

QUALITY MANAGEMENT SYSTEM

Policy/Procedure:	HGS F09	Page:	1 of 23
Last Update:	September 2024	Next Update Due:	September 2025

Policies will be reviewed annually or when there are changes to practices and legislation

Policy/Procedure Name:	Special Education Needs Policy
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Contents:

Statement of intent

1. Legal framework
2. Identifying SEND
3. Definitions
4. Objectives
5. Roles and responsibilities
6. Safeguarding
7. Children with specific circumstances
8. Admissions
9. Involving pupils and parents in decision-making
10. Funding
11. Local Offer
12. Graduated approach
13. Assessment
14. Training
15. Promoting mental health and wellbeing
16. EHC plans
17. Reviewing EHC plans
18. Transferring between different phases of education
19. SEND tribunal
20. Supporting successful preparation for adulthood
21. Data and record keeping
22. Confidentiality
23. Resolving disagreements
24. Publishing information
25. Joint commissioning, planning and delivery
26. Monitoring and review

Statement of intent

This policy outlines the framework High Grange School will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

High Grange School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils. High Grange School is an independent SEN school for pupils between the ages of 5-19 years. All pupils in the school have a primary diagnosis of Autism. Pupils in addition to their primary autism diagnosis may also have additional diagnosis of PDA, mental health difficulties, ADHD, dyslexia and dyscalculia.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Promote positive relationships between pupils and their peers. Create an environment where pupils and staff work collaboratively to ensure every pupil's individual needs are met.

The school will work with various LA's, or equivalent, within the following principles, which underpin this policy:

- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- The involvement of children, parents and young people in decision-making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people placed at High Grange School.
- Greater choice and control for young people and parents over their provision / individual timetable.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. A significantly greater difficulty in learning than most others of the same age.

- All pupils at High Grange School have SEND and all pupils have an EHC plan

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996

2 POLICY HGS F09 – SPECIAL EDUCATION NEEDS POLICY

- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Keeping children safe in education'
- DfE (May 2021) 'Supporting SEND'
- DfE (2023) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School admissions code'
- Health and Care Act 2022

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- GDPR policy
- Empowering resilience through ACE (HGS behaviour policy)
- Social, Emotional and Mental Health (SEMH) Policy / Psychology policy
- Medical Policy and Processes
- Child Protection and Safeguarding Policy
- Adults Safeguarding Policy
- Complaints policy
- Careers Policy
- Suspension and Exclusion Policy
- Add further policies – bullying / pupil behaviour policy / child on child abuse / harassment

2. Identifying SEND

All pupils transitioning into High Grange School will have a primary diagnosis of autism. The school has a legal obligation to meet all outcomes and provision that is stipulated in the pupils Education Health and Care Plan. We recognise that baseline assessments both educational and therapeutic are extremely important in order to best need the pupils identified special educational needs.

3 POLICY HGS F09 – SPECIAL EDUCATION NEEDS POLICY

With the support of the SLT, classroom teachers and keyworkers will conduct regular progress assessments for all pupils across all key stages. High Grange School track academic progress using b squared across key stages 1, 2 and 3. Key stage 4 and 5 the school has devised a comprehensive post 14 and post16 tracker. The school also monitors 'autism' progress through a separate b squared tracking device. All pupils are base line assessed and 'autism progress' is assessed twice per academic year. High Grange School use IEP's and the school's ethos 'ACE' to target EHCP outcomes and progress is recorded against EHCP outcomes and 'ACE' targets.

High Grange School Multi-Disciplinary Team will assess the pupils within the first three months of transitioning into the school. Then across the therapeutic areas assessment reports are written and a comprehensive assessment is conducted and shared with the LA, parents and other outside agencies at the conformation review that is conducted after the pupils initial three months is completed at the school. High Grange School can then clearly assess the needs of the pupil and also identify the levels of support required moving forwards in order to best meet the pupil's individual needs.

3. Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and physical needs.

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum condition (ASC), including high functioning autism, can have particular difficulties with social interaction, social thinking and social communication.

- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
- High Grange School has three full time speech and language therapists. They are specialists in speech, language, communication and interaction. The school's speech and language therapists complete an initial assessment of the pupils SLCN in the following areas;
- Listening, attention and understanding
- Expressive Communication
- Social interaction / social thinking
- Flexibility of thought
- Emotional regulation

The schools SENCO Stephanie Sterndale will work with form staff, keyworkers and the school's speech and language therapists to ensure all pupils work towards achieving their communication and interaction outcomes that are identified in their EHC plans. High Grange School will provide the correct provision ensuring pupils are given every opportunity to make progress. All pupils will have a keyworker and a key therapist. The school ACE ethos targets 'adaptive thinking, communication and emotional well-being' ensuring pupils become as independent as possible. ACE + independence is the schools vehicle for targeting and meeting pupils EHC plan outcomes.

Cognition and learning

All pupils will have the option of having a 1-1 teaching assistant assigned to them full time for the first three months of their admission and transition into High Grange School should the assessment team believe that this is a requirement. Due to most of the pupil's difficult educational history upon being placed at High Grange School it is imperative that pupils have high levels of staff support in order to support the pupils' social and emotional needs upon entering a new educational provision. This level of support will be assessed at the confirmation review after the pupil has been at the school for three months. High Grange School believe that if the pupils have teaching assistants who provide clear advice and support when the pupils are feeling 'anxious' or 'emotionally dis-regulated' then the pupils will regain emotional stability and therefore more time will be spent in class enabling a positive impact on the pupil's capacity to learn and achieve academically.

High Grange School has a clear identified SEN cohort. All pupils have a primary diagnosis of autism. Pupils can have additional identified needs or diagnoses such as PDA, mental health difficulties, ADHD and some may have additional identified learning difficulties. Many of our pupils on roll have experienced trauma and the school is working towards becoming a 'trauma informed school'

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. High Grange School has a specialist dyslexia and dyscalculia tutor who has a separate timetable where 1-1 interventions are timetabled in order to provide specific support to pupils who require additional numeracy and literacy support.

High Grange School has an ambitious curriculum that is broad and balanced, progressive and sequenced curriculum that is designed for pupils across all key stages in order to fulfil their academic and learning potential. Pupils will have opportunity to access all national curriculum subjects. The school will also provide an extensive vocational curriculum that will foster pupil's interests and harbour their hobbies. Pupils when they reach key stage 4 and 5 will have opportunities to achieve a wide variety of academic accreditation from entry levels, to level 1 and 2 functional skills, to GCSE's, Btec's and in key stage 5 'AS' levels, 'A' levels and other level 3 programmes of study. High Grange School also offer a wide vocational curriculum and alternative provision. High Grange School also offers an extensive preparation for adulthood curriculum and independent careers advice through 'futures'.

Social, emotional and mental health difficulties

At High Grange School pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn, isolated, or displaying behaviours that challenge including, self-harm, suicide ideation, PTSD, eating disorders, OCD, attachment, high anxiety and separation anxiety.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties. The school also has a clinical psychologist Dr Joanne Harrison who works four days a week in order to support our pupil's mental health needs. The school also has a part time psychotherapist that further supports the pupils' mental health requirements. The school has a psychology policy that stipulates the schools approach to supporting pupils with identified or emerging mental health difficulties.

High Grange School also has a trained crisis counsellor Alison Seager-Spicer who is the schools designated mental lead, who also supports the pupils on a daily basis through her role as the school's pastoral teacher.

The school's senior leadership team ensures that the whole staff team undertake extensive in house training from the school's clinical psychologist in identified mental health areas in order to best support the pupils identified social emotional and mental health needs that are stipulated in each child's and young person's EHC plan.

Sensory or physical needs

The school has three full time and one part time Occupational therapists at the school. One full time OT, one part-time OT and a part time OT assistant. The 'diad of impairment' that is representative of children and young people who have a diagnosis of autism clearly identifies that 'sensory processing' is at the centre of the condition / disorder. Sensory processing and sensory integration are fundamental in all pupil's development. All pupils that come to High Grange School have a diagnosis of autism and therefore 'most' pupils will require significant sensory support in order to access the 'wider world' or even enter the 'school' or 'class'.

