



**ST. HILD'S
CHURCH OF ENGLAND SCHOOL**

Policy Document

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

At St Hild's Church of England School we aim to serve our community by providing high quality education in a Christian context. We are a comprehensive school guaranteeing equal opportunities, a responsive curriculum and a supportive community. We expect to find God at work in our school.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"I have come that they may have life in all its fullness (John 10:10)"

Our school aim set out our beliefs. We base this on Jesus' words in John – "I came that they may have life, in all its fullness". This is so for everyone in our community: everyone must be enabled to realise their potential. We believe that every human being has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning and that every human being is unique in terms of characteristics, interests, abilities, motivation and learning needs.

1. Definition of Special Educational Needs

(Children and Families Act 2014: Part 3 SEND Code of Practice 0 to 25 years (2015); the Disability Discrimination Act (2005), the Race Relations (Amendment) Act 2000 and the Disability Equality Scheme and Accessibility Action Plan (2006)

The SEND Code of Practice 0 to 25 years (2015) states children have a special educational need if they: have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age, under 5 years old, has special educational needs if

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they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act 2014).

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.

St Hild's Church of England School will have due regard for the SEND Code of Practice 0 to 25 years (2015) when carrying out its duties towards all pupils with SEND and ensure that parents/carers are notified when SEND provision is being made for their "child".

2. Information about St Hild's special educational provision

The Special Educational Needs & Disabilities procedures at St Hild's are aimed at enabling pupils with special educational needs (SEND) to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.

With regard to the Children and Families Act 2014: Part 3 SEND Code of Practice 0 to 25 years (2015); the Disability Discrimination Act (2005), the Race Relations (Amendment) Act 2000 and The Disability Equality Scheme and Accessibility Action Plan 2006, St Hild's SEND provision is based on the following fundamental principles:

- a child with SEND should have their needs met
- the views of the "child" should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEND should be offered full access to a broad, balanced and relevant education within their Key Stage setting
- children with SEND will make a successful transition to post-16 educational provision and to adulthood

The Special Needs and Disabilities Coordinator (SENDCO) will deliver a report to the governing body annually, following the publication of the ASP (Analyse School Performance) document. The governing body will have an oversight of St Hild's arrangements and provision for meeting special educational needs and disabilities, including how funding, equipment and personnel resources are deployed. The Interim Executive Board (IEB) member responsible for overseeing SEND is Mrs A Whitehead.

Mr L Armstrong, SENDCO, has responsibility for overseeing and monitoring SEND throughout the school. Day-to-day provision is managed through the Achievement Support team with these areas of specific responsibility:

- Assessment for Access Arrangements: SENDCO Administrator/Nurture Group Lead Teacher
- Identification and assessment of SEN: SENDCO (with information from Specialist Learning Support Assistants (SLSAs)/SENDCO Administrator
- Management of SLSA team: SENDCO
- Health Care Plans: SENDCO Administrator (diabetic, nut allergy, etc.)
- Provision for pupils with an Education, Health and Care Plan (EHC plan): SENDCO
- *Nurture Group* - support for vulnerable pupils and those with below the level of expected pupil outcomes for key stage 2 (KS2): Nurture Group Lead Teacher

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- *The Bridge* - support for pupils with social, emotional and mental health (SEMH) difficulties, working closely with child and adolescent mental health services (CAMHS): The Bridge Manager
- *Space 2 Learn* - on-site off-site provision for pupils who may be at risk of exclusion needing to have managed time outside of, and working alongside the mainstream curriculum: Space 2 Learn Manager
- Off-site provision for pupils: Leader of Alternative Provision
- Health and safety provision for vulnerable pupils and adults: Buildings Manager
- Additional support for pupils with Specific learning difficulties (SpLD): SENDCO/SENDCO Administrator

Arrangements for coordinating the provision of education for pupils with SEND have been made in accordance with the Children and Families Act 2014: Part 3 SEND Code of Practice 0 to 25 years (2015), the strategic development plan for St Hild's School and the Local Authority Local Offer.

