

Hugh Sexey Church of England Middle School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School

Vision

At Hugh Sexey Church of England Middle School, we strive to create a caring Christian community, where diversity is celebrated and all are empowered to achieve their full potential. Living out our core Christian values, we aim to provide a happy, fair and safe environment, to enable our children to be reflective, confident and open-minded global citizens of the future.



Date	Author	Date for Revision
May 2023	SENCO - JGn	May 2025

This policy is on our website www.hughsexey.com

Whole School Special Educational Needs and Disability Policy

Rationale

- The Department for Education (DfE) published the new Special Educational Needs and Disability Code of Practice in 2014. This school policy incorporates aspects of the SEND (0-25 years) Code of Practice. The Code offers practical guidance to Local Education Authorities (LEAs) when identifying, assessing and making provision for children with SEND. Essentially the shift that has taken place under the Code of Practice 2014 is a move to a Whole School/Setting Approach to SEND.
- At the core of the framework is the emphasis on identification and support made available to schools through the Somerset Core Standards to address needs at the earliest opportunity. This is a framework which describes the entitlement of children and young people in Somerset school settings and colleges.
- Underpinning the aims and values of the National Curriculum, it is important that the curriculum offered at Hugh Sexey Church of England Middle School provides opportunities for **all pupils** to learn and achieve at an appropriate level and prepares them for the opportunities, responsibilities and experiences of life in the community.

Aims

- To ensure equal opportunities for all pupils to reach their potential. Somerset's Inclusion Statement makes it clear that "all children and young people in Somerset have the right to an inclusive education, encouraging children to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically."
- To provide opportunities for pupils with SEND to access the curriculum alongside their peers.
- To ensure that specific needs of pupils and the needs of the whole child are met – moral, spiritual, social and emotional, as well as intellectual.
- To ensure a whole school consistent approach of SEND support is in place. To ensure that the curriculum is differentiated appropriately - for all pupils to be able to access it and for all pupils to be sufficiently challenged and fulfill their potential.

Definition of SEND

A child who has a significantly greater difficulty in learning than the majority of others of the same age.

The following definition of disability is found in The Disability Discrimination Act 1995:

"A person has a disability for the purposes of this Act if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1 (1), Disability Discrimination Act 1995

The School also abides by the statutory requirements of The Equality Act 2010. Refer to the school Equality Policy 2012.

Provision for SEND

Educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area.

SEND provision should be based on careful analysis of need, close monitoring of each individual's

progress and shared perception of desired outcomes. “Teaching staff should be at the heart of supporting children identified with SEND,” according to the Somerset Inclusion Statement.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Somerset’s Local Offer is published through the Local Authority website, and can be found at <https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/> This is about services and support available locally for children and young people with Special Educational Needs and Disabilities (SEND) from birth to 25. Schools are also required to publish a response to a set of questions about their SEND provision. This is called the School Offer.

The School's policy has regard for the National Code of Practice and the SEND Co-ordinator (SENCO) oversees the implementation of the school-based phases.

Identifying Need – SEND criteria at Hugh Sexey Church of England Middle School

The main criteria for pupils’ inclusion on the Additional Needs register is if a pupil is working significantly below their relevant national curriculum expectations.

A child’s reading and maths standardised score and spelling age will also trigger inclusion on the Additional Needs Register. The “Star Accelerated Reading and Maths” screening assessments are used along with Single Word Spelling test (SWST). These assessments are carried out every term. In most cases, if a child is **2 years or more** below their chronological age in either or both reading, Maths and spelling, he/ she will qualify for intervention and support.

Children with identified significant social communication needs, mental health needs and / or a medical diagnosis that impacts on learning will also be recorded on the SEND register.

SEND Provision at Hugh Sexey Church of England Middle School

Hugh Sexey Church of England Middle School has a graduated response to meet the needs of pupils with SEND. School follow a graduated response to meeting need through the implementation of the SEND Code of Practice (June 2014) as outlined in the Somerset Inclusion Statement 9th December 2016; a whole school setting approach to SEND.

At the core of the framework is the emphasis on identification and support made available to schools to address needs at the earliest opportunity.

School provision is made for all pupils, which recognises that all teachers are teachers of pupils of additional educational needs. This includes national literacy, numeracy and social inclusion initiatives and interventions to raise achievement. A provision map is in place to record frequency and nature of interventions, allowing strategic review of impact and how resources can be best deployed to support individuals.

