THE HERMITAGE SCHOOLS

Inspire, Learn, Achieve

Special Educational Needs & Disabilities (SEND) and Inclusion Policy

Persons Responsible: Inclusion Leader and Orchard Centre Manager
Date adopted: Autumn 2022
Date of last review: Autumn 2026
Date of next review: Autumn 2027

Rationale and Vision

At The Hermitage Schools, we aim to motivate and inspire children. We want the children to be confident and independent individuals, building on their strengths and talents, equipped with the skills to live fulfilling lives. We strongly believe that every child has the right to be included and educated alongside their peers, and we respect the unique contribution that every pupil can make to the community.

We are fully committed to ensuring that the needs of all children are met within an environment which embraces the highest possible academic aspirations, whilst accepting individual differences in ability, aptitude and level of skill. We are passionate in striving to ensure that every child at The Hermitage Schools is valued and their achievements celebrated.

We value the social and emotional well-being and positive mental health of the pupils in our care and education. This is reflected in our school development plan, our curriculum, our way of teaching and the support we provide for individual pupils who require additional intervention or strategies.

Where necessary, we provide appropriate intervention and support to ensure that all of our children achieve their own personal next step.

At our schools, every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities.

Definition of Special Educational Needs (SEN)

We use the definition for SEN and for disability from the SEND Code of Practice (2015). This 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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special education 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.

Many children and young people with a SEND, may 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'.

Key Roles and Responsibilities

At The Hermitage Schools, we believe every member of staff has a role to play in delivering SEND provision. Within this team, the Executive Headteacher, Inclusion Leader, Orchard Centre Manager and other members of the Senior Leadership Team (SLT) work collaboratively to ensure this provision is delivered across the school.

The Inclusion Leader has day-to-day responsibility for co-ordinating SEND across the mainstream school and the Orchard Centre Manager has day-to-day responsibility for The Orchard Centre (MLD). These responsibilities include co-ordinating arrangements with class teachers, year group leaders and outside agencies regarding pupils with additional needs. The Inclusion Leader and Orchard Centre Manager are responsible for this policy and the co-ordination of specific provision in place to support children on the SEND Register, including those children with an Education Health and Care Plan (EHCP).

Staff Details

Inclusion Leader – Mrs D Quirk
Responsibility for managing the day to day co-ordination of the SEND and vulnerable groups provision, including medical needs, and ensuring best provision is achieved.
Email: inclusion@hermitage.surrey.sch.uk

Orchard Centre Manager – Miss B Foster
Responsibility for managing the day to day co-ordination of the SEND provision in the Orchard Centre and ensuring best provision is achieved.
Email: orchard@hermitage.surrey.sch.uk

SEND Local Governing Committee member - Mrs M Martin
Responsibility for monitoring policy implementation and liaising between the Inclusion Leader and the Local Governing Committee (LGC).
Email: m.martin@hermitage.surrey.sch.uk

Home School Link Worker (HSLW) – Mrs K Nguyen
Works alongside families and identifies and provides information on appropriate external / other support services.
Email: hslw@hermitage.surrey.sch.uk

Designated Safeguard Leads (DSLs) – Mrs J Larsen (Infants) & Mrs G Condon (Juniors)
Deputy DSLs: Mrs Clare Spires, Mrs D Quirk, Mrs Sue Boulcott, Mr Stephen Greenwood, Miss L Dean, Mrs C Blackwell, Mrs K Nguyen & Mrs R Knight.
Email: dslinfant@hermitage.surrey.sch.uk (Infant School) dsljunior@hermitage.surrey.sch.uk (Junior School)

How was this policy created?

This policy has been created in partnership with senior leaders, teachers, support staff, the Local Governing Committee and has considered feedback from parents. This policy reflects statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (2015). As well as the most recent Surrey Guidance available from The Surrey Local Offer.

How can parents access this policy?

You can access this policy in a number of ways:

- The Hermitage Schools' website
- By requesting a hard copy from the school office.