The SENDCO and Achievement Support Team will maintain details of all pupils who require SEND support. The team will inform staff with relevant information for individual pupils as well as develop suitable targets and interventions, in conjunction with Subject Leads and Student Services, to monitor progress of pupils with SEND.

All staff can access:

- The School SEND Policy
- SEND Registers for each year group with SEND links to information to individual pupils
- Practical advice, teaching strategies and information about types of special educational needs and disabilities (SEND)

Information on the staff shared drive gives every staff member, complete and up-to-date information about all pupils with SEND and their requirements which will enable them to provide for the individual needs of all pupils, helping to overcome and remove barriers to learning in the classroom.

The school welcomes further suggestions from parents/carers which may help improve the provision for pupils with SEND. Contact can be made with the SENDCO using the contact information on the school website.

Local Offer

The governing body will cooperate with the local authority and local partners in the development and review of the local offer. The school's SEND Information Report is also available for download or viewing on the school's website.

Admission arrangements for pupils with SEND who do not have an EHC plan, are in accordance with St Hild's Church of England School's published admissions criteria. In addition the SENDCO/SENDCO Administrator will attend all invitations to transition or integration meetings to plan a smooth transfer to St Hild's School prior to admission.

St Hild's School does not specialise in specific provision for pupils with SEND, nor does St Hild's School have a special unit. We adopt a range of strategies that recognise the various complexities of need, the different responsibilities to assess and meet those needs, and the associated range of variations in provision, which will

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best reflect and promote common recognition of the continuum of SEND. We believe that the curriculum should fulfil the needs of children.

The SEND Base (G87) accommodates the Achievement Support team, and is a purposeful SEND learning environment focusing on teaching and learning.

Good SEND provision for pupils exists and is evident in high quality inclusive classroom teaching across the school and in our three specialist areas for inclusion:

- *Nurture Group* - support for vulnerable pupils and those with below the level of expected pupil outcomes for key stage 2 (KS2)
- *The Bridge* - support for pupils with social, emotional and mental health (SEMH) difficulties, working closely with child and adolescent mental health services (CAMHS)
- *Space 2 Learn* - on-site off-site provision for pupils who may be at risk of exclusion needing to have managed time outside of, and working alongside the mainstream curriculum

The school building has facilities to enable full access. St Hild's has designated areas for SEND provision including, but not limited to, Nurture Group, The Bridge, Space 2 Learn.

3. Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs.

Identification of pupils' needs

See definition of special educational needs at start of policy.

Early identification of pupils with SEND is considered a priority. To aid identification the school will use appropriate screening and assessment tools. To further assist with the identification of SEND the school will ascertain pupil progress through reference to:

- Evidence arrived at by means of teacher observation/assessment
- Referring to their performance against national standardised assessments
- Standardised screening/assessment tools
- Key Stage Two (KS2) liaison carried out by SENDCO, Learning Manager for Year 7 and SLSAs – in the case of pupils transferring to St Hild's Church of England School at the end of Year 6
- Accelerated Reading, and IDL Reading Programme
- PASS surveys
- Teacher referral
- Parental query and contact
- Ongoing monitoring

Initial identification of pupils with SEND is a result of consultation with primary schools. When invited, the SENDCO will also attend the Annual Reviews of Year 6 pupils with EHC plans who will be transferring to St Hild's in the following academic year. The SENDCO/Year 7 Manager, collate all available information and disseminates this to staff along with any suggested strategies in the Year 7 SEND Register.

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At the school through Accelerated Reader all pupils are tested on entry for their reading and comprehension ability through a standardised test. The results of these tests, along with their KS2 data and information gathered prior to entry will determine the level of initial intervention. This supports with the identification of pupils with potential emerging SEND who have not been previously identified:

- A pupil may be indicated as needing future support and intervention if they have a reading standardised score around, and more specifically under 85, using appropriate screening and assessment tools
- A pupil will be identified as needing access to additional support and intervention if they achieved below the expected scaled score of 100 (previously below level 4) in either English or Maths SATs at the end of KS2

Pupils in other year groups, Years 8-11, who are not identified as needing SEND support but who may be experiencing difficulties with their learning are referred by their subject teachers to the SENDCO, who will give advice to the teacher about possible strategies to be used with the pupil. If further support is needed, the pupil's teachers will be asked to provide written comments, based on appropriate screening and assessment tests used.

