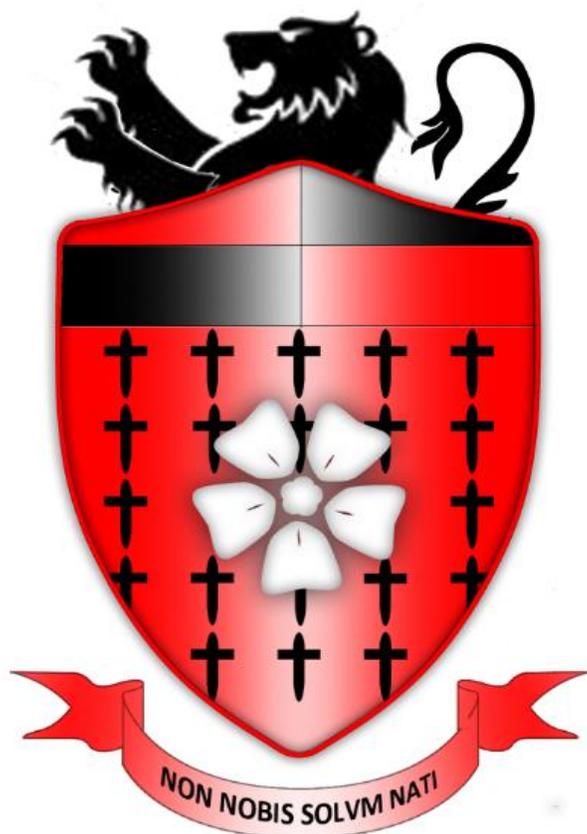


Hornsea School & Language College



Educational Inclusion Policy

(incorporating: Special Educational Needs and Disabilities
and Additional Educational Needs)

Created by:	Vicky Parnaby, Head of Learning Enhancement (SENCO)	
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Educational Inclusion Policy

Incorporating: Special Educational Needs and Disabilities (SEND) and
Additional Educational Needs (AEN)

Rationale

This policy will ensure that this school is an educationally inclusive school where the teaching and learning, achievements, attitudes and well being of every pupil matters. Hornsea School and Language College (HSLC) will strive to provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, those with medical needs, those with special educational needs and disabilities and/or complex needs and those from all cultural backgrounds. Any barriers to learning and participation will be challenged and, where possible, removed and all pupils will be provided with equality of opportunity. Parents/Carers will be encouraged to be involved in the education of their children and they will be fully informed when special educational provision is made for their child. This policy aims to ensure that all pupils are welcome at HSLC, including those with SEND, in accordance with the LA Admissions Policy. This Educational Inclusion Policy ensures that all pupils are entitled to achieve their full potential preparing them for life's opportunities. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Purposes

- To underpin all the other policies of this school.
- To ensure that the statutory guidance set out in the revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) along with the relevant regulations associated with the Children and Families Act 2014 (Part 3) are implemented in this school.
- To ensure that the school publishes, and reviews, details of what SEN provision is available through the SEN Information Report and to co-operate with the LA in drawing up and reviewing the Local Offer of support for children and young people with SEN or disabilities.
- To ensure that the provisions of the Equality Act 2010 support all aspects of the school's work.
- To ensure that all pupils have access to a broad and balanced curriculum; differentiated appropriately to the individual's needs and ability.
- To ensure the identification of all pupils requiring additional provision as soon as a concern is expressed by staff, parent/carer and/or pupil.
- To ensure that provision for pupils with additional and/or special educational needs is central to curriculum planning and that those with management responsibility and individual teachers accept responsibility for planning, organisation and delivery of appropriate educational objectives to all pupils.
- To maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.
- To ensure that parents/carers of all pupils are kept fully informed of their child's progress and attainment.
- To ensure successful preparation for adulthood (higher education/employment, independent living, participation in society, being as healthy as possible).

Definition of Special Educational Needs (SEN):

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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

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.

Source: Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) – pages 15 and 16.

Disabled Children and Young People

There is a significant overlap between children and young people with SEN and those with disabilities and many such children and young people are covered by both SEN and equality legislation.

Many children and young people who have SEN 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Source: Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) – page 16.