Please let us know if you need a copy of this policy to be made available in a different format, e.g. enlarged print.

Context

This policy complies with statutory requirements laid out in the SEND Code of Practice 0 –25 (July 2014) and has been written with reference to the following related guidance and documents:

- The Equality Act 2010 and Schools May 2014
- Children's and Families Act 2014
- Surrey's Local Offer
- Statutory Guidance on Supporting Children at school with Medical Conditions
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013(Inclusion section)
- Teachers' Standards 2021

Aims

At The Hermitage Schools, all children, regardless of their particular needs, are provided with teaching that enables them to:

- Make the best possible progress.
- Become confident individuals living fulfilling lives.
- Make a successful transition on to the next phase of their educational journey.

We aspire to ensure that all children with SEND will meet or exceed the high expectations set for them based on their starting points and individual targets.

We will use our best endeavours to ensure that a child with SEND:

- Receives the support they need.
- Is able to engage in activities taking place in school alongside their peers.
- Is set ambitious, educational and wider outcomes, which they, their parents and relevant outside practitioners/professionals have worked together with the school to agree.

How do we meet the Statutory Requirements for SEND?

- We follow and adhere to The SEND Code of Practice (2015)

- We adhere to the Surrey Local Offer and access the wide range of resources and documentation.
- We follow The Graduated Response and OAP (Ordinarily Available Provision)

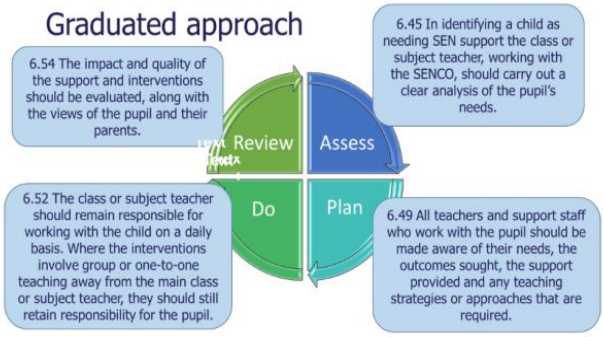
[A parent carer guide to ordinarily available provision in schools - Surrey County Council]
[Ordinarily available provision schools' guide]

- We ensure a systematic approach to identify needs, using the: assess, plan, do and review model.

The SEND Code of Practice 2015 outlines class teacher responsibilities and focuses on the importance of quality first teaching in order to support all pupils. At The Hermitage Schools, we believe this is our starting point in order to meet the needs of all our pupils. This includes ensuring:

- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from support staff and/or specialist staff.
- Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- The first response should be quality first teaching and universal approaches, which are differentiated for individual pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high-quality teaching.

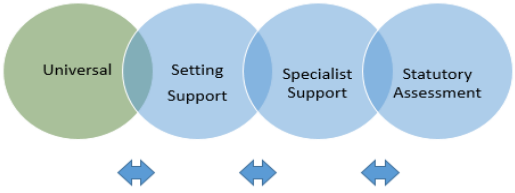
In addition to The SEND Code of Practice, we follow The Graduated Response and use The Profile of Need. The Graduated Response is the cycle of support put in place for children with identified special educational needs. This cycle is embedded with an aim to remove barriers for children. The SEND Profiles of Need is an assessment toolkit to support teachers to identify children's needs/ next steps.



The Graduated Response covers 4 main areas of need:

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

There are 4 stages of support for each of these areas; Universal, setting (school) SEND Support, Specialist SEND Support and Statutory Support, where applying for an EHCP takes place.



The table below outlines the main provision we provide at each stage of The Graduated Response, in conjunction with the four stages of support.