Resources are allocated to and amongst pupils with special educational needs and disabilities in St Hild's School Action Plan. The governing body, and in consultation with the LA when required, monitor the resource allocation to and amongst pupils with special educational needs and disabilities annually.

Pupils' special educational needs and disabilities are identified and their needs determined and reviewed in accordance with the Children and Families Act 2014: Part 3 SEND Code of Practice 0 to 25 years (2015) and with consideration to the Local Authority Local Offer.

Request for Statutory Assessment

If a pupil is experiencing significant difficulties, a request for statutory education, health and care needs assessment can be made by the school to the LA. This assessment can also be requested by a parent/carer. The school will provide information using the graduated response model to support the request for assessment. The assessment process, on successful request, follows a pathway of 20 weeks. The LA will make the decision prior to week 16, as to the issue of an EHC plan of the statutory assessment process. The LA SEND panel, who consider this request, will take in to consideration that the school has taken every step possible to support the pupil but is unable to provide the level of support needed at SEN Support level.

In order to carry out the EHC Needs Assessment the school will have the following information available:

- The action followed with respect to SEN support
- The pupil's previous targets
- Records of regular reviews undertaken and the outcomes
- Information on the pupil's health and relevant medical history
- KS2 National Curriculum (NC) levels and literacy/numeracy attainments
- Other relevant assessments from specialists i.e. support teachers/educational psychologists
- The views of both parents/carers and pupil

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- Any involvement by other professionals
- Children's Services/Young People's service

An EHC plan will be provided in situations where, after an EHC Needs Assessment, the LA considers that the child's needs are such that additional provision is required to that which the school is able to offer at SEN Support level. The EHC plan will include the outcomes agreed in consultation with the pupil, parents/carers, and professionals involved.

EHC Plans

- Following EHC Needs Assessment and the decision by the LA to issue an EHC plan, the plan will state the necessary provision and agreed outcomes to meet the child's needs.
- Parents/Carers have the right to appeal, at various points in the process, the decision either for or against an EHC plan for their child.
- Once the EHC plan is issued by the LA, it will be kept as part of the pupil's formal record and reviewed annually by the school, child, parents/carers, and professionals involved. The annual review enables provision and outcomes for the pupil to be maintained, amended or ceased. The annual review will determine whether progress is being made against agreed outcomes.

Annual EHC Plan Review

The school will review each EHC plan annually and the SENDCO will invite:

- Child and their Parents/Carers
- A representative of the LA when deemed necessary
- Professionals involved
- Any other person the Headteacher deems appropriate

The aim of the review will be to:

- Assess the child's progress in relation to outcomes
- Review the provision made for the child in the context of life skills, the National Curriculum and levels of attainment in basic literacy/numeracy
- Consider the appropriateness of the existing EHC plan in relation to the child's outcomes during the year and decide to maintain, amend or cease the EHC plan
- Agree new outcomes for the coming year
- Discuss plans for any stage transfer in education in the coming year

All annual reviews, with emphasis on the Year 9 and subsequent reviews will be significant in preparing the pupil for adulthood, as contained in the SEND Code of Practice 0 to 25 years (2015): transition to employment, further education, work based training, higher education and adult life, and will include the plan for transition and may involve the Young People's Service.

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Access to the curriculum, information and associated services

Pupils with SEND access the school curriculum through high quality inclusive classroom teaching and the specialist SEND provision provided by the school, as far as practically possible, making reasonable adjustments, with due consideration for the needs of each individual. The systems in the school provide in the whole school context, for pupils with SEND to be educated alongside their peers in a mainstream classroom through high quality inclusive classroom teaching first. However, the systems also allow for other flexible arrangements to be made for the withdrawal of pupils for individual or small group work. The school curriculum is regularly reviewed by the Headteacher and Subject Leads to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom. It is our aim to ensure that all resources and SEND provisions are being used efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential.

