

Horton Lodge Special School

'Working Hand in Hand to Achieve Potential'



SEND Policy

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Contents

1. Context	3
2. Aims	3
3. Legislation and Guidance.....	4
4. Definitions.....	4
5. Roles and Responsibilities	5
5.1 The SEND Governor	5
5.2 The Headteacher.....	5
5.3 Special Educational Needs Co-Ordinator (SENCO)	5
5.4 Teachers and Class Teams	6
6. SEND Support at Horton Lodge	6
7. Staff Training.....	7
8. Monitoring Arrangements.....	8
9. Links with Other Policies and Documents	8



1. Context

Horton Lodge is a primary age special school for children aged 2-11 years with physical disabilities and additional learning needs. Many of our pupils have sensory, communication and medical needs. As a Local Authority special school our pupils come from across Staffordshire and neighbouring counties. We are fortunate to have a residential provision that we call Kipling's (placements are made in line with the Local Authority residential admissions process). All pupils have an Education Health and Care Plan (EHCP).

2. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in provision for the pupils.

At Horton Lodge we aim to:

- To provide interventions, skills and experiences that promotes learning for all; championing the Conductive Education ethos
- To provide a community where each individual is valued and makes a positive contribution to the school, local and wider community
- To ensure that every stakeholder has a voice that is listened to and influences the provision for individuals and groups
- To provide a safe environment where pupils can thrive, take risks, build relationships and friendships, and generalise their skills across a range of contexts
- To ensure that pupils are prepared for their next stage in life; developing independence, resilience and personality, and an enjoyment of all that life has to offer



3. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2020 updates\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans and SEN co-ordinators (SENCOs)

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Discrimination – discrimination occurs if a disabled person – by reason or their disability – is treated less favourably than a person for whom that reason does not or would not apply, and that treatment is not justified.

Disabled – a person who has a physical or cognitive impairment, which has a substantial and long-term adverse effect on his ability to carry out usual day-to-day activities.

Special Education Needs – a person who has a learning difficulty, which calls for special educational provision to be made for them.

The SEND Code of Practice says that a child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of young people of the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools within the area.



5. Roles and Responsibilities

5.1 The SEND Governor

The governing board has overall responsibility for monitoring this policy and holding the Headteacher to account for its implementation.

The governor who oversees SEND is **Alison Lee**.

The SEND governor will:

- Help to raise awareness of SEN and disability issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

This list is not intended to be exhaustive.

5.2 The Headteacher

The Headteacher will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

This list is not intended to be exhaustive.

5.3 Special Educational Needs Co-Ordinator (SENCO)

The SENCO will:

- Work with the Headteacher, teachers and SEND governor to determine the strategic development of the SEND policy and provision in the school



- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

This list is not intended to be exhaustive.

5.4 Teachers and Class Teams

All class teachers are responsible for planning detailed programmes to meet the needs of the pupils in their class and ensuring that any pertinent information is communicated to everyone in the school and other appropriate professionals.

Teachers coordinate and lead the annual review of the EHC Plan for the pupils in their class.

Class teams refer concerns and/or additional needs to the Headteacher who discusses needs with staff, involving families and support agencies as appropriate, and reviews the child's individual education plan.

6. SEND Support at Horton Lodge

At Horton Lodge we take assessed needs on the pupil's Education and Health Care Plan and plan how we will meet the identified outcomes. We look at these in the context of Horton



Lodge taking into account age, stage and resources, and adopt a graduated approach with four stages of action: assess, plan, do and review.

Horton Lodge works with specialists who can support in the identification of effective strategies, equipment, programmes or other interventions. Parents are always consulted before involving other professionals.

We recognise that there is a continuum of SEND and at times we are required to respond to another area of SEND that is not covered in the EHCP. In this instance we use the graduated response approach as detailed in the SEND Code of Practice.

Our curriculum provides access to a broad, balanced curriculum for all our pupils that takes into account the National Curriculum, the Early Years Foundation Stage curriculum, the interest of the children and is beginning to look at external curriculum schemes that follow a multi-tiered approach, for example those developed by EQUALS.

Through the Conductive Education ethos we develop our pupils' full potential and move them towards the greatest level of independence to live fulfilling lives.

7. Staff Training

Staff are recruited and trained to take a lead in ensuring that pupils have access to specialist provision to meet the children's individual needs. We maintain a balanced variety of expertise within the school. Training includes: Conductive Education, Specialist teaching approaches such as the Equals scheme of work, Communication training including PODD and MAKATON, Rebound Therapy, Hearing Impairment/Visual Impairment and Multi-Sensory Impairment, Autism Awareness and Positive Behaviour Approaches.



8. Monitoring Arrangements

This policy will be reviewed every year by the SENCO.

At every review, the policy will be shared with the governing board.

9. Links with Other Policies and Documents

This SEND Policy is linked to our:

- SEND Report
- Accessibility Plan
- Curriculum Approach
- Behaviour Principles
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions
- Local Offer

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