- **Focus 20 (Lowest 20% of pupils for academic attainment).**

These will be children that are monitored regularly in order to ensure that they are accessing the curriculum effectively. This will be recorded as an F on SIMs.

- **Quality First Teaching with adjustments (Q+)**

Pupils who need some adjustments in class to support needs. These pupils will have a Pupil Passport with two “Must Do” strategies recorded. This will be recorded as Q+ on SIMs.

- **SEND Support – Pupils identified as having higher needs.**

Pupils who will require support through small group work or an out of class provision. These children may also have outside agency support, e.g. HI / VI support. The pupil will have a Pupil Passport with 5 Must Do strategies recorded. An ILP (Individual Learning Plan) is also required at this phase and it is the responsibility of the SENCO to liaise with the pupils and their parents to agree targets and discuss outcomes. This will be recorded as a K on SIMS.

- **EHCP Children who have an Education Health and Care Plan (previously statemented).**

An EHCP is written for those pupils with the most severe and complex needs. If a pupil fails to make adequate progress despite support as described above, the school will request statutory assessment by the LA. If deemed necessary the LA will issue the EHCP (statement). Parents may also request for this process to be undertaken. Children will have an individualised programme of support, which will be highly tailored to meet their needs. This will be recorded as an E on SIMS.

- **Social, Emotional and Mental Health Needs** Provision is made for children with SEMH through the Nurture Base. These pupils are supported through a range of strategies and interventions, which are recorded on Provision Maps and reviewed accordingly. School have an Emotional literacy Support Assistant (ELSA) in place to run specific programmes of support for the most vulnerable pupils with emotional barriers to learning.

Please refer to the SEND report for more detailed information on the following.

1. The admission arrangements for pupils with SEND.
2. The steps being taken to prevent SEND pupils being treated less favourably than other pupils.
3. Access facilities for pupils with SEND.
4. The accessibility plan linked to the Equality Act 2010.

Responsibilities

Mr Jay Goodwin is the School's SENCO responsible for overseeing the policy for pupils with SEND.

Mrs. Martin Packman is the named governor with responsibility for SEND.

Appendix 1

Roles and Responsibilities

The Board of Governors

- The Board of Governors, with the Headteacher, decides the school's general policy and approach to meeting pupils' needs, with or without an EHCP.
- The Board of Governors do their best to ensure that the necessary provision is made for any pupil with SEND.
- The Board of Governors ensures that teachers are aware of the importance of identifying and providing for pupils with SEND.
- The Board of Governors reviews this policy annually and considers any amendments in the light of the annual review findings.

The Headteacher

- Has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Should keep the governing body fully informed and also work closely with the school's SENCO.

The SENCO

The SENCO has the following duties:

- Coordinating the provision of education for pupils with SEND and medical needs.
- Managing the day to day operation of the policy.
- Co-ordinating the provision for and managing the responses to children's special needs.
- Supporting and advising colleagues
- Maintaining the school SEND register.
- Contributing to and managing the records of all children with SEND.
- Managing the school-based assessment and completes the documentation required by outside agencies and the Local Authority.
- Acting as link with parents/carers.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Acting as a link with external agencies and other support agencies.
- Monitoring and evaluating the SEND provision and reporting to the Governing Body.
- Managing a range of resources, human and material, linked to children with SEND.
- Overseeing LSAs when they are working with special educational needs children.

Appendix 2 – Physical Intervention Statement

Introduction

At Hugh Sexey Church of England Middle School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils only will the use of physical intervention be needed, and, on such occasions, acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Definition of “Restrictive Physical Intervention”

The law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property;
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use “reasonable force” to control or restrain pupils. There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

When the use of Restrictive Physical Interventions may be appropriate at Hugh Sexey Church of England Middle School

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Who may use Restrictive Physical Intervention at Hugh Sexey Church of England Middle School

All members of staff at Hugh Sexey Church of England Middle School are authorised by the Headteacher to have control of pupils and **must** be aware of this Policy and its implications.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Planning for the use of RESTRICTIVE PHYSICAL INTERVENTIONS at Hugh Sexey Church of England Middle School