All pupils undertake a 'sensory' assessment within the first three months of transitioning into High Grange School. All pupils have a sensory passport that is written by the occupational therapy team whether the pupils have sensory needs identified in the EHC plan or whether they do not. The school's occupational therapists undertake 1-1 sessions, small group sessions, support pupils in classes and support pupils access arrangement's for colleges, work experience placements and alternative provision. This ensures that pupils' sensory needs and occupational performance are identified so reasonable adjustments can be identified and then made in order to ensure equality of access.

The school has a sensory integration room on-site so pupils who have SI needs can access this facility with a trained professional Occupational Therapist.

Some pupils who have identified physical needs or require physiotherapy programmes. High Grange School will support these pupils and ensure that provision that is stipulated in the pupils EHC plan are met.

4. Objectives

The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To provide the best possible SEND provision across all key stages for pupils who are placed at High Grange School. Create an environment that is fit for purpose in order to best meet each pupil's identified special educational needs that is stipulated in their individual Education, Health and Care Plan.
- These objectives will be reviewed through individual annual Education, Health and Care plan reviews / confirmation reviews following the initial three-month assessment period.

5. Roles and responsibilities

The Board of Directors / governors will be responsible for:

- Communicating with all pupils and their parents / carers when drawing up policies that impact upon the pupil's special educational needs.
- Identifying, assessing and making provision for all pupils who attend High Grange School and ensure the school provides the education that is legally stipulated in the individual pupils Education Health and Care Plan.
- Securing the special educational provision requirements to ensure each pupils identified Educational Health and Care plan outcomes are targeted and where possible achieved within the time scales stipulated.
- Designating an appropriate named teacher to be the SENCO and having responsibility for coordinating provision across the school. The Board of Governors have appointed that Stephanie Sterndale will be the SENCO at the school.
- Gavin Spicer is the named teacher for all LAC. He and the parent liaison officer Zoe Thomson attend LAC, PEP, TAF and where required core group meetings representing the school. Does this need rewording to include SS here?

- Making reasonable adjustments for pupils with disabilities to help alleviate any possible identified disadvantage they experience because of their disability and to ensure where absolutely possible this is minimised by the school taking necessary, individually specific actions.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised in accordance with the schools Equal Opportunities Policy.
- Preparing the arrangements for the admission and transition in an individualised phased and staged manner. Zoe Thomson the school's family liaison officer communicates to families and pupils prior and during the pupil's transition into the school, so all the pupil's needs are identified early and a joint planned approach is devised to ensure a successful transition is made.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing in accordance with the schools Psychology policy.
- Preparing the accessibility plan, showing how the school intends to progressively improve access over time. High Grange School is a purpose built independent special educational needs schools so all areas of the school are accessible.
- The Schools SEN information policy outlines how the school plans to meet the pupils' individual SEND needs. It clearly identifies the schools SEND targeted cohort and outlines in detail the schools approach, curriculum, staff support, facilities and opportunities available for pupils who are placed at High Grange School.
- Complaints policy is on the school's website so the school can appropriately address any complaints made by pupils, staff, parents/ carers or outside agencies.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan. Please refer to the school's exclusions policy.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's medication and processes policy. The school also has a full time nurse on site in order to ensure pupils who have identified medical conditions have appropriate medical support.
- Cooperating with the LA in drawing up and reviewing the High Grange Schools Local Offer.
- High Grange School have appointed a parent governor who is tasked with representing parents and carer's views at board level. The parent governor has direct communication with the school's Principal.
- Preparing the SEND information report and publishing it on the website.

The Principal will be responsible for:

- Ensuring that those staff who are teaching or supporting all the pupils at High Grange School are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the Stephanie Sterndale the schools SENCO has sufficient time and resources to fulfil role and co-ordinate the whole school approach towards meeting pupils that are placed at High Grange School.

