be obtained by the school for students with additional needs.
- The school work closely with external agencies such as SSET, Occupational Therapy and the Speech and language to ensure pupils have effective access to this support and appropriate recommendations are adhered to by school staff.
- The school are committed to ensuring the disabled pupils have full access to the curriculum, through high quality inclusive teaching, appropriate adaptations, providing the correct level of support and access to short-term interventions.
- The school's accessibility plan can be accessed via the school website or alternatively by this link [Accessibility-Plan-Summer-22.pdf \(hhhs.net\)](#)

12. Complaints about SEND provision

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

Formal complaints about SEND provision in our school should be made to the SENCO/headteacher in the first instance. They will be handled in line with the school's complaints policy [Model complaints procedure \(hhhs.net\)](#)

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

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

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

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

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

- All staff's awareness of pupils with SEND at the start of the autumn term and at key points in the school year.
- How early pupils are identified as having SEND
- The effective deployment of the Teaching Assistants
- Pupils' progress and attainment once they have been identified as having SEND
- The quality of inclusive teaching across the curriculum
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

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

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents which can be found on the school website or via the following links:

- SEN information report [SEND-Information-report-2022-23.pdf \(hhhs.net\)](#)
- Wigan's Local Offer [I'm a Parent \(wigan.gov.uk\)](#)
- Accessibility plan [Accessibility-Plan-Summer-22.pdf \(hhhs.net\)](#)
- Admissions procedures [Hawkey Hall High School \(hhhs.net\)](#)
- Behaviour policy [8.1-Behaviour-policy-Jan-2023.pdf \(hhhs.net\)](#)
- Supporting pupils with medical conditions policy [Medical-policy-COVID-19-Procedure.pdf \(hhhs.net\)](#)
- Attendance policy [Revised-Attendance-Policy-2022.pdf \(hhhs.net\)](#)
- Safeguarding / child protection policy <https://hhhs.net/wp-content/uploads/2022/10/Child-on-child-abuse-policy.docx>
- Complaints policy [Model complaints procedure \(hhhs.net\)](#)