Roles and Responsibilities – see Appendix A

Broad Guidelines

1. An on-going review by the Senior Leadership Group will ensure that procedures and practice within HSLC do not deny pupils access to the whole curriculum.
2. All staff at HSLC will be aware of: their roles and responsibilities in relation to this policy
3. The assessment of special educational needs will be diagnostic in nature and constructive in practice, with feedback to the relevant members of staff.
4. A flexible approach will be used involving a range of interventions and provisions (refer to Appendix B) most appropriate to the needs of the individual.
5. The Special Educational Needs and Disability Code of Practice: 0 – 25 years (January 2015) will be considered and adhered to when planning the interventions and provisions required for each pupil (refer to Appendix C).
6. The school will have regard to the views, wishes and feelings of the young person. Active participation by parents/carers along with positive dialogue is encouraged.
7. Everyone in the school community must ensure that there is no victimisation, discrimination either direct or indirect against disabled pupils, pupils with medical needs and pupils with SEND/AEN.
8. At HSLC we have adopted a whole-school approach to educational inclusion, both policy and practice.
9. Every effort is made to ensure that all pupils have full access to the curriculum and are integrated into all aspects of the school.

Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with all pupils including those with SEND/AEN. Part of the Learning Support Department's role in school-based INSET is to ensure that all teachers develop a range of strategies to support all pupils learning in the classroom. The needs of the pupils will be central to the development of INSET and training for Teaching Assistants. Newly qualified teachers, trainee teachers and staff new to the school will be given training on the school's Educational Inclusion Policy as part of their induction.

Access to Education for Pupils with Medical Conditions

Please refer to the HSLC Supporting Medical Conditions Policy

Exam Access Arrangements

See Appendix D

Links with other agencies, organisations and support services.

See Appendix E

Enhanced Education Resource (Autistic Spectrum Condition)

See Appendix F

The East Riding Local Offer

See Appendix G

Links with other policies and documents

See Appendix H

Links with parents/carers

HSLC firmly believes in developing a strong partnership with parents/carers and that this will enable all children and young people to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support him/her, and that this gives them a key role in the partnership.

Links with other schools

HSLC places great importance on the transfer from the primary schools for all pupils. Transfer arrangements for those pupils with an Educational Health and Care Plan primarily begins at the Annual Review meeting held in Y6. At this time, needs/concerns are identified and a transfer plan is drawn up to ensure that the Y6 pupil has a safe and happy transfer at the beginning of Y7. In addition to this, we liaise with the primary schools to arrange a programme of visits for any Y6 pupils who are considered to require additional support with the transfer. This programme will reflect his/her individual needs.

For all pupils, comprehensive and detailed information is collected during the transition process (at the time of standard or non-standard entry). This information is sourced from the feeder school, professionals working with the young person (if applicable) and the parents/carers.

Student voice

At HSLC all pupils are encouraged to participate in decisions about their education. All pupils are expected to play an active role in setting and evaluating their targets. The school endeavours to improve the self confidence and self esteem of all pupils.

Evaluating success

The success of the school's Educational Inclusion Policy and provision is evaluated through:

- Monitoring of classroom practice by the Learning Support Department and subject leaders.
- Analysis of pupil tracking data (individual and cohorts).
- Monitoring of procedures and practice by the Governing Body.
- School self-evaluation.

In evaluating the success of this policy, this school will consider the views of:

- Teachers/Teaching Assistants/Pastoral Support Managers/Student Support Team Members
- Parents/Carers
- Pupils
- Governors
- External professionals.

Conclusion

The commitment to educational inclusion will be an integral part of every aspect of the school's life and work, playing an important part in the educational development of individual pupils. The child centred approach will ensure that, where possible, the needs of each individual are met. Any complaints about the procedures that HSLC has regarding inclusion will be made to the Head Teacher who will respond and report the outcome to the Governing Body.

APPENDIX A

The Learning Support Department comprises of:

- Special Educational Needs Coordinator (SENCo)
- Learning Support Officer
- 1 Higher Level Teaching Assistant (HLTA)
- 24 Teaching Assistants * *The number of TA posts will be determined by a number of factors including the needs of the SEND cohort, funding etc.*
- 1 Link Governor
- Senior Leadership Link

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEND/AEN include:

- Ensuring that provision of a high standard is made for SEND/AEN.
- Ensuring that all staff are fully informed about the needs of all pupils.
- Ensuring that the school maintains a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.
- Having regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) when carrying out these responsibilities.

APPENDIX B - SEN Provision at HSLC

In addition to any information provided by the feeder Primary or Secondary school and that contributed by parents/carers, on entry to HSLC each child's attainment will be assessed in order to ensure continuity of learning. In addition, all pupils are regularly monitored to identify any change in need. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special education provision is underpinned by high quality teaching and is compromised by anything less.

