



**Hampshire
Achieves**
Skills & Participation

Specialist & Secure SEND Policy

**The contents of this policy are an integral part of
the HA Quality Assurance Framework**

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Hampshire
County Council

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1.0 Introduction

Hampshire Achieves is the single curriculum area within the Skills & Participation Service of Hampshire County Councils Children's Services Dept. Hampshire Achieves provides a range of directly delivered and sub-contracted learning programmes, including Apprenticeships, Traineeships, Supported Internships and Adult & Community Learning programmes at different venues across the county, as well the delivery of a full education and enrichment programme to young people in Secure and Specialist settings.

Our Secure and Specialist provision which includes the following settings are the focus of this policy:

- Leigh House Hospital
- Bluebird and Austen
- Place 2 Learn
- Swanwick Lodge

Hampshire Achieves' Secure and Specialist SEND policy has been developed to ensure that the high expectations and ambitions of the service are realised and aligned to the wider performance standards and measures in place.

1.1 Related Policies

This policy is developed in the context of other related policies, such as:

- Behaviour for Learning Policy
- Curriculum
- Quality Assurance
- Teaching, Learning, Assessment and Feedback

2.0 Purpose

Hampshire Achieves aims to provide a safe and secure learning environment for all staff and learners. Hampshire Achieves is committed to ensuring a consistent approach is adopted for SEND for all staff and learners across the Secure and Specialist settings. The goal of an inclusive education system is to provide all learners with the most appropriate learning environments and opportunities for them to best achieve their potential with the delivery of effective teaching and appropriate resources.

We aim to inspire ambition and achievement through learning by delivering:

- A balanced, high quality, enjoyable and well-resourced curriculum that allows for the academic and personal development of our YP and adults

- An individualised approach that meets the academic, vocational and special educational needs of all our YP and adults
- An enrichment programme that promotes healthy lifestyles, citizenship and good mental health
- A culture and way of working that values our teams and supports all staff to fulfil their potential
- A collaborative approach that takes account of all stakeholders needs and requirements
- Education that effectively supports progression and/or re integration.

Our values

ASPIRE – act as a champion for all children, young people and those living in the communities we serve.

DRIVE – hold the highest ambitions for the individuals we support and their futures.

EXCEL – work to the highest standards, always in pursuit of our objectives; commit to the personal development of self and others.

COLLABORATE – be open, inclusive and constructive; recognise and value diversity and the contribution of everyone’s thinking and experience.

INNOVATE – be open to new ideas and different ways of thinking to contribute to solutions.

We want our **reputation** to be built upon the following:

- Our professionalism and high-quality delivery of learning and support. We do what we say we’ll do and are focused on positive outcomes and impact.
- Learner led – proactive ambitious approach to ensuring we meet the individual needs of all our learners
- Employer led – proactive approach to supporting our internal apprentice employers and our external placement employers which demonstrates how much we value their contribution
- Specialist & supportive teams who have a ‘can do’ attitude to meeting the needs of our learners and stakeholders. Resilient staff who are specialist in

their fields, who willingly share their expertise with their colleagues and continually develop their own practice.

3.0 Scope

This Policy applies to learners in all Hampshire Achieves' Secure and Specialist provisions. All staff will be made aware of the Policy which will be updated on an annual basis. The successful implementation of the Policy depends upon Education Managers, with support provided by the Programme Manager. The responsibility for monitoring the Policy lies initially with Education Managers, and ultimately with the Programme Manager.

This policy sets out the SEND provision and procedures to provide a high-quality, inclusive learning experience. The staff in the Secure and Specialist provisions will work in partnership with all relevant stakeholders to ensure the SEND provision is positive and conducive to academic progress.

Each Education Unit has a changing mix of 11-18 years olds who follow the national curriculum and young adults who are provided with a curriculum to support them to progress to their next destination.

Bluebird and Austen House are secure psychiatric hospitals. Run by the NHS, the primary objective is to improve the health of the young people sectioned. Therefore the education team work in partnership with the NHS and related departments to offer an appropriate curriculum package for all.

Leigh House is a CAMHS tier 4 provision. Again run by the NHS, the primary purpose is to enable young people to become well enough to leave and reintegrate back into their lives, as swiftly as possible. The education team work in partnership with the NHS to enable young people to keep up to ensure this reintegration is possible.

Swanwick Lodge is a secure residential facility commissioned by social care. The aim of the provision is to enable young people to successfully reintegrate into society

and therefore the education is delivered alongside the social care team, in order to ensure all young people have the qualifications and experiences to enable this.

