



# Manchester Hospital School

## SEN Policy 2023

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Related policies/guidance	SEND Information Report 2023-24
Review	July 2024
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### Equality Statement

Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented.

## Contents

1. Introduction
2. Aims
3. Definitions
4. Legislation and other policies
5. Roles and responsibilities
6. Identification of needs and intervention
7. Education Health Care Plans
8. Accessibility
9. Staff Development
10. Further support and information

## Introduction:

At Manchester Hospital School we are committed to promoting an inclusive ethos, underpinned by our policies and practice. Inclusion is at the centre of our vision and values and, as such, provision for children with SEND is the responsibility of all members of our school community.

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long-term education and health needs.

We recognise that every student at our school is unique and that some students may require additional support in order to achieve and experience success.

As an inclusive school, we aim to:

- Build upon the strengths and achievements of every child and young person.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Provide equal access to all aspects of school life through academic, social and practical experiences, allowing all children to experience success regardless of whether they have special educational needs or disabilities. (This is in so far as it is reasonably practicable and compatible with the child receiving their special educational provision and the effective education of their fellow students.)
- Ensure that effective channels of communication are maintained so that all relevant persons, including parents and carers, are aware of the students' progress and the provision which is made for them.
- Maintain robust assessment procedures which allow for early identification of special educational needs.
- Use a graduated approach to ensure that students with additional needs receive effective support and provision at the earliest opportunity.
- Enable students with special educational needs to make the greatest progress possible.
- Continually develop the expertise of our staff in using evidence-based, inclusive teaching and learning strategies.

This policy has been developed within the spirit and context of our vision statement:

*We seek to be a beacon of excellence, providing high quality education which enables children and young people with medical and mental health needs to achieve and experience success.*

### Aims of this policy:

Our SEN policy aims to:

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

**\* This policy should be read in conjunction with our SEND Information Report, which can be found on our school website (paper copies can also be requested from our school administration team). Our SEND Information Report provides more detail about how our school implements our SEN policy.**

### Definition of Special Educational Needs (SEN):

Manchester Hospital School adopts the following definition of special educational needs (SEN). A student 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 education 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.’  
(The Children and Families Act, 2014)

The SEN Code of Practice describes four main areas of need. It is recognised that some children will experience difficulties in more than one area.

1. Cognition and Learning eg. difficulties with reading, writing and mathematics
2. Sensory, Medical and Physical eg. visual impairments, hearing impairment, sensory processing difficulties, diabetes.
3. Communication and Interaction eg. autistic spectrum disorder, speech and language difficulties.
4. Social, Emotional and Mental Health eg. anxiety or managing relationships and/or behaviour

### Legislation and other Policies

This policy complies with the statutory requirements laid out in the [SEND Code of Practice 0 - 25](#) (updated July 2015) and was written with reference to the following guidance and documentation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for 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, SENCOs and the SEN information report
- [Equality Act 2010: advice for schools DFE](#) (February 2013)

- [Supporting Students with Medical Conditions at School](#) (December 2015)
- [Ensuring a good education for children who cannot attend school because of health needs](#) (January 2013)
- [Behaviour in schools Advice for headteachers and school staff](#) (September 2022)
- [The National Curriculum in England](#)

This policy should also be read in conjunction with the following Manchester Hospital School policies:

- Anti-bullying and Discrimination
- Admissions Policy
- Data Protection
- Behaviour for Learning
- Assessment Policy
- Equalities Policy
- Safeguarding Policy
- Home-learning Policy
- Complaints Procedure Statement
- Accessibility Plan
- Health and Safety

### Roles and Responsibilities

As a multi-site school which caters for children with a wide range of special educational needs, the responsibility for identifying and coordinating provision for students with SEN is distributed across a team of SENCOs and Assistant SENCOs.

### The Whole School SENCO

Our Whole School SENCO is Gwen Rees-Moffitt. Gwen's responsibilities include;

- Providing strategic leadership of SEND across the school, working with the SENCO for Leo Kelly and the team of Assistant SENCOs
- Supporting leaders across the school to implement the SEN policy and to co-ordinate specific provision (including targeted interventions) made to support individual students with SEND, including those who have EHC plans
- Promoting a culture and practices that enable all pupils to access the curriculum
- Promoting a culture which ensures that staff have ambitious expectations for all pupils with SEN and disabilities
- Making sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Making sure the school fulfils its statutory duties as set out in the [SEND Code of Practice](#)
- Ensuring staff have access to appropriate, high-standard professional development opportunities relating to SEND
- Reporting to the SEND governor regarding developments in SEND policy and practice at Manchester Hospital School
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Keeping abreast of local and national policy and initiatives which may impact on the school's policy and practice, including the local offer

## SENCO and Assistant SENCO

Our team of SENCOs and Assistant SENCOs include Jo Yates (SENCO at Leo Kelly), Kat Worthington (Assistant SENCO), Laura Fawcett (Assistant SENCO), Pip Kehoe (Assistant SENCO). Their responsibilities include;

- Supporting the development and delivery of a school wide strategy for SEND
- Being a point of contact for external agencies, especially the local authority and its support services
- Using relevant assessment tools (including the use of whole school assessment data) to identify the needs of individual pupils and plan appropriate provision
- Planning, implementing and evaluating high quality provision for students with SEND
- Putting provision in place for individual pupils as specified in their Individual Learning Plan, Individual Education Plan and/or their EHCP and monitoring outcomes
- Implementing and monitoring risk assessments for pupils who require them
- Providing teachers with professional guidance about the needs of individuals and groups of pupils, both through written and verbal guidance
- Working with the Assistant Head and Whole School SENCO to ensure the school meets its responsibilities under the Equality Act 2010 in terms of ensuring reasonable adjustments are in place. This includes access arrangements for examinations and making sure that pupils with medical needs can access school
- Supporting individual subject teachers to develop their provision to meet the needs of all learners
- Arranging and chairing review meeting for students with SEND
- Liaising with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision

In addition to the above, Jo Yates will;

- Fulfil the role of the school's Specialist Assessor, ensuring that access arrangements are in place for pupils who require them

## The SEN governor

Our SEN Governor is Tessa Hutton. Tessa's responsibilities include;

- Helping to raise awareness of SEN issues at governing body meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and updating the governing body on this
- Working with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Ensuring there is an inclusive policy which supports the needs of pupils with Special Educational Needs and Disabilities

## The Executive Headteacher and Executive Deputy Head Teacher

Our Executive Head Teacher, Janet Doherty and our Executive Deputy Head Teacher, Joanna Goodfellow's responsibilities include;

- Working with the Whole School SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Having overall responsibility for the provision and progress of learners with SEN and/or a disability

## Teachers

Each teacher is responsible for:

- The progress and development of every student they teach
- Working with the SENCOs and Assistant SENCOs to review each student's progress and development and decide on any changes to provision, including the provision of students with EHCPs
- Collaborating with the SENCOs and Assistant SENCOs to decide the action required to support individual students to make progress
- Supporting individual students to achieve their personal targets and implementing strategies or interventions developed in school or in collaboration with professionals
- Planning and delivering a personalised curriculum which meets the needs of all learners
- Providing regular written or verbal feedback to parents, carers and other professionals about individual students' progress and attainment
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom and hospital-based teaching

## Early Identification of Needs and Intervention

Manchester Hospital School uses a graduated approach (as detailed in the SEN Code of Practice) in order to identify special educational needs at the earliest opportunity. The benefits of early identification are widely recognised. Research shows that identifying needs at the earliest point, and then making effective provision, improves long term outcomes for children and young people (The Communication Trust 2019).

The graduated approach is a four part cycle which includes; assess, plan, do and review.

### 1. Assess

At Manchester Hospital School, a combination of formative and summative assessment procedures are used to measure the progress and attainment of our pupils. The information gathered is used to inform future planning and development of provision. Pupil progress meetings with the senior leadership team and SENCOs ensure that response to underachievement is swift and robust. The teacher and SENCOs will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

### 2. Plan

Where a need for support has been identified, pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Plans for additional provision and support will be outcome driven and reviewed on a regular basis.

### 3. Do:

The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, as well as additional tracking systems such as the intervention tracker and provision map. Progress may be measured through assessment scores and/or through qualitative observations. At Manchester Hospital School, we use a wide range of tools to measure progress, these include summative assessments of academic attainment, as well as ongoing assessments of social, emotional and mental health.

### 4. Review:

The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. At this stage, the SENCO or Assistant SENCO may involve other professionals if more specialised support is required. Where, despite the interventions and advice from specialist and external support, the child has not made expected progress, the school will consider requesting a statutory assessment.

### Pupils at 'SEN Support'

The majority of pupils with a special educational need can be effectively supported from within the school's current resources. Once the need for SEN support has been identified, our first step in responding to a pupil's identified needs is to ensure that targeted provision (provision that is additional to or different from that made for the majority of pupils in school) is in place for those at SEN support. Our use of the graduated approach will help to pinpoint the kind of provision that is likely to be most effective in meeting the pupil's needs.

### Education, Health and Care Plans

If a child or young person at Manchester Hospital School has complex and/or severe difficulties which impact on learning and progress, they may undergo a statutory assessment process. This is usually requested by the child or young person's home school but can also be requested by Manchester Hospital School or a health care or social care professional. Parents and carers can also make a request for a statutory assessment of need. In these instances, Manchester Hospital School will provide information and advice to support the assessment process.

The decision to make a referral for an EHCP will be taken at a review or 'Team Around the Child' meeting which will involve the young CYP, parents/carers, the SENCo and Headteacher if applicable. Application for the plan will encompass information and advice from various sources including:

- parents/carers
- the young person
- teaching staff
- educational psychologists
- SENCO
- social care
- health professionals

The evidence gathered through the regular review of interventions alongside school advice and specialist advice will help the Local Authority (LA) to determine whether this statutory assessment of needs is required. If agreed, the assessment process will lead to an Education, Health and Care Plan (EHCP). The plan will outline how services will work together to meet the pupil's needs in order to support him/her to achieve planned outcomes.

The LA, in partnership with the school, must review the plan at least every twelve months. The annual review meeting will be held within school; parents/carers and pupils, alongside the SENCo, relevant school staff and external agencies will participate in the review and will agree next steps in provision.

## Accessibility

The school endeavors to include all pupils in the full life of the school, regardless of a pupil's special educational needs or disability.

Please see our Accessibility Plan for details of how the school complies with the SEN and Disability Act 2001.

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## Staff development

Training opportunities to upskill staff in areas of SEND may be identified by the senior leadership team (including the Whole School SENCO), or may be requested by individual staff. All teachers and support staff undertake induction on taking up a post in school. In addition, whole school training may be provided during training days and staff meetings; training is sometimes provided by specialists within school with external providers being brought in periodically to address more specific training needs. Partnership work with other schools in the local area also provides opportunities to share good practice and resources.

The school develops its SEND policy and provision through appropriate staff development, especially that which advances understanding and skills for identifying and supporting the needs of young people in our school.

## Other Support and Information

Manchester City Council Local Offer

If you would like further information about the local offer made by Manchester City Council for children and young people with special educational needs and disabilities, please follow this link:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

This policy should be read in conjunction with our SEND Information Report which can be found on our school website (paper copies can also be requested from our school administration team). Our SEN Information Report provides more detail about how our school implements our SEN policy.