Through a robust tracking and monitoring process, HSLC will know precisely where children and young people with SEN are in their learning and development and will:

- ensure decisions are informed by the insights of parents/carers and those of young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

For pupils with an identified need at any stage during their time at HSLC, the most appropriate team will:

- Use any information to shape the pupil's curriculum and pastoral provision.
- Identify the pupil's skills and note areas that require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning.
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Involve pupils in planning and agreeing their own targets.
- Involve parents/carers in a joint home-school learning approach.

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by the subject teacher through a differentiated curriculum and approaches to teaching and learning.
- In class support from a TA (as a whole class, small group or 1 to 1), where appropriate.
- Literacy/Numeracy programmes.
- Nurture Group (Y7 and Y8) and Personalised Pathway (Y9, Y10 and Y11) provisions.
- Personalised Pathways (Y12 and Y13)
- Input from an outside agency.
- Pastoral support.
- Support from the Student Support Team.
- Use of off-site provision, where appropriate.

English as an Additional Language

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Teachers will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

APPENDIX C:

Special Educational Needs and Disability Code of Practice: 0 – 25 years (January 2015)

HSLC will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, HSLC will consider whether a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The first response will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the Learning Support Department, along with the subject teacher, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) HSLC will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Broad Areas of Need

These four broad areas give an overview of the range of needs that HSLC plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and

communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Special educational provision at HSLC

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

In deciding whether to make special educational provision, the Learning Support Department, along with the subject teacher and/or Head of Faculty/Progress Leader, will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. For higher levels of need, HSLC will draw on more specialised assessments from external agencies and professionals. This may, depending on the perceived identified difficulty or need, require the parent/carer of the young person to initiate a specialist assessment through Health Services such as the GP. Some difficulties and needs cannot be assessed through professionals available to the school, with referrals to appropriate professionals being required to be made by the young person's GP.

Consideration of whether special educational provision is required will start with the desired outcomes, including the expected progress and attainment. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Graduated Approach – SEN Support

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEN Support can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.

- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents/carers, that a pupil requires additional support to make progress, the Learning Support Department, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering the curriculum. Parents/Carers will be informed of the action and results.

Where a pupil is identified as having SEN, HSLC will take action, where possible, to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assess

In identifying a child as needing SEN support the Learning Support Department, working with the subject teacher, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and, if relevant, advice from external support services.

Plan

Where it is decided to provide a pupil with SEN support, parents/carers will be notified. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher will retain responsibility for the pupil. The teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with an agreed date.

The impact and quality of the support and interventions will be evaluated. The Learning Support Department, working with the subject teacher, will revise the support in light of the pupil's progress and development.

Nature of Intervention

The Learning Support Department in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the need, the actions might be:

- Deployment of extra work with the pupil
- Provision of alternative learning materials/specialist equipment.
- Group support.
- 1 to 1 support.
- Provision of additional adult time (TAs, Pastoral Support Managers, Student Support Team) in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.

Where required, advice from external support services may be sought. External support services will work with the school to understand the strategies employed to date. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. These may be implemented by the subject teacher but may also involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Communication with parents/carers:

HSLC recognise the importance of positive dialogue with parents/carers and work towards communicating with parents/carers at least three times a year. Methods of communication include:

- Academic Reviews
- Parent Evenings/Review Afternoons (depending upon the year group)
- Options Evenings (Y9 and 6th form)
- Annual Review of EHC Plan
- Meetings in school
- Edulink (Real Time Reporting)
- Edulink messaging service
- Telephone calls
- Emails

REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

The majority of children and young people with SEN or disabilities will have their needs met through SEN Support. However, some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN Support.

The school will request an Education, Health and Care (EHC) Needs Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. An EHC Needs Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed in respect of SEN Support (graduated response)
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history.
- Progress from starting points
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents/carers.
- Where possible, the views of the young person.
- Social Care, Educational Welfare Service reports (if applicable).
- Any other involvement by professionals.

An Education, Health and Care Plan (EHC Plan) will normally be provided where, after assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an Education, Health and Care Needs assessment does not inevitably lead to an EHC Plan.

Reviewing an EHC Plan

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. EHC plans must be reviewed annually. The Learning Support Department will organise these reviews and invite the most appropriate people. These might include:

- The young person's parent/carer
- The young person
- School staff
- Representatives from outside agencies

Reviews **must** focus on the young person's progress towards achieving the outcomes specified in the EHC plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate.

