



Hestia School

Special Educational Needs and Disabilities Policy

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Overview/Coverage	<i>Outlines the aims of the school in terms of providing services for SEND students and how the school intends to meet these aims.</i>
Reviewed by	<i>SDR</i>
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Change History

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2424.1	24.09.24	ELU	Updated information and creation of new school policies and SENDCOs
	23.09.25	SDR	

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1. Aims

Hestia School is a fully inclusive independent school serving students who have an Education, Health and Care Plan (EHCP) from the local authorities of North Lincolnshire, North East Lincolnshire, Lincolnshire, Hull, East Riding of Yorkshire and Doncaster.

At Hestia School every child has the opportunity to be successful in a nurturing and aspirational environment which is tailored to meet the individual needs of students and maximises their individual life chances through a broad and balanced curriculum offer designed to support the whole child.

Positive relationships in school play a vital role in allowing students to feel safe and supported enabling pupils to engage fully with learning.

The aims of this policy intend to:

- Ensure that all pupils with SEND have their needs identified in order to support progress and attainment and to support the development of all pupils, including good physical and mental health and wellbeing.
- Ensure all children can access a broad and balanced curriculum.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs
- Ensure that all pupils are enabled to become more independent and confident learners through being adequately supported to access the curriculum.
- Ensure that all pupils are given the opportunity to gain and build on life skills, independence skills and community inclusion skills, supporting preparation for adulthood.
- Promote strong, collaborative working relationships with pupils, their families and all relevant professionals and services where appropriate.
- Explain the roles and responsibilities of everyone involved in the provision for pupils with SEND.
- Outline our ethos as a school and what we hope to achieve for our remarkable young people.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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, SEND coordinators (SENDCos) and the SEND Information Report
- The Equality Act 2010
- Preparation for adulthood guidance [Preparation for Adulthood \(PfA\) | Nasen](#)

This policy also complies with our funding agreement.

3. Definitions

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

They have a learning difficulty or disability if they have:

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

Special educational provision is 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.

4. Roles and responsibilities

4.1. The SENDCo (Special Educational Needs Coordinator)

The person with overall responsibility for overseeing the provision for children with SEND at Hestia House School is Michelle Huckle (Headteacher).

Our internal SEND team includes the people currently responsible for coordinating the day to day operation of this SEND policy and for the provision of additional support for pupils with SEND. The team includes:

Name	Role	Contact Details
Carrie Featherstone	Deputy Head/ SENDCo	carrie.featherstone@demeterhouse.com
Emily Heaton	Teacher/SENDCo	emily.heaton@demeterhouseschool.com
Sharon Drinkwater	Inclusion Manager/Trainee SENDCo	sharon.drinkwater@demeterhouse.com
Sadie Allen	Exams officer/Trainee SENDCo	sadie.allen@demeterhouse.com

The SEND team will:

- Monitor the day-to-day operation of SEND policy and coordinate specific provision made to support individual pupils with SEND in school (6.88 CoP).
- Provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies (6.89 CoP).
- Work closely with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the deployment of resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and senior leadership team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Work closely with the other teams in the school to ensure a coordinated response to student needs is effectively managed
- Ensure the school keeps the records of all pupils with SEND up to date.
- Assess pupils' needs in line with their identified special educational needs.
- Supporting colleagues in planning, delivering and monitoring the impact of targeted interventions
- Offer and facilitate CPD opportunities for all staff to aid them in expanding their knowledge in regards to SEND needs, provision and EHCPs.
- Facilitate and/or Chair relevant meetings to support pupils' with SEND needs.

4.2. The Senior Leadership Team (SLT)

The senior leadership team will:

- Help to raise awareness of SEND issues at strategic meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the senior leadership team on this
- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school
- Liaise with the SEND Team in regards to provisions and SEND needs across the school.

4.3. The Headteacher

The Headteacher will:

- Work with the SENDCo and senior leadership team 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
- Enable CPD opportunities for all staff to aid them in expanding their knowledge in regards to SEND needs, provision and EHCPs.

