



HAMILTON LODGE  
SCHOOL AND COLLEGE

All policies are developed collaboratively to ensure we fulfil our mission to teach each one of our Primary, Secondary pupils and Further Education students to:

- develop a full language to support memory & learning
- achieve their academic and vocational potential
- be safe and confident in the modern world
- have happy memories of their childhood and make lasting friendships
- be healthy and resilient both physically and emotionally

## 19 CP: Special Educational Needs Policy.

Compulsory Policy.



HLSC Specific Policy.

**Date Approved:**

**27 October 2020**

Chair of Governors:

Martin Redshaw.

SEND Governor:

Sue Hart.

Principal:

Billy Mc Inally.

Policy Lead:

SENCo Deputy Head.

**Expiry Date:**

**27 October 2021**

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### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils and students with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils and students with SEN.

All children and young people placed at HLSC have EHCPs identifying Deafness as their main SEN. A large proportion also have additional comorbid needs: Principal Comorbid additional needs are mapped out in our SEND register and noted in [section 5](#) of this policy.

On a rare occasion it may be possible to accommodate a child whose deafness is not their primary need.

At HLSC, the Assistant Head is responsible for this policy and the day to day coordination of Additional SEND provision in her role as SENCo.

## 2. Legislation and guidance

This policy and information report 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 and students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age 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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO at HLSC is our Assistant Head, Judith Peacock. [Judith.Peacock@hamiltonlsc.co.uk](mailto:Judith.Peacock@hamiltonlsc.co.uk)  
Judith will:

- Work with the Principal, Head of School and College, Head of Care and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Take responsibility for reviewing and maintaining this SEN Policy.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support all individual pupils and students and ensure the school keeps the records of all pupils and students with SEN up to date.
  - Maintain Provision Maps.
  - Maintain SEND register.
  - Work with the wider team to ensure Annual Review documentation is reflective of Provision maps.
  - Ensure proposed amendments and addendums to EHC plans are included in the Annual Review report.
- Chair the Provision map review meetings with the Principal and Head of School and College.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that our pupils and students receive appropriate support and high quality teaching.

- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' and students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and students and their parents are informed about options and a smooth transition is planned.
- Work with the Principal, Head of School and College and governing board to ensure that the school meets its responsibilities under the [Equality Act 2010](#) with regard to reasonable adjustments and access arrangements.

#### 4.2 The SEN governor

The SEN governor, Sue Furdas, will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal, Head of School and College and Assistant Head/SENCo to determine the strategic development of the SEN policy and provision in the school.
- Meet termly with the Assistant Head/SENCo to monitor and review issues pertaining to SEND.

#### 4.3 The Principal and Head of School and College

The Principal, Head of School and College will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Ensure effectiveness of provision is in place and reviewed with the SENCo.
- Ensure Provision required to meet need and achieve EHC plan outcomes is in place.
- To ensure all proposed amendments and addendums to EHC plans have an empirical evidence base and are shared at appropriate meetings.
- To call early Reviews if current provision is not meeting need.
- Have overall responsibility for the provision and progress of all pupils and students in the school.

#### 4.4 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching helping ensure high levels of engagement and progress.
- Working with the SENCO to review each pupil's progress and development and decide on any proposed changes to provision.

## 5. SEN information report

### 5.1 The SEN that we can provide for

Our school currently provides provision for deaf children, in addition we are in a position to support children who have a range of comorbid needs including:

- Speech, Language, Communication, Processing and Interaction.
- Cognition and learning.
- Social, Emotional and Mental Health difficulties.
- Other sensory needs.
- Physical needs.
- Moderate and Severe learning difficulties.

### 5.2 Consulting and involving pupils, students and parents

We ensure pupils and students (and their parents/carers) are fully involved in developing and reviewing the provision we have in place for them. We do this in a number of ways:

- Parent/Carer consultation days.
- Academic reporting cycle.
- Annual review cycle where children and parents contribute to the report we send to the LA highlighting any recommended amendments or addendums to the EHC plan with a particular focus on:
  - Needs.
  - Outcomes.
  - Provision.

These reports and conversations will make sure that we are doing all we can to ensure we are:

- Meeting identified need.
- Working toward securing identified outcomes.
- Have all provision in place required to secure successful outcomes for the individual pupil.

### 5.3 Assessing and reviewing pupils and students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupils and students' current progress. This will draw on:

- The teacher's assessment and experience of the pupil
- Levels of engagement, progress, attainment personal achievement and presenting behaviours
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services where relevant.

The SENCo will chair a weekly meeting with the Principal and Head of School and College where individual pupils and students will be discussed, their provision maps, SEN, and outcomes sought will all be reviewed.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought and the provision in place to support a pupil. Current interventions will be highlighted in the pupil's provision map which will be available to all staff who work with a child.

### 5.3 Supporting pupils and students moving between phases and preparing for adulthood

We will share all pertinent information with partners and expect full reciprocity. This will ensure as smooth a transition as possible at all times and in all circumstances. Our ultimate aim is to minimise the stress and anxiety associated with all transitions for pupils and student and their families. We believe by doing this we will:

- Minimise the lead time required before securing full engagement.
- Significantly increase the probability of a successful transition.
- Ultimately secure the best possible outcomes for the pupil.