Reviews should also:

- gather and assess information so that it can be used to support the young person's progress and their access to teaching and learning
- review the special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- consider the continuing appropriateness of the EHC plan in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued
- set new interim targets for the coming year and where appropriate, agree new outcomes
- review any interim targets set

The review process will enable changes to be made to an EHC plan so it remains relevant to the needs of the young person and the desired outcomes. There may be occasions when a re-assessment becomes appropriate, particularly when a child or young person's needs change significantly.

APPENDIX D - The Rationale for Exam Access Arrangements (EAA)

Access arrangements are agreed before an assessment. They allow candidates/learners with special educational needs, disabilities or temporary injuries to:

- access the assessment;
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

- EAAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.
- EAAs should reflect the normal way of working for which there is evidence of need, unless such arrangements would affect the integrity of the assessment.
- EAAs are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Credit is only given for skills demonstrated by the candidate working independently.
- EAAs are not intended to give an unfair advantage.
- EAAs will not be permitted if they compromise the assessment objectives of the specification in question.
- EAAs may vary between subjects because different subjects and methods of assessments may have different demands.
- An alternative assessment route may be available within the specification.
- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the equality act 2010 would be at a **substantial disadvantage** in comparison to someone who is not disabled.

Staff roles in determining and managing EAA

Examinations Officer:

- To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.
- To manage any on the day questions and queries regarding EAA provision.
- To put in place (in conjunction with the Learning Support Department) any on day provisions – such as medical emergencies.
- To ensure students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.

SENCO:

- The SENCO will also be the in-house designated assessor¹ and will thus assess candidates, process applications on-line and hold the evidence for inspection purposes for GCSE and/or GCE qualifications.
- To ensure there is a 'whole centre' approach to access arrangements it is therefore the responsibility of the head of centre, members of the senior leadership team and the SENCO within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- The SENCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within the centre.
- Teaching staff and members of the senior leadership team must support the SENCO in determining and implementing appropriate access arrangements.
- To work with students to undertake basic assessments, give strategies and build a picture of need and provision.

- To administer recognised psychometric testing after gathering evidence from teachers, student interviews and classroom observations (where applicable).
- To adhere to the current JCQ guidance.

¹ Where the SENCO does not hold the required qualification, a Specialist Assessor/Access Arrangements Assessor will need to be appointed to assist the SENCO in the decision making process about EAA.

Teaching Staff:

- To provide relevant information/evidence of the candidate's **persistent and significant** difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom and to provide appropriate evidence of this for the SENCO.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct EAA are in place for controlled assessments.

Procedure for medical letters

Letters from medical professionals will trigger an investigation but the medical condition also needs to be supported by evidence from within the school otherwise it is considered malpractice. EAAs cannot be awarded purely on the basis of a medical letter.

Privately commissioned assessments

Assessments commissioned and carried out privately, outside of the school, can only be accepted as part of wider school evidence. A student's 'normal way of working' in school is paramount. EAAs cannot be awarded purely on the basis of a privately commissioned assessment.

Use of word processors

Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their **normal way of working within the centre and is appropriate to their needs.**

However, a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. To award the use of a word processor in these circumstances would be malpractice (see below).

Providing it is the normal way of working within the centre and is appropriate to their needs, examples of candidates who may benefit from the use of a word processor include candidates with:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly.
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisation problems when writing by hand
- Poor handwriting.

This list is not exhaustive. **The centre must hold evidence to demonstrate that this is the candidate's normal way of working within the centre and is appropriate to their needs.**

Malpractice

Schools are regularly inspected to ensure they have adhered to the JCQ regulations – usually every summer during the examination season. The consequences of malpractice can be severe. These may include disqualification for the student from one or more examinations, disqualification for a whole cohort of students, or even the centre being closed down for up to 5 years. Examples of malpractice include:

- Students being granted EAA which are not their normal way of working
- EAA being ‘suddenly’ granted before examinations
- EAA being granted when a student has no history of need or provision
- EAA being granted without sufficient evidence
- Students not using their EAA in a mock examination and still being allowed it in the real examination

Further Information

Further information can be found at the Joint Council for Qualifications (JCQ) website:

<http://www.jcq.org.uk/>

APPENDIX E - Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with SEN and/or a disability. The school will encourage and facilitate, where possible, collaboration between education, health and social care services to provide support.