4.4. All Staff

In respect of SEND provision, we expect all staff to...

- Read and understand all relevant information and policies regarding SEND provision in our school.
- Know and understand their responsibilities and duties in helping our young people to maximise their potential and achieve their outcomes.

- Have a good understanding of Education, Health and Care Plans (EHCPs) and other documentation for any student that they work with.
- Have good knowledge of the range of conditions and diagnoses that our students may present with, including how supporting adults need to adapt behaviour, language or approaches to meet our students at their point of understanding and development.
- Provide relevant and high quality information upon request, and within proposed time limits, regarding students' progress towards their EHCP outcomes.
- Know the dates of annual review meetings for key students and be prepared to contribute towards the review as reasonably requested.
- Support every individual student to meet their EHCP outcomes where possible.
- Keep all records up to date regarding student progress towards EHCP outcomes.
- Partake in regular CPD in order to expand knowledge of SEND needs and processes.
- Understand and implement SEND provisions and reasonable adjustments.
- Record and refer in regards to individual needs which present around school.

5. SEND Processes

5.1. Annual Reviews

Every student in our school holds an Education, Health and Care Plan (EHCP) and these plans are reviewed annually, using a pupil centred approach. All annual review dates are published by the start of each academic year, although they may be subject to change if external circumstances change. The school SEND team coordinates the arrangements for annual reviews at least 6 weeks before an annual review meeting date is scheduled. Information is sought from the pupil, their parents/carers and any involved professionals. All available reports must be shared with invitees at least 2 weeks before the date of the annual review meetings, in order to share the views of everyone who works with the student. All appropriate professionals are expected to contribute where required and will be notified directly where possible. Reviews for pupils in a transition year will be scheduled before Christmas of that academic year.

5.2. Early Reviews

If a student's circumstances change significantly or it is felt that the school is not meeting the student's needs in some way, an Early Review may be called. As Early Reviews may be called at short notice, there may be a shorter timescale for paperwork to be returned. Although this will be taken into account, information is still required and professionals must endeavour to supply the requested documentation or information as advised.

5.3. PEP Meetings

All children in care must have a Personal Education Plan. These plans are reviewed termly and work most efficiently when they coincide with a student's EHCP. These meetings are a legal requirement for every child in care and follow a similar process to annual reviews. All professionals who work directly with a child in care are expected to provide an update on their educational progress, including areas for development.

5.4. Progress Review Meetings

We may call a Progress Review Meeting in school if we feel that a student is not progressing as they should in multiple provision areas including socially and/or emotionally. There may be other professionals or the student's parents/carers in attendance or it may be an internal review only. These meetings may sometimes be referred to as TAC meetings (Team Around the Child meetings) or TAF meetings (Team Around the Family meetings). There is no specific paperwork for these meetings as they are largely guided by the areas in which the student is experiencing difficulties. However, reports on a student's progress in particular areas are still likely to be requested.

5.5. Transition Reviews

A transition review will be called within 6-10 weeks of a new pupil joining Hestia School. Parents and the pupil will be invited to attend and parent and pupil voice will be sought. The purpose of this review is to gain views of the pupil, their parents and school in regards to the transition period and to discuss any further adjustments that need to be made or

offered. In particular circumstances the Local Authority or other professionals involved with the pupil may attend the transition review. Transition reviews are also called for all pupils in year 11 and 13 to finalise next steps and outward transitions.

5.6 Summary of Meetings

Meeting	Interval	Likely Attendees	Timescale For Reports
EHCP Review	Annual	SENDCo/Trainee SENDCo The child's parents/carers The pupil Local Authority Coordinator Health representative Any other professionals Key Worker Anna Martin - Careers	Paperwork sent out 6 weeks before meeting. All internal reports to be returned to SEND team as soon as possible but no less than 2 weeks before meeting. All review notes submitted to the local authority within 2 weeks of the meeting.
Early Review	As required