- High Grange School has appointed administrators that support the school's admissions and transitions team. The school has daily administrative communication with all outside agencies and key stakeholders associated with the pupils placed at High Grange School.
- Assisting the board of directors / governors in appointing a designated teacher for LAC, who in this particular case due to the schools relatively small specific cohort of pupils is the SENCO Stephanie Sterndale
- Regularly and carefully reviewing the quality of teaching for pupils through formal lesson visits (3 phase approach), book trawls, learning walks, listening to the pupil voice and ensuring the school has a robust co-ordinated performance management and supervision arrangements for staff.
- Ensuring that senior leaders, teachers, therapists and support staff are trained to a consistently high level to ensure that High Grange School is an autism friendly environment and the whole school educational approach is geared towards meeting the needs of children and young people with autism, PDA, mental health difficulties and associated disabilities.
- All policies and procedures are written and updated in line with current government guidance whilst adhering to independent school standards. High Grange School is a school specifically for SEND pupils and therefore the policies and procedures are written in conjunction with the needs identified by the school's specific pupil's cohort.
- Ensuring that all pupils and parents / carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and high achievement. The school has a clear ethos and clear identified core values that positively impact on the pupil's education, care, health and wellbeing.
- Consulting with external health and social care professionals, pupils and parents / carers to ensure the needs of children with medical conditions are effectively supported. This includes strong links with local CAMH's services in order to positively impact on our pupil's mental health. High Grange School has a strong multi-disciplinary team onsite that includes OT's, SALT's, Clinical Psychologist, school nurse, pastoral teacher who is a trained crisis councillor and a family liaison officer.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's pupil's confidentiality policy. High Grange School produce identified documents for each pupil that include the following:
 - Individual pupil risk assessment
 - Individual pupil resilience plan
 - 'at a glance profile'
 - 'My ACE + independence' targets updated and reviewed termly (Whole school ethos – vehicle to meet EHCP outcomes)
 - Communication and Sensory passports (as required)
 - 'Team 'ACE' targets' (whole school ethos for class / core group ACE targets)
 - Annual educational reports
 - Annual EHCP paperwork
 - PEEPs
- Ensuring that pupils progressed is reviewed regularly and interventions are put in place to ensure pupils remain 'on track.' There are essentially two specific types of intervention – learning interventions and behaviour interventions. The schools SLT, therapists,

behaviour watch team and wider educational team meet regularly to discuss 'individual pupils and put in specific interventions in order to best support an individual pupil who may be having specific difficulties.

- Gavin Spicer reports to the board of governors/ directors termly and provides an extensive written report that gives detail regarding all key performance indicators.
- High Grange School has appointed a Clinical Psychologist and a part time psychotherapist on a consultancy basis four days a week to help support pupils and train staff in the best approaches to take when supporting pupils with high functioning autism who have additional mental health difficulties. High Grange School also has appointed a staff mental health first aider in Alison Seager Spicer.

High Grange Schools SENCO Stephaine Sterndale will be responsible for:

- Collaborating with the board of directors / governors and the SLT, to determine the strategic development of the school and plan for continuous school improvement.
- Working with the relevant governors and the schools head-teacher Philip McBride to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy and SEN information policy.
- Coordinating the specific provision made to support individual pupils with SEND, which is all pupils at High Grange School as they all have EHC plans.
- Continually strive to improve pupils experience, access, engagement and ability to make progress by;
- **Assessing:** establishing a clear assessment of the pupil's needs
- **Planning:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date
- The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.
- Gavin Spicer is the school's Principal. Stephanie Sterndale is the schools SENCO and designated teacher for pupils who are LAC children.
- High Grange School assess what levels of support are required for each pupil on an individual basis.
- Liaise with the school's financial director and allocate resources that are required to meet each individual pupils needs.
- Co-ordinate the schools approach to incorporate parental views through working closely with the school's family liaison officer.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required in order to meet the needs of pupils who are placed at High Grange School.
- Being a key point of contact for external agencies, especially the LA and LA support services.