Universal	School SEND Support	Specialist SEND Support	Statutory Assessment
Support for all Use of OAP (ordinarily available provision)	Hold a meeting with the parent to express your on-going concerns and agree next steps/ actions. SENCo and class staff to hold a meeting in order to ensure best practice for pupil.	Assess and analyse the impact of the agreed actions.	**SENCo** completes the request for statutory assessment (EHCP) process. Evidence from family, school and outside agencies will be used to form this.
		Class teacher reviews progress of child and teacher completes section 4 of the **SEND Support Arrangements Plan if needed.** Parents to complete section 3 of the **SEND Support Arrangements Plan.** **The SEND Support Arrangements plan** is to be reviewed <u>termly.</u>	
	Set an **ISP with SMART targets – the school use a system called Edukey to record ISPs.** These are shared with parents and reviewed at SEND parents evenings. Records must be kept and analysed to see progress or increased difficulties.	**SENCo to refer to relevant agencies, external support for additional advice and strategies.** The referral needs to be evidenced based from the previous stages (School SEND Support and the Universal stage). The class teacher/team will be required to complete any questionnaires needed to submit the referral.	

		Class Teacher/SENCo inform parents and gain consent.	
		SENCo to identify and implement any staff training that may arise from the increased need of the pupil.	
		SENCo to refer to relevant agencies, external support for staff training in order to provide the required intervention programme to meet the increasing needs of the pupil.	
		It may be deemed appropriate to collate evidence to apply for **Statutory Assessment (EHCNA).** The Support Arrangements Plan is part of this evidence and will be used alongside advice from external partners.	

How do we identify a child's needs?

At The Hermitage Schools, we monitor and assess all children to help identify their individual needs. When a child's additional needs are identified, we will put appropriate provision in place to improve the long-term outcomes for that child. This provision includes in school provision (School SEND Support) and if appropriate, external provision from outside agencies (Specialist SEND Support).

Children's progress and level of attainment is assessed and monitored continuously. Termly Pupil Progress Meetings take place where teachers meet with the Inclusion Leaders and other members of the senior leadership team, to discuss the progress of each of the children within their class. This leads to specific actions where necessary. It can also include closer pupil monitoring. Any concerns about a child's academic or social progress between times would be raised with the team leader or Inclusion Leader immediately.

We encourage parents/carers to share any concerns they may have about their child's development or additional needs so we can work in partnership to support pupils appropriately.

How do we decide on the most appropriate provision for a child?

It is the responsibility of the Inclusion Leader to keep the SEND/Additional Needs Register up to date. The SEND/Additional Needs Register is reviewed termly, but children may be added or removed from the Register as and when is required.

When deciding whether to make special educational provision, the class teacher and Inclusion Leader will consider all the information gathered from within the school and from parents/carers about the child's progress, as well as considering their age and starting point in comparison to national data and expectations of progress.

Information gathered will include:

- Accurate assessment methods/ materials.
- Pupil outcomes and progress.
- Staff professional views and judgements.
- Parents/carers views and feedback.
- If deemed necessary, specific diagnostic assessment or consultation with external agencies.

Where children have a higher level of need, we will work in partnership with external agencies and professionals, and their advice will also contribute to deciding if and what is the most appropriate provision for the child.

At this information gathering stage, the Inclusion Leader/SENCo may also organise a meeting, known as a TAC (team around child) or TAF (team around family) meeting, with the family in order to:

- Share, as well as understand any concerns the parent/carer might have about their child.
- Share the child's areas of strengths and difficulty in a range of areas.
- Establish agreed desired outcomes sought for the child for now and for the future.
- Agree the child's next steps.
- Agree a clear date for reviewing agreed actions and progress made.

The purpose of this meeting is to work together to decide how we can support the child to achieve identified outcomes and remove any barriers to learning. Minutes from this meeting will be added to the child's record via the schools' online record keeping system (CPOMs).

If it is deemed necessary to place the child on the SEND Register, we view this as a positive intervention, which enables us to increase the level of tailored support that a child will receive.

What do we do to ensure the needs of every child are met?

1) Quality First Teaching:

The class teacher is responsible and accountable for the progress and development of all the children in their class. At The Hermitage Schools, we strive to deliver high quality teaching, which is differentiated for individual children where necessary, to ensure that all children make expected or better progress in every lesson. When planning lessons, the class teacher is expected to ensure differentiated outcomes and good quality personalised teaching for all children, including those identified as having a special education need.