The school does this by:

- Keeping staff regularly and fully informed of the SEND needs of pupils in their teaching and learning care, including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments of SEND and SEND teaching and learning. School staff should be up-to-date with quality first teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using support effectively to ensure that the curriculum is differentiated and accessible
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Setting appropriate individual achievable outcomes that motivate pupils to do their best, and celebrating achievements at all levels

Record Keeping

The school will record the steps taken to meet pupils' individual needs, the SENDCO maintaining the records and ensuring access when required. In addition to the usual school records, the SEND pupil's profile will include:

- Information from the primary school
- Information from parents/carers
- School information on progress and behaviour for learning
- School information from coordinating documents: Coordinated Support Plans (CSP) and EHC plans
- Pupil's own perceptions of difficulties, when appropriate
- Information from health/social services
- Information from other agencies e.g. Educational Psychology Service, Young People's Lead

SEND records are kept in the child's SEND folder. Specific guidance regarding individual needs is continually shared with staff.

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In service training (CPD)

All staff members are encouraged to acquire skills and knowledge appropriate to working with pupils with SEND. The SENDCO's role in school based INSET is crucial in developing awareness of SEND needs and for practical procedures for use in teaching pupils with SEND. The development of the Governing body with regards to SEND will be regularly reviewed and training needs addressed. The needs of NQTs and Associate Staff will be considered on a regular basis in terms of their roles in supporting pupils with SEND. The SENDCO will attend relevant courses and facilitate/signpost relevant SEND focused training opportunities for all staff.

We recognise the need to train all our staff on all areas of SEND needs. The SENDCO ensures that training opportunities are matched to development priorities. The school's INSET needs will be addressed through Appraisal and School Review.

The SEND Team deliver CPD to all the school staff on the four broad areas of SEND need and liaise with each department on achieving outstanding practice.

The four broad areas of SEND need are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Arrangements for providing access by pupils with SEND to a balanced and broadly based curriculum (including the National Curriculum) are in accordance with the Children and Families Act 2014: Part 3 SEND Code of Practice 0 to 25 years (2015) and as detailed in St Hild's Action Plan and Equality in Employment Policy.

All staff are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is seen as the process by which pupils with additional needs can be identified. Pupil progress in making at least appropriate progress is seen as a crucial factor in considering the need for additional support and provision.

Appropriate progress is defined as that which:

- Narrows the attainment gap between the pupil and their peers
- Prevents the attainment gap increasing
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the pupil's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the pupils' behaviour
- Will be likely to lead to Further Education, training and/or employment

The academic needs of pupils are met within departments, where they have access to the expertise of subject specialists and SLSAs if required. All pupils have equal access to the full range of the curriculum and departments monitor the appropriateness for all. All pupils follow the same timetable patterns according to their age group.

As most examinations offer differentiated papers, pupils are guided towards the appropriate

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tier of entry. Differentiation is the responsibility of all departments. Schemes of work recognise the need to adapt work, materials and teaching styles accordingly. Pupils with SEND needs remain the responsibility of all staff.

The proportion of support and provision made for each pupil is a result of the level of need. The support pupils receive to achieve identified outcomes is in response to curricular requests and identified need, aiming to be as flexible as resources allow.

SEND Support

Once a potential SEND need is identified, four types of action will be employed as part of a graduated response model to ensure effective support is put in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress.

The four actions are:

1. **Assess:** the class teacher and SENDCO will clearly analyse a pupil's needs before identifying a pupil as needing SEND support.
2. **Plan:** parents/carers will be notified wherever it is decided that a pupil is to be provided with SEND support.
3. **Do:** the subject teacher will remain responsible for working with the pupil. Where the interventions involve group or 1:1 teaching away from the main subject teacher, they will retain responsibility for the pupil.
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Assess

Before identifying a pupil as needing SEND support the class teacher, working with the SENDCO, will establish a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, as well as information about pupil progress, attainment, and behaviour for learning. It should also draw on the pupil's development in comparison to their peers, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. The school will follow the school's complaint procedure for any concerns raised by a parent/carer. These should be recorded and compared to the setting's own assessment and information on how a child is developing.