- Liaising with identified colleges, schools and alternative providers to enhance the pupil's curriculum opportunities and experiences. Work closely with the schools Deputy Head Teacher whose areas of responsibility include all aspects of the vocational curriculum, careers, work related learning / work experience, preparation for adulthood curriculum and transitions to other destinations post High Grange School.
- Work in collaboration with educational professionals across the school in order to meet the local offer.
- Establish links with other schools, colleges, work experience placements and industry.
- Ensuring that pupils' data and information is compliant with the schools GDPR policy.
- High Grange School has a two year in house training programme that is delivered by the schools SLT, therapists, external professionals and wider staff team. Additional courses are identified for staff through performance management and are either linked to whole school improvement or subject / vocational courses that will improve the school's curriculum offer and impact on pupils learning experiences.
- High Grange School offer mandatory training for all staff and this ensures a collaborative and consistent approach to working with our pupils. This is instigated by the SENCO working with the school's assistant head whose area of responsibility is co-ordinating training.
- High Grange School have a highly qualified staff team with a multitude of SEN experience. The school's Principal /DSL Gavin Spicer oversees the quality of SEN provision and is tasked by the Board of Directors / governors to ensure pupils reach their individual potential and obtain positive outcomes that successfully impact on their futures when transitioning into adulthood. School leavers' destinations are tracked and the school takes great care in ensuring that pupils' outcomes are meaningful and that pupils have a successful adult life where they make meaningful contributions to society. HGS have appointed Stephanie Sterndale as High Grange School's SENCO and she supports the schools senior leadership team and Stephanie Sterndale supports and enhances the schools SEN provision.

Teachers and form tutors will be responsible for:

- Creating a positive, nurturing, supportive and enjoyable learning environment.
- All staff will be trained and will promote a trauma informed approach to educating pupils at High Grange School. Many pupils have experienced at least one adverse childhood experience prior to being on roll at High Grange School.
- Ensure form teachers and form staff including key workers are consistent in their approach to supporting pupils emotional, social and mental health needs.
- Sound, up to date subject knowledge and dedicated to their own CPD
- Effective planning and setting of learning objectives.
- The inclusion of Communication skills, reading, Literacy, Numeracy and IT within their teaching.
- A wide variety of appropriate teaching strategies.
- The use of assessment to inform planning and teaching.
- The use of activities and opportunities beyond the school day to extend learning / delivering of enrichment opportunities.
- Good pace and effective use of time and resources.
- Good classroom management skills including the effective direction of support staff.
- Promoting positive learning opportunities and positive pupil behaviour and attitude

- Effective use of praise and positive reinforcement and the ability to motivate and inspire pupils and other staff.
- Effective methods to differentiate teaching to meet individual pupil's needs.
- The ability to create opportunities to promote pupil's spiritual, moral, social and cultural development. Pupils will have opportunities to increase their awareness and understanding of 'cultural capital' throughout the schools broad and balanced curriculum both on school site and in the local community.
- The ability to create opportunities to promote pupil's economic well-being.
- Maximise opportunities to promote pupil's self-confidence, self-esteem, self-worth and self-belief. Support pupils to become adaptive thinkers, increase communication skills and ensure that pupils' emotional well-being and emotional resilience increases.

6. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.
- LGBTQ+ pupils are at greater risk of being bullied either in school or online

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The school's Principal / DSL and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff as all pupils at High Grange School have SEND, to notice any signs or symptoms of abuse, changes in behaviour, presentation, mood, or any injuries, or any 'causes for concern' and these indicators will be investigated by the DSL.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs. The school board of directors and Principal /DSL will ensure that pupils with SEND are taught about how to keep themselves and others safe including online.

The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

7. Children with specific circumstances

LAC

- Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- The school recognises that children that have SEND are more likely to be 'looked after' children. The school recognises that children with SEND are extremely vulnerable and that additional support is required to ensure they become more aware of being exploited.
- The school has a designated member of staff for coordinating the support for LAC. The schools named teacher / SENCO is Stephanie Sterndale.

EAL

- The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- It is necessary to consider the pupil within the context of their home, culture and community.
- Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
- The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
- The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

8. Admissions

High Grange School has a clear assessment, admission and transition process. There are core staff that are involved in this process. Paul Catherall senior SALT over 30 year's experiences in SEN and Matthew Cottrell (Deputy Head) reads all parental and local authority referrals that are sent to High Grange School. All pupils that are considered for a placement at High Grange School must have an EHCP and a primary diagnosis of autism. High Grange School considers additional diagnosis along with ASC that include PDA, mental health and ADHD.