The SLT regularly and carefully review the quality of teaching and learning for all children, including those at risk of under achievement. Where necessary, the SLT support teachers' understanding of high-quality teaching and learning, and work with individuals to embed strategies and support in order to promote good outcomes for vulnerable children, whilst developing staff knowledge.

2) A Graduated Response to SEN

Underpinning all our provision in school is the **graduated approach** cycle of:

Assess

We regularly assess all children's needs so that every child's progress and development is accurately tracked and compared to that of their peers and national expectations. Assessments will also draw on the views and experiences of the child and their parents/carers as well as, where relevant, other external support services.
The class teacher, Inclusion Leader or SENDCo will always seek parent/carer permission before involving any external support services.

Plan

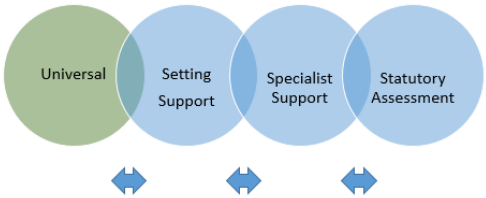
The teacher and the SEND Team will agree, in consultation with the parent/carer, the adjustments, interventions and/ or support to be put in place for the child, as well as the expected impact on progress, development or behaviour and with a clear date for review. All staff working with the child will be made aware of these targets.

Do

The child's class teacher is responsible for working with the child on a daily basis. They will liaise closely with any support staff or specialist staff that provide support for the child and will monitor the progress being made. The SEND Team will provide support and guidance for the teacher.

Review

The provision for a child with SEND will be reviewed at least termly by the class teacher and discussed with the parent/carer. This will inform the planning of next steps for a further period of time. For children with an Education, Health and Care Plan (EHCP), the plan will be reviewed at least annually, in liaison with Surrey.
This accompanies the Surrey SEND stages of SEND Needs – Universal, Setting (school) Support, Specialist Support and Statutory Assessment.



How are parents/carers, families and children involved in this Graduated Approach?

We believe that successfully supporting children with SEND requires a partnership approach between home and school. Parents/carers will be involved in meetings, both formal and informal, with the class teacher and/or Inclusion Leader/SENDCo, whenever it is deemed necessary to review progress made by the child and plan for next steps.

SEND Provision

What does support look like?

SEND support can take many forms. This could include, but is not limited to:

- An individual, personalised or tailored timetable and/or curriculum.
- Additional support/help from a teacher or a member of support staff.
- Specific resources and/or equipment.

- Reasonable adjustments to the environment/resources/expectations.
- Regular planned intervention.
- A member of staff observing the child in the class or at break times and keeping records.
- Staff support, coaching and training.
- Making reasonable adaptions to support a child
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Recording the needs of and support for children on the SEND Register

Records of pupil data, attainment and progress are recorded in line with the school's assessment policy. Pupil interventions are recorded on intervention trackers and provision maps. Each class has a class information sheet outlining the specific needs of their class.

All other details regarding a child with special educational needs should be recorded on a SEND Support Arrangements Plan document (See Appendix 1). It is the responsibility of the class teacher to maintain the SEND Support Arrangements document; this is monitored by the Inclusion Leader and SENDCo.

The SEND Support Arrangements document is used as a working document which is kept electronically and can be accessed by all staff working with the child. Parents/carers are also given regular, updated copies of the SEND Support Arrangements document.

The SEND Support Arrangements document aims to provide a holistic picture of the child, and it is important that it is completed in partnership with the child and parents/carers to ensure that the child's voice and that of their family is heard and represented in the plan. The plan is constructed around child-centred outcomes which should balance what is important to the child and their family with what is important for them. Detailed assessment information is an essential part of understanding what is important for the child. The plan is a dynamic document which will be updated through termly reviews to ensure that it remains relevant.