Place2Learn is a virtual delivery service commissioned by schools. Where learners are unable to access traditional schooling, the education providers are able to commission a provision for the length of time deemed necessary in order to ensure an education package which is appropriate is received. The schools direct which subjects they wish to be delivered as well as the specific knowledge, skills and aims, therefore close liaison with the referring schools is required in order to have maximum impact on the young people.

This SEND policy provides a framework for creating a positive environment which promotes the development of positive relationships, attitudes and strategies for learning which ensures academic progress can take place. The policy also outlines strategies for supporting learners as appropriate.

We believe that success for all is only possible when we create a positive learning environment and therefore this must be done through the setting of clear aspirations, strategies, expectations and learning environment ethos.

To foster a positive learning environment that boosts learners' self-esteem it is recommended in the behaviour for learning policy that staff should consider the use of the BASIS approach.

- **Belonging:** an overriding sense that the learner is part of a group whose contribution is valued.
- **Aspiration:** Learners set and work towards achievable goals, reflecting on progress as they do so.
- **Safety:** Learners feel safe and secure in the learning space and across the learning environment here is consistency in expectations and standards.
- **Identity:** individuality is recognized and not threatened, and learners know what they themselves are realistically capable of (those who don't are supported in seeing this).
- **Success:** all learners achieve success including learning via mistakes (which are viewed as a valuable learning tool.)

The underlying principles which guide this policy are:

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

The expectations of all working within the setting are:

- Everyone should work together to enable everyone to work to the best of their ability
- Everyone must apply the principles of the policy with consistency
- Everyone should have a voice in the regular review of the policy and suggested strategies.

The learning environment should support strategies and targets set out in the EHCP or equivalent guidance. All learners should be able to access a positive environment in order to benefit fully from the education provision offered. For this to happen, everyone who is a part of the education provision needs to work cooperatively in order to ensure everyone has their right to a full education. To this end, learners need to be part of the coproduction of the expectations of their reviews to ensure all have a shared understanding and expectation of their role in their learning.

EHCPs are stored on SharePoint for each academic year

<https://hants.sharepoint.com/>, these should be shared with all those that require the information to apprise ILP, Group profiles and Annual Reviews.

4.0 Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school, DFE (Feb 2013)
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

5.0 Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other young people or young people of the same age by mainstream schools.

At Hampshire Achieves we are committed to the early identification of SEND and make use of wide variety of information to identify, monitor and provide intervention for learners requiring SEN provision. A range of data is gathered and interpreted to determine SEN need and to allocate support as necessary, as well as to update

relevant spreadsheets required to ensure that teachers and support staff are able to access this.

At Hampshire Achieves we believe the following to be central to securing learner success and achieving our aims of excellence for all:

- Early identification of need to ensure that these are met
- Focused and strategic use of intervention (as necessary) to secure progress
- Involving learners in reviews of their progress and identifying specific needs to ensure learners are fully involved in decisions which affect their education
- Working with external agencies (where appropriate) to further support learner needs creating effective partnerships to support learners

By working towards these objectives, we believe this shows our commitment to adhere to the key principles of the Code of Practice:

- Considering the views of young people and their families
- Enabling young people and their parents/carers to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of young people
- Making high quality provision to meet the needs of young people
- Focusing on inclusive practices and removing barriers to learning
- Helping young people to prepare for adulthood (0-25 SEND Code of Practice)

6.0 Supporting young people's mental health & wellbeing

In line with the 'Green Paper: Transforming Children and Young People's Health Provision' (DFE, Dec 2017) the Secure and Specialist settings recognise the importance of prioritising and supporting the well-being and mental health of learners.

Learner well-being and strong mental health are vital if learners are to thrive and achieve, so consequently the settings on putting in place interventions to support and prevent a decline in learner mental health, working on a principle of early intervention.

Learners are encouraged to think, and learn, about mental health and well-being in tutorials delivered. These have a particular focus on creating a community where there is no stigma regarding mental health and well-being and everyone is valued and belongs to the community.

In setting support for mental health and well-being

- Tutorial programmes, art and design enrichment provisions, physical activity.
- Outdoors education
- Intervention from occupational therapy

7.0 Roles and responsibilities

Role of the Senior Tutor

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual young persons with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that young persons with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, as directed by the Development Manager of Learning & Learning Support
- Liaise with potential next providers of education to ensure young persons and their parents/carers are informed about options and a smooth transition is planned
- Work with the Education Manager to ensure that the education setting meets its responsibilities as set out in the Hampshire Achieves SEN policy
- Ensure the school keeps the records of all young persons with SEND up to date

Role of the Education Manager

- Work with the Development Manager of Learning & Learning Support
- 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 SEND and/or a disability
- Role model the expectations and be a visible presence in education to support the consistent application of all expectations
- Ensure that all information is shared, and strategies adhered to along side the senior tutor.