All prospective pupils will undertake an initial assessment on school site. This will involve a thorough initial assessment and written report that will be produced by Clare Hayward (Head of Therapy) and members of the schools Senior Leadership Team. Any pupil that has mental health diagnosis or has experienced mental health difficulties or trauma will be accessed by Clinical Psychologist Dr Joanne Harrison. Gavin Spicer Principal, DSL makes the final decision regarding all referrals as to whether to offer a placement at High Grange School.

All pupils who are placed at High Grange School have the option of being supported by a 1-1 full time teaching assistant for the first 3 months which is identified as the initial confirmation period. After 3 months there is an annual EHCP review and confirmation review where all baseline assessments are completed including all therapists and all academic areas. Information is shared at the pupils first annual EHCP and confirmation review at High Grange School where there is a meeting to clarify exactly what provision and support is required for that pupil moving forwards.

9. Involving pupils and parents in decision-making

- Parents are incorporated into and consulted regularly regarding their child's education.
- Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Parent pack is completed at the start of the admission and transition phase of the placement.
- High Grange School communicates daily with parents – home / school book / planners / phone calls e mails from form tutors / keyworkers
- Parent liaison officer offers daily contact to all parents / carers – Zoe Thomson is contactable via – phone, text and email.
- Parents evenings at least annually / transition meetings – key stage 1-2, 2-3, key stage 3-4, end of key stage 4 and end of key stage 5.
- Annual Education Health Care plan meetings.
- Termly 'ACE' – independence meetings.
- Parent training.
- Whole school performances – Winter performance, Spring talent show, Summer Fayre and various fund raising events throughout the academic year.
- Parent questionnaires – annually.
- Year 9 option evenings.
- Parent coffee mornings.
- Parent governor – Tracey Wild.

Pupils incorporated in decision making.

Pupils have clear ownership of their education and are consulted daily in terms of their learning, learning environment, staff support and individual timetable.

- Pupils have a form tutor and an identified keyworker.
- Pupils meet with form staff at least 3 times a day. Registration, Lunch including lunch clubs and at the end of the day – review of the day.
- Pupils can ask to meet with form staff, specialist teachers, SLT and therapists – open door access to all staff.
- Pupils have access to a suggestion box – they can ask any questions via this student voice box.
- All pupils can access the 'open doors' student council which is organised and managed by the schools SALT team.
- Pupils can choose options in year 9 – 50% of pupil's year 10 timetable is option choice subjects or vocational areas.
- Pupils can access all therapeutic options (see therapy support on offer at HGS) – this is incorporated into their individual timetable.

- Pupils are asked for their views for their EHCP annually.
- Pupils complete a formal questionnaire from the school annually.
- Pupils can make a complaint to the schools Principal and Head-teacher and a response is given to the pupil within 24-48 hours.
- Each pupil has an identified key worker and can request a mentor session with the keyworker, pastoral teacher, form teacher or Clinical Psychologist.
- Pupils are always listened to and they have access to five safeguarding leads and the school promotes pupil's safety and well-being as a priority.

10. Funding

High Grange School is an Independent Special School. Funding is required from the designated Local Authority to enable pupils to be placed at High Grange School. Individual Pupil Agreement (IPA) contracts are established between the school and the Local Authority stipulating clearly the terms and conditions of the agreement between the Local Authority and High Grange School. High Grange School clearly communicates with all Local Authorities the fees that are required to be paid in order to obtain a pupil placement at High Grange School.

Parents are informed of the costs associated with their child being placed at High Grange School. The School can offer private placement for parents wishing to fund a placement at High Grange School but the same assessment, admission and transition process is consistently adhered to so the school has a robust admissions procedure. Parents funding private placements are extremely rare due to the cost of placing a child at High Grange School.

11. Local Offer

In developing and reviewing the Local Offer, the school will adopt the following approach:

- **Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.
- **Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.
- **Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** When parents and pupils access the Local Offer, it is important that the information is up-to-date.