Securing and working with additional specialist services

Where the school feels that it is appropriate, they will make a written referral to an external support service. Such a referral will always be made with the involvement of the parent/carer. If the support service feels that the child meets their criteria for support they will organise to see the child for assessment and/or observation. After this visit takes place, the external agency will feedback to school and parents on their next steps.

Monitoring and Evaluation of SEND

We regularly monitor and evaluate the quality of provision that we offer children and this informs future development improvements. Examples of ways in which we monitor the quality of our SEND provision include:

- SWAN Trust network meetings
- SENCo to attend Surrey SENCo network meetings
- School Inclusion Subject Plan
- Monitoring by the SEND LGC member
- Regular review of SEND at Local Governing Committee meetings
- Monitoring of data and progress at termly pupil progress meetings
- Observations of teaching and support staff
- Observations and learning walks with a SEND/Inclusion focus across the school

- Evaluations of class-based interventions
- Monitoring and review of SEND funding by the Executive Headteacher, Inclusion Leader and Business Manager

What happens if the needs of the child cannot be met using the school's resources alone?

If a child continues to make limited progress or their needs are not fully met, the school or parents/carers can consider requesting an Education, Health and Care Plan (EHCP). When requesting and EHCP, the local authority will expect to see significant evidence that the school has taken relevant and purposeful action to identify, assess and meet the needs of the pupil and despite this, the child has not made an acceptable level of progress. An assessment by the local authority is carried out for an EHCP.

If granted, a draft EHCP, which outlines the support and provision an individual needs, is shared with parents/carers and school. A statutory period (14 calendar days) is given for this draft to be accepted or declined. Once accepted, the EHCP becomes a final version for schools, parents/carers and external agencies and professionals to adhere to.

Supporting a child with medical conditions

The Hermitage Schools recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Please refer to our *'Supporting Children with Medical Conditions Policy'* for more information. All children with medical needs will have their condition recorded on Arbor. They will have an individual health care plan (IHCP) if they have an Epi pen or regular medication. Some children with medical conditions may also have special educational needs and may have an Education, Health and Care Plan (EHCP). Where this is the case, the medical and health needs of the individual will be fully considered and integrated into the EHCP. Some children with medical conditions may also have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010.

Storing and Managing Information

In line with the GDPR, every child who has SEND will have their records securely managed within the school's data management system, which ensures that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately, and to be accessible for those authorised to see it.

All paper records will be stored out of sight in cupboards. Electronic SEND records are saved on the school's secure staff server. The school also uses Egress, a secure email service which is password protected. This is used to send and receive confidential data with external professionals.

A parent/carer has the right to see their child's SEND records at any point during their child's time at the school. When a child leaves the school their SEND records will be passed securely to their next educational setting.

Parent/Carer feedback

Feedback from parents/carers is always welcome in order to help us to improve our service. If a parent has a concern they wish to discuss, they should contact the class teacher in the first instance. If they wish to discuss a concern further they should contact the Inclusion Leader, SENDCo or a member of the school's Senior Leadership Team to resolve any concerns quickly. If parents/carers of children with SEND still feel they have concerns they should follow *The SWAN Trust Complaints Procedure* which is available on the schools' website.

Section 39 (1) of the 1998 School Standards and Framework Act sets out specific instances where the Local Authority, or its Agents, are required to investigate the concern in conjunction with the school. The Local Education

Officer Team can be contacted via the Surrey County Council Contact Centre on 03456 009 009. These types of complaint are subject to other statutory procedures that are separate from this general complaints procedure.

If a parent wishes to make a complaint against the school you may wish to contact Partnership with Parents who provide impartial and independent information, advice and support to parents of children with special educational needs (SEN). Call their confidential helpline on 01737 737000, email them at spp@surreycc.gov.uk or visit their website www.pwpsurrey.org.

General feedback is welcome at any time. Please speak to the class teacher or a member of the schools' office team in the first instance.

Reviewing the SEND Policy

In line with all school policies, this SEND policy will be kept under regular review. The next review for this policy will be in the autumn term 2027.