This assessment will be reviewed on at least a termly basis. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals will liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO will contact them if the parent/carer agrees.

Plan

Where it is decided to identify a pupil with SEN Support or with the coordination of a Coordinated Support Plan (CSP), the parent/carer will be notified. The SENDCO with the involvement of class teachers, will agree in consultation with the parent/carer and the pupil the interventions and support to be put in place, as well as the expected impact on progress,

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development or behaviour for learning, along with a clear date for review.

All teachers and support staff who work with children will be made aware of their additional needs, the support provided and any teaching strategies or approaches that are required. This will be recorded on the pupil's Individual Access Plan within the SEND Register.

The support and intervention provided should be based on sound evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Strategies used to enable the pupil to progress will be recorded in the SEND Register. The SEND Register will consist of information about teaching strategies to employ, and information and guidance for teaching and support staff.

Do

The subject teacher will remain responsible for working with the pupil. Where the intervention involve group or 1:1 teaching away from the subject teacher, the teacher will retain responsibility for the pupil, working closely with any SLSAs or specialist staff involved, to plan and assess the impact of interventions. The SENDCO will support the subject teacher in the further assessment of the pupil's strengths and areas for development, in problem solving and advising on the effective implementation of the support.

The support and intervention provided will be based on sound evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Review

The effectiveness of the support and the impact on pupil progress will be reviewed in line with the agreed date. Pupils will have their Individual Access Plan reviewed 3 times a year in consultation with staff and parents/carers. Reviews will be scheduled during the last 4 weeks at the end of each term or sooner when deemed necessary with parents/carers informed by written communication. The review meeting will provide an opportunity for the parent/carer to share information, together with their child, to agree aspirational targets and outcomes. These meetings will allow sufficient time to explore the parents/carers' views and to plan effectively. The views of the child will be included in this planning; the pupil will either be involved in all or part of the meeting, or their views will have been gathered in advance as part of the preparation for the meeting. Pupils will also be supported in reviewing targets and outcomes as part of the whole school calendared process of progress review. If parents/carers are unable to attend or do not arrange a review meeting the access plan will be reviewed in their absence to ensure a continuum of support.

The impact of the support provided, along with the views of the pupil and their parents/carers will feed back into the analysis of the pupil's needs. Subject teachers, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent/carer and pupil.

Involving Specialists

Where a pupil continues to make little or no progress, despite well-founded support that is matched to the pupil's area of need, the school will consider involving additional professionals - specialists, including those from outside agencies.

The school may involve specialist at any point to advise them on early identification of SEND and effective support. The school will involve specialists where a pupil continues to progress

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less than would be expected for the child, over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite well-founded SEND support. The pupil's parents/carers will be involved in any decision to involve specialists. The involvement of specialists and the discussion and agreed outcomes will be recorded and shared with the parent/carer, teaching and support staff, supporting the pupil as with other SEND support.

The SENDCO and subject teachers, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support pupil progress. They will agree the outcomes to be achieved through the additional support, including a date by which progress will be reviewed.

Support will be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

Where a pupil is receiving additional support, school staff will meet parents/carers at least termly to set targets and agree outcomes, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent/carer, the pupil and the school.

This meeting will be led by the SENDCO or a member of staff from the Achievement Support team with good knowledge and understanding of the child or young person who is aware of their needs and attainment.

Pupils with SEND needs engage in the activities of the school together with all pupils and are actively encouraged to do so by all members of staff. Where identified as essential, SLSAs will support pupils with SEND needs in the activities of the school.

Monitoring and Evaluating the implementation of the School's SEND Policy

Governing Body evaluation of the success of the education which is provided at St Hild's to pupils with SEND is built into the School Development Plan (Effective Learning Department) and the SENDCO's annual report to the Governing Body.