Role of the Tutor

- Set appropriate and relevant learning challenges inclusive of targets set out in EHCP
- Tutors are responsible and accountable for the progress and development of all the young persons in their class.
- High quality teaching is our first step in responding to young persons who have SEND. This will be differentiated for individual young persons.
- Appropriate interventions are used when appropriate, often in collaboration with the healthcare team to ensure a joined-up approach, especially when supporting SEMH.
- Remove barriers to learning and provide scaffolds to support success for all the progress and development of every young person in their class
- Work closely with any learning coaches or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Work with the Senior Tutor to review each young person's progress and development and determine any changes to provision
- Ensuring they follow this SEND policy
- Provide a safe, secure environment for learning
- Treat all learners with respect, fairness and consistency
- Be consistent in approach and application of the setting expectations
- Keep and maintain records using the agreed information system of the provision
- Challenge the development of a growth mindset and academic resilience.

Role of the Learning Coach

- Agree roles with the tutor for maintaining positive standards of learning and supporting strategies as directed in the EHCP
- Support in the consistent application of the expectations
- Share patterns of learning strategies with the wider education team
- Keep and maintain records using the agreed information system of the provision.
- Learning coaches will support young persons on a 1:1 basis when it is appropriate to do so.
- Learning coaches will support young persons in small groups
- Support a specific need/intervention.

Role of the Learner

- Engage positively and appropriately with all staff
- Participate in learning and meeting targets as set out in EHCP
- Complete all work to the best of your ability
- Dress appropriately for education
- Use resources appropriately and as instructed
- Always speak to other young people and staff appropriately
- Be open to enjoying education, discovering your strengths and making progress
- Demonstrate a growth mindset and academic resilience.

8.0 Monitoring and evaluation of SEND

At Hampshire Achieves we recognise that effective monitoring and evaluation is essential for interventions to be successful and for learners to progress as expected.

Progress of all learners is monitored:

- Via subject assessment data
- Learner reviews
- Through teacher feedback
- Via Individual Education Plans
- Annual reviews

Quality Assurance and review

Quality assurance of interventions and the SEND provision is undertaken in the following ways:

- Termly analysis of progress data and impact
- Termly observations of interventions by Education manager & Development Manager Learning & Learning Support
- Learning walks in lessons

9.0 Appendix I: Group Profile Template

Group Profile



Learner	Tutor	KS3	KS4	Post 16	EHCP	SEND area of need	Reading Age	Spelling Age	Number Age	CAT profile	Suggested Strategies	Baseline
Additional Info												
Additional Info												
Additional Info												
Additional Info												

Appendix II: Individual Learner Plan



Individual Learner Plan ILP

Core Details:			
Name		Tutor	
DOB		Admission Reason	
Curriculum Year			

SEND Details (to include OT / Psychology input as appropriate):	
SEND Area of Need	
Diagnosed Difficulties	
Strengths	
Difficulties	
Recommended Support Strategies	

Baseline Assessments:	
Cognitive Ability Profile	
Spelling	
Reading	
Maths	
Other	

Access Arrangements:							
Arrangement	Required	Not Required	Date Awarded	Arrangement	Required	Not Required	Date Awarded
Extra time 25%				Practical Assistant			
Extra time 50%				Modified Paper			
Reader				Smaller Setting			
Reading Aloud				Own Room			
Scribe				Other			
Prompt							

Long Term Goals:		
Goal	Success Criteria	Actions to Secure

Interventions:					
Intervention	Start Date	Entry Data	Finish Date	Exit Date	Evaluation

Short Term Goals:				
Date Set	Goal	Success Criteria	Actions to Secure	Review and Evaluation

Appendix III: New Learner Induction

New Learner Induction Process – Secure and Specialist

Check for any previous information received from agencies i.e. Education Health Care Plan/ previous school information/ information documents

↓

Inform Learner and Learning Support Manager of learners with EHCP whilst also updating tracking document

↓

Conduct Identification of Support Needs using agreed baseline tools

↓

Create Individual Learning Plan and save the document as 'Surname First Name, Year ILP'

↓

Scan in any additional evidence available and save in Young person folder as 'Type of evidence – Young person Name'

↓

Pass information to all staff working with learner in order for class profiles to be updated

↓

Exam consideration and further requests for additional assessment to be passed to staff member with SEND

↓

Interventions delivered for a set period using baseline and follow up data to measure impact

↓

ILP reviewed in light of intervention and adjustments made as appropriate

End of the first week

6 weekly