Reviewing the school's SEND Information Report

The SEND Code of Practice (2015) states that schools must publish information on their website about the implementation of the proprietor's policy for children with SEND as set out in the SEND Regulations (2014). It is the responsibility of the Inclusion Leader to keep the schools' SEND Information Report up-to-date. The provision that the school can offer is reviewed annually in consultation with the Executive Headteacher and governors and any changes occurring during the year are updated as soon as possible.

Useful links and information

Surrey Local Offer - Surrey County Council

Autism Outreach for Schools - Freemantles Training for Parents and Carers

Home :: Mindworks Surrey

Glossary of SEND Terminology/Acronyms

ADD - Attention Deficit Disorder

ADHD - Attention Deficit/Hyperactivity Disorder

AOT - Autism Outreach Team

Annual Review – The statutory review of a child's Education, Health and Care Plan/Statement. The parent(s)/carer(s), the child/ young person, the school, the LEA and all the professionals have the opportunity to be involved in this review meeting.

ASD - Autistic Spectrum Disorder. Children who may find it difficult to understand and use non-verbal and verbal communication.

Asperger's syndrome/disorder – An autistic spectrum disorder characterised by significant difficulties in social interaction and non-verbal communication, alongside restricted and repetitive patterns of behaviour and interests.

BDA - The British Dyslexic Association

CF - Cystic Fibrosis

CLAPA - Cleft Lip and Palate Association

DCD - Development Co-ordination Difficulty. Also termed Dyspraxia

Disadvantaged Children – Children eligible for free school meals

Dyscalculia - Children having difficulty in acquiring mathematical skills

Dyslexia - Children having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.

Dyspraxia - Children with impairment of gross and fine motor skills

EAL - English as an additional Language

EHA – Early Help Assessment

EHCP – Education, Health and Care Plan. Legally enforceable document that describes the special educational needs of the child, outcomes for the child and how these needs will be met.

EHC Assessment - Multi-disciplinary assessment by the Local Authority of a child's educational need

EP - Educational Psychologist

EWO - Educational Welfare Officer

Graduated Response – The process of assessing, planning, carrying out and reviewing support and intervention to meet a child's individual needs.

GDD – Global Development Delay

HI - Hearing Impaired

HLTA - Higher Level Teaching Assistant

Inclusion – Providing a flexible curriculum and increased capacity to meet needs of all children

IHCP – Individual Health Care Plan

Integration - Where a child fits into existing school provision and curriculum

ISP – Individual Support Plan

CLA – Child Looked After. A child who is in social care.

LEA - Local Education Authority

LLS – Learning and Language Support - Specialist Teaching Service.

Mindworks – Formally CAMHS (Child & Adolescent Mental Health Service)

MD - Muscular Dystrophy

MLD - Moderate Learning Difficulties. Children whose attainments are significantly below expected levels in most areas of the curriculum.

MSI - Multi-Sensory Impairment. Children with complex visual and hearing difficulties.

NASEN - National Association for Special Educational Needs

OT – Occupational Therapy

P Scales - Performance descriptors. A common basis for measuring the progress of children working below age-related expectations.

PD - Physical Disability

PDA – Pathological Demand Avoidance

PP – Pupil Premium

Profile of Need - An assessment toolkit to support teachers to identify children's needs/ next steps.

PMLD - Profound and Multiple Learning Difficulties. Children with complex learning needs and other significant physical difficulties.

PSSS – Physical and Sensory Support Service

RA – Restorative Approaches

SALT - Speech and Language Therapist

SEMH – Social, Emotional and Mental Health

SEN Code of Practice 2014- Statutory guidance to LEAs and the governing bodies of all maintained schools and academies.

SEND - Special Educational Needs and Disability

SENCO - Special Educational Needs Co-ordinator

SLCN - Speech, Language and Communication Needs

SpLD - Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

STIP – Specialist Teacher for Inclusive Practice

TAC – Team around Child

TAF – Team around Family

TES - Traveller Educational Service

VI - Visually Impaired

Working Memory - Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.