12. Graduated approach

Once a pupil has been placed at High Grange School the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs over a three-month assessment period which will then trigger a confirmation review where essential documents will be prepared and shared with parents, LA's and all external agencies and key stakeholders.
- Planning, with the pupil's parents and ensuring their views are listened to and interventions, amendments and parent wishes are incorporated into establishing a clear plan of support for their child to ensure EHCP outcomes are targeted and where possible met in the time frames established. Parents will be regularly updated on pupil's progress.
- Implementing appropriate interventions that will positive impact on pupil's outcomes. Interventions can be targeted across numerous areas:
 - Attendance in school.
 - Attendance in lesson.
 - Behaviour and attitude intervention.
 - Academic and subject / vocational specific interventions.
 - Communication and interaction.
 - Cognition and learning.
 - Social, emotional and mental health difficulties.
 - Sensory and physical needs.
 - Dyslexia and Dyscalculia.
 - Numeracy and literacy.
 - Reviewing the effectiveness of the interventions and making any necessary revisions.

13. Assessment

Please refer to High Grange Schools assessment / admission and transition criteria.

All pupils must have an EHC plan with a primary diagnosed of autism spectrum condition. The school will meet its duty to respond to any request from the LA regarding placing a child at High Grange School within the time frame stipulated. The school will consider parental referrals to the school and conduct assessments whilst informing the LA of the process undertaken. Where possible permission will be requested from the potential placing LA to progress with this initial assessment phase.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will: ensure that each pupil has an IEP with clear targets set termly that are identified from the pupils EHC plan. All pupils will have progress recorded by form tutors and keyworkers against the targets set in the pupils IEP and progress against outcomes in the EHC plan will be recorded and reported in the annual EHC plan review.

Detailed assessments will identify the full range of the individual's needs, not just the primary need. This will include therapeutic assessments and reports that may impact on the pupils' needs, provision and intended outcomes.

Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving external specialists or agencies. Where progress is not attainable the placing LA will be informed by High Grange School and request an interim review where a potential alternative provision will be explored. Where pupil's behaviour and attitude is of considerable concern the school will follow its exclusions policy and procedure. This may also include an 'interim review' where an alternative provision will be named.

14. Training

All staff members will complete an immediate 2-week induction period and this will be part of their requirements in completing their probationary contract.

All staff will automatically be enrolled on to the schools two year rolling training programme that is delivered through weekly curriculum meetings, bi-weekly academic board meetings, inset training and CPD opportunities in line with their performance management. All staff will have access to care skills programme where virtual termly training modules will be released. All staff will keep up-to-date with any mandatory training which will be provided by the internal and external agencies as deemed appropriate.

Pupils who have additional needs or an additional disability that requires specific expertise then High Grange School will identify the professionals that are directly going to work around that child and invest in appropriate CPD so staff are best placed to meet specific SEND needs. Training will cover all pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

15. Promoting mental health and wellbeing

The school will implement a Social, Emotional and Mental Health Policy and well as a Psychology policy. The curriculum for PSHE is mandatory across all key stages 1-5 and is planned by the school's pastoral teacher who teaches all key stage 4 and 5 PSHE. Enrichment activities are offered throughout the year to supplement the PSHE curriculum.

Keyworkers are appointed to every child / each pupils has a form teacher and form staff who will meet with each pupil at least three set times in the day to provide that nurturing support. Small class groups of no more than six. High staff ratio – minimum 3-1 with many pupils funded 1-1 with a full time teaching assistant.

High Grange School's Clinical Psychologist, psychotherapist and Pastoral Teacher will be available to meet pupil's mental health requirements / identified needs. Where appropriate, the school will support parents in the management and development of their child. Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used explored. High Grange School have strong links with local CAMHs services and local social care support. High Grange School has commissioned such services as a TOD and Educational Psychologist services.

For pupils with more complex problems, additional in-school support will include:

- Behaviour watch team including six team teach tutor trainers of intermediate and advanced level.
- On-site Clinical Psychologist, psychotherapist, counsellor, OT's and SaLT's and therapy assistants
- Full time nurse.
- Full time pastoral teacher.
- Parent liaison officer.