When it is considered necessary, colleagues from the following support services might be involved with SEN pupils:

- Education Psychology Service including Inclusion Practitioners
- Health professionals including the School Nurse and the LA’s nominated Designated Medical Officer/Designated Clinical Officer.
- CAMHS (Child and Adolescent Mental Health Services)
- Speech and Language Therapy
- Physiotherapists/Occupational Therapists
- Sensory and Physical Teaching Service (SaPTS)
- Futures +
- Transport Services
- Home Tuition Service

In addition, important links are in place with the following organisations:

- The LA
- Youth and Family Support
- Education Welfare Service
- Children’s Social Care
- The School PTFA
- Youth Services
- Local colleges
- Other schools
- Police
- The business community

Where the need is appropriate, other services and agencies will be approached.

APPENDIX F - Enhanced Resource Provision (Autistic Spectrum Condition)

Hornsea School & Language College currently works in partnership with the East Riding of Yorkshire Council to provide an Enhanced Resource Provision (ERP) for young people with Autistic Spectrum Condition. Working with the Local Authority the ERP aims to remove barriers to achievement and narrow the gap so that everyone can reach their potential. The ERP aims to provide a socially inclusive education system that attempts to engage those children and young people whose needs cannot be met through mainstream provision, aiming to:

- Provide a specialist enhanced resource that offers a broad and balanced curriculum for children and young people who have an EHC Plan.
- Provide a caring, stimulating and consistent environment in which pupils can learn.

Children and young people placed in the ERP benefit from personalised curriculum planning and delivery that is carefully designed to enhance pupils' social, emotional and behavioural skills; encouraging pupils to aim for high standards in their own learning and achievement. The ERP enables flexibility between mainstream and enhanced resources; pupils attend mainstream lessons/activities as appropriate.

Access and Eligibility

The HSLC ERP works collaboratively with the ERYC SEN Team to identify whether the provision is able to meet the needs of an identified young person with an EHC Plan. Initial applications for placement at the ERP will be made the ERYC SEN Panel through the EHC Assessment process or the Annual Review process. The HSLC ERP will only be able to give consideration to a consultation once all up to date information is available so fully informed decision making can take place. If space is available, a discussion will take place to ensure that the ERP can meet the child's special educational needs and that the allocation of a place would also be compatible with the efficient education of the other children with whom the child is to be educated. Parents/Carers are not able to make a direct application to the HSLC ERP. Further information is available on the ERYC Local Offer website (see Appendix G).

APPENDIX G - The East Riding Local Offer

What is the Local Offer?

In accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) all local authorities are required by the Government to set out and publish a local offer.

The purpose of the local offer is to provide clear accessible information about what services are available in the area for parents; children and young people aged 0 – 25 years with Special Educational Needs and Disability (SEND). It aims to make clear the options that are available at a community level right through to specialist and targeted services for children and young people with more complex needs. This is a major part of the SEND reforms which aims to transform the way children, young people and their families can access services and achieve their aspirations.

The East Riding Local Offer can be accessed via the link: <http://www.eastridinglocaloffer.org.uk/about-the-local-offer/> There is a link to the East Riding Local Offer on the HSLC website.

The local offer is available to those who do not have access to the internet by calling the FISH SEND Information, Advice and Support Service on (01482) 396469 or by email: fish@eastriding.gov.uk

APPENDIX H – Links with other policies and documents

This report links to the following policies and documents:

- Attendance Policy
- Accessibility Policy
- Admissions Policy
- Assessment, Recording and Reporting
- Behaviour Policy
- Careers Education
- Child Protection Policy and Safeguarding Policy
- Child Sexual Exploitation
- Complaints Policy and Procedure
- Differentiation Policy
- Drug and Substance Misuse
- Educational Visits
- Educational Inclusion Policy (including Special Educational Needs and Disabilities and Additional Educational Needs)
- Equality Duty Information Report
- Emotional Health and Wellbeing Policy
- Home School Learning Partnership
- Information Sharing Policy
- ICT and e-learning
- Life Studies Policy
- Looked After Child Policy
- Positive Discipline
- Peer on Peer Abuse Policy
- Physical Intervention and Restraint Policy
- Previously Looked After Children Policy
- Prevent Policy
- Pupil Premium Grant - Closing the Attainment Gap for Disadvantaged Pupils
- Relationship and Sex Education Policy
- SEN Information Report
- Supporting Medical Conditions Policy
- Self Harm
- Student Code of Conduct
- The Local Offer
- Young Carer's Policy
- Young People's Sexual Health Policy