Staff will use the minimum force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is **never** used to force compliance with staff instructions;
- staff will only use it when there are good grounds for believing that immediate action is necessary and, in the pupil's, and/or other pupil's best interests;
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion, and the pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour;
- only the minimum force necessary will be used to prevent severe distress, injury, or damage;
- staff will be able to show that the intervention used was in keeping with the incident;
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses;
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control;
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy;
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable;

- the age, understanding, and competence of the individual pupil will always be taken into account;
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstances;
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Acceptable forms of Intervention at Hugh Sexey Church of England Middle School

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;
- in rare circumstances, when Restrictive Physical Intervention is warranted.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual characteristics and history;
- the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention.]

Developing a Positive Handling Plan at Hugh Sexey Church of England Middle School

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why;
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens;
- a **record** needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used;
- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used;

- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil;
- ensuring a system to summon additional support;
- identifying training needs.

*[*A school may also need to take medical advice about the safest way to hold a child with specific medical needs.]*

Please refer to the Appendix for a Physical Handling Plan Pro-forma

Guidance and Training for Staff

Guidance and training is essential in this area. We need to adopt the best possible practice. At Hugh Sexey Church of England Middle School this is arranged at a number of levels including:

- awareness for governors, staff and parents;
- behaviour management for all staff;
- managing conflict in challenging situations - all staff;
- specific training on Restrictive Physical Intervention techniques - all staff.

Complaints

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

Hugh Sexey Church of England Middle School

Positive handling plan for assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention.

Name of Child:

Class:

Name of teacher:

Name of parents/carers:

Name of Support Service Member/s:

Identification of Risk

Describe the foreseeable risk
(ie what specific behaviours have occurred)

Is the risk potential or actual?
(ie has this happened before)

List who is affected by the risk

Assessment of Risk

In which situations does the risk occur?

How likely it is that the risk will arise? (i.e. how often has it happened before)

If the risk arises, who is likely to be injured or hurt?

What kinds of injuries or harm are likely to occur?

How serious are the adverse outcomes?

Appendix 3 – Inclusion Statement

Educational inclusion is equality of opportunity for all. Hugh Sexey is committed to the belief that every pupil has an entitlement to participate in the curriculum in a supportive and safe environment.

There are many factors that make up inclusion at its widest sense and this statement links to many of the whole school policy and procedures that are employed throughout the school.

Setting good habits Early:

Good behaviour is expected for the start. Staff, parents and pupils all have high expectations of the behaviour of pupils at school. Pupils are polite, punctual and have good attendance records with no pupils having unauthorized attendance.

Early Intervention:

Due to the good behaviour of pupils, it is possible to follow up quickly on incidents when they do arise. Pupils who engage in negative behaviour are very quickly challenged, corrected and it is made clear that the behaviour will not be tolerated.

Rewarding achievements:

The reward system seeks to recognise pupils who achieve. This is done in a number of ways from staff praise, house points, and certificates to letters and cards home. Pupils regularly receive certificates and are mentioned in assemblies.

Supporting behaviour management:

The behaviour management at school does not rely solely on sanctions. There are supportive techniques that are also used in order to address issues; these include circle time, no blame approach, social skills groups, individual target setting, anger management, pastoral support programmes etc.

Working with Parents

Parents are viewed very much as a partnership with the school. Parents are quickly informed of any concerns and encouraged to work with the school to support behaviour and attendance.

Involving Pupils:

Pupils are informed of issues that affect them. They have answered questionnaires on how they feel about the school and have been involved in working on school rules, sanctions and rewards. The school council is also very active in feeding back pupil issues.

Commitment to Equal Opportunities:

This not only relates to school policies but also the general ethos. For linked policies see the Diversity, Positive Behaviour and Looked After Children Policy for example.

Identifying underlying causes:

The school employs TAs and support staff who help support pupils who have learning difficulties.

Gifted and Talented:

Recognising that some of our pupils have a specific aptitude in areas and that the curriculum builds in opportunities for all to be challenged appropriately, whether this is in daily lessons or as part of Gifted and Talented projects.

Study Support:

The school runs homework clubs at lunchtimes for pupils. This is supervised by TAs who also support pupils who may find the homework more difficult. The school also runs a learning partnership to inform parents about key subject areas so that they can help their children at home.