The Governing Body will consider the success of the policy annually. The policy will be monitored on a number of levels:

- By the SENDCO, in consultation with the senior leadership team (SLT) and Heads of Learning
- By the Headteacher during subject reviews, including progress on identified targets in the School Development Plan and in the Subject Self Evaluation Form (SEF)
- Via feedback from parents/carers at Parent/Carer Evenings, Tutor Review Day meetings and Annual Review meetings.
- Via feedback from pupils when reviewing progress with tutors and assigned mentors

Pupil progress is overwhelming evidence of the success of the SEND Policy and this will be analysed carefully through:

- Achievement of targets and outcomes
- Progress from Key Stages 2 to 5
- External examination results, including GCSE and GCE results
- Improvement in reading ages, and other standardised test results
- Improvement in attainment in English and Maths

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- Movement of pupils on or off the SEND Monitoring Register. This includes adding pupils' names to the monitoring register as this shows the school is identifying concerns and moving pupils onto the earlier pre-stage of the SEND Register as this indicates monitoring and intervention
- The progress of pupils with SEND will be analysed across each Key Stage

Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at St Hild's School are in accordance with the Children and Families Act 2014: Part 3 SEND Code of Practice 0 to 25 years (2015).

English as an Additional Language (EAL)

The school recognises that pupils with EAL, needing additional support, may not have SEND needs. However, should SEND needs be identified during assessment, pupils with EAL will have equal access to the school's SEND provision.

4. Information about the school's staffing policies and partnership with bodies beyond the school.

Arrangements made by the Governing Body relating to in-service training for staff in relation to SEND are in accordance with the appraisal cycle for teaching staff and the appraisal cycle for SLSAs.

St Hild's School effectively and widely uses teachers and facilities from outside the school including links with support services for SEND.

St Hild's School works in partnership with parents of pupils with SEND in accordance with the Children and Families Act 2014: Part 3 SEND Code of Practice 0 to 25 years (2015) and the Disability Discrimination Act 2005.

St Hild's School has good links with other schools, including special schools, and has good provision for the transfer of pupils with SEND between schools or between St Hild's School and the next stage in life or education.

St Hild's School has good links with child health services, children's services and voluntary organisations, which work on behalf of children with SEND.

School website: www.sthilds.org.uk

The school's website is up to date with SEND information and is accessible for pupils, parents/carers. Links are provided to:

- 1. Hartlepool Borough Council SEND – Special Educational Needs and Disabilities**
- 2. Hartlepool Borough Council – Local Offer Support for children, young people and families 0-25 years**
- 3. Department for Education – Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)**
- 4. Hartlepool Information, Advice and Support Service for SEND - SENDIASS**

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SEND Policy
Linked to:
<ul style="list-style-type: none"> • Admissions Policy 2019-2020 • Accessibility Plan 2019-2020 • Attendance Policy • Complaints Policy • Discipline and Pupil Behaviour Policy • Health and Safety Policy • Supporting Pupils with Medical Conditions • Safeguarding Children & Child Protection Policy • Equality in Employment Policy • Teaching and Learning handbook

GLOSSARY**SEND – Special Educational Needs and Disabilities****SENDSCO – Special Educational Needs and Disabilities Coordinator****SLSA – Specialist Learning Support Assistant****NC – National Curriculum****KS2 – Key Stage 2****CAMHS – Child and Adolescent Mental Health Services****IEB- Interim Executive Board****ASP – Analyse School Performance****SEMH – Social Emotional and Mental Health****SpLD – Specific Learning Difficulty****EHC – Education Health and Care Plan****CSP – Coordinated Support Plan****CPD – Continuing Professional Development****SLT – Senior Leadership Team****SEF – Self Evaluation Form****EAL – English as an additional language****NQT – Newly Qualified Teacher****INSET - In service training day**

Signed: (Headteacher).....	Review Date: May 2021
Signed: (Chair of Governors)	

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