### 5.4 Our approach to teaching pupils and students with SEN

Teachers are responsible and accountable for the progress and development of all the pupils and students in their class.

High quality teaching is our first step in responding to our pupils and students SEN. This will be differentiated for individual pupils and students with a range of well-planned and targeted interventions in place to secure the very best outcomes possible for each individual pupil.

Termly lesson observations and book scrutiny provide an additional mechanism through which good practice is identified and shared, and from which recommendations and changes can be implemented.

### 5.5 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils and students' needs are met:

- Differentiating our curriculum to ensure all pupils and students have access to success and challenge.
- Adapting our resources and staffing
- We do not teach MFL but instead ensure all pupils and students have access to Deaf Studies giving this parity of esteem is essential to our pupil's sense of self and self-value.
- Differentiating our teaching.
- High quality collaborative practice OR integrated working between teachers and therapists ensuring pupils and students are learning to learn and can increasingly maintain high levels of engagement.

### 5.6 Additional support for learning

[HLSC offer document](#) clearly sets out the additional support we have in place to ensure we can meet the needs of all our children.

Support offered to individual pupils and students is noted on their Provision Maps and their Annual Review reports.

### 5.7 Expertise and training of staff

We have a comprehensive training programme in place. The programme is informed by:

- The needs of the children.
- The needs of staff.
- Expertise we have in place.

We secure our understanding of the needs of the children through full disclosure from LA partners (EHC plans, Provision Maps and Reports), the children, their families, social workers, clinicians and therapists. In addition to this we audit the training needs of staff through the use of targeted SEND questionnaires.

#### 5.8 Securing equipment and facilities

As part of the initial assessment our assessment team will investigate the need for environmental adjustments or special equipment that a child may need to access their education, this will be taken into account when costing the placement.

#### 5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils and students by:

- Reviewing pupils and students' individual progress towards their EHC outcomes and small step targets set for them. We do this each term.
- Reviewing the impact of interventions as required.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress and highlight successful interventions.
- Targeted weekly Pupil Support Department meetings at which all support departments are represented.
- Holding annual reviews with the pupil, their family, LA SEND officer, Social Workers and where appropriate, therapists and clinicians.

#### 5.10 Support for improving emotional and social development

We provide support for pupils and students to improve their emotional and social development in the following ways:

- Pupils and students are encouraged to be part of the school council
- Pupils and students are also encouraged to take a full part in clubs across the school helping them to build friendships and add value to any group.
- Pupils and students have access to a range of support within the school.
  - Form Tutors.
  - Signed Therapeutic Support.
  - A range of therapies highlighted in our [offer document](#).
  - Individual SENCo support.
  - Deaf Studies.
- We maintain very high quality arrangements with a range of external Partners to support the emotional and Social Development of our pupils and students.
  - [Brighton & Hove Safeguarding Children Board](#).
  - [National Deaf Children's Society: NDCS](#).

- [Deaf CAMHS.](#)
- [Deaf Adult Services \(DACT\)](#)
- [Brighton and Hove CMHT](#)
- [Local GP Practice.](#)
- [British Association Teachers of the Deaf: BATOD.](#)
- [National Association of Independent and Non maintained Special Schools: NASS.](#)
- [South East SEND Network.](#)
- Speech and Language Therapists in Bilingualism and **Deafness: SALTIBAD.**
- [SENCO Forum.](#)
- [British Association of Play Therapists: BAPT.](#)
- [Plumpton College.](#)
- [Brighton Metropolitan College.](#)

We have a zero tolerance approach to bullying. Our [Anti Bullying policy](#) clearly highlights how we define bullying and how we manage incidents of bullying.

#### 5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. If the issue raised cannot be addressed to the satisfaction of the complainant The Head of School and College will review. If issue still cannot be resolved the complaint can be escalated in line with our complaints policy.

The parents of pupils and students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### 5.12 Links to Our current LA Partners: Their Local Offers.

- |  |                                |
|--|--------------------------------|
| • <a href="#">Brighton &amp; Hove.</a> | • <a href="#">Kent</a>         |
| • <a href="#">East Sussex.</a>         | • <a href="#">West Sussex.</a> |
| • <a href="#">Surrey.</a>              | • <a href="#">Newham.</a>      |
| • <a href="#">Dorset.</a>              | • <a href="#">Carmarthan.</a>  |
| • <a href="#">Essex.</a>               | • <a href="#">Hampshire.</a>   |
| • <a href="#">Islington.</a>           | • <a href="#">Hounslow.</a>    |
| • <a href="#">Medway.</a>              | • <a href="#">Portsmouth.</a>  |
| • <a href="#">Kingston.</a>            | • <a href="#">Somerset.</a>    |
| • <a href="#">Suffolk.</a>             | • <a href="#">Sutton.</a>      |
| • <a href="#">Wiltshire.</a>           |                                |

## 6. Monitoring arrangements

This policy and information report will be reviewed by Our **SENCo, Judith Peacock**, and our **SEND Governor, Sue Furdas**, annually, in line with our policy review programme. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our [policies](#) on:

- Accessibility plan
- [Anti Bullying](#)
- Behaviour
- Equality information and objectives
- Supporting pupils and students with medical conditions