16. EHC plans

The school will fully cooperate with the LA and parents. All information shared will be undertaken in line with GDPR guidelines. The school will provide the LA with any information or evidence needed. All relevant educational professionals will be involved in contributing information to the LA. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them. All reasonable provisions will be taken by the school to provide a high standard of education.

Staff will be briefed every day in handover regarding specific pupils that may require further support or specific strategies to be implemented. Every pupil will be discussed daily in divisional handovers that are led by the schools SLT. The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes. The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the 'SEND Code of Practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

- Thereafter, the principal will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
- Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other

educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 15 weeks from when the initial request was received.

17. Reviewing EHC plans

The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host and chair the annual review meeting.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, where possible and requested at least two weeks in advance of the meeting.
- Prepare and send minutes and actions of the meeting to everyone invited within two weeks of the meeting being concluded, which sets out any recommendations and amendments to the EHC plan by all key stakeholders.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 14 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

18. Transferring between different phases of education

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase. The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are as follows:

- Early year's provider to school.
- Infant school to junior school.
- Primary school to middle school.

- Primary school to secondary school.
- Middle school to secondary school.
- Secondary school to sixth form.
- Post sixth form / year 14 (HGS provide a year 14).

For pupils moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the institution, must be completed by the 31 March in the calendar year of the transfer.

19. SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering. In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place. Where necessary, the Principal will make the relevant parties aware of the disagreement resolution service.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'. High Grange School will consider representing parents at tribunal should the school consider it to be in the best interests of the prospective pupil and family. This is decided by the school's Principal and board of directors / governors in consultation with the pupil's family and the school's assessment, admission and transitions team.

Following the use of informal resolutions, the case will be heard in front of one - three people, who are independent of the management and running of the school. If disagreements are not resolved at a local level, then an interim annual EHCP meeting will be arranged with all key stakeholders invited. The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the pupil will cooperate with parents, to provide the pupil with the highest standard of support and education.

20. Supporting successful preparation for adulthood

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education, apprenticeships, colleges, SEN colleges, the world of work or working in the voluntary sector. The school will engage with FE providers, adult social care and LA transition workers to help plan for any transitions for pupils leaving High Grange School at the end of year 11, 13 or 14.

The school will transfer all relevant information about pupils to any educational institution that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in High Grange Schools specialist SEN educational facility.

The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence. This will be completed with parents, adult social care teams and LA transition teams.

The school will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 8-14, including – High Grange School hires 'Futures' career advice to undertake this requirement.

- Discussing preparation for adulthood in planning meetings with pupils and parents from Year 8
- Helping pupils and their families prepare for the change in legal status once a pupil is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.

The school will implement a Careers Policy, which will include details on how the school will work with pupils with SEND to ensure they are prepared for the workplace. The school will engage with FE providers as necessary to help plan for any transitions.

The school has appointed a full time PFA (preparation for adulthood) teacher Debra Adlington who will implement an ambitious PFA curriculum that impacts on each pupils needs to ensure when pupils leave High Grange School they can have the best opportunity to impact on wider society and make a difference to their own adult lives and access daily life as independently as possible.

The school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with SEND to ensure they are prepared for the workplace.

21. Data and record keeping

The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA. The SEND information report will be prepared by the school Principal in conjunction with the board of directors / governors. All information will be kept in accordance with the school's data protection policy and GDPR policy. Information will be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

22. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents or the pupil themselves when they become an adult, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for pupils with disabilities allowance in advance of taking up a place in HE.
- To the Head Teacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.
- The school will adhere to the Pupil Confidentiality Policy at all times.

23. Resolving disagreements

The school is committed to resolving disagreements between pupils and the school.

In carrying out of duties, we:

- Support early resolution of disagreements at the local level.

- Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The school's Complaints Procedures Policy will be published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

24. Publishing information

The school will publish information on our website about the implementation of the SEND Policy as deemed appropriate. The Board of directors / governors will publish details of the SEND information report. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

25. Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils gain the right support. The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

26. Monitoring and review

The policy is reviewed on an annual basis by the Principal in conjunction with the board of directors / governors; any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with this policy as part of their induction / on-going training and CPD.

The next scheduled review date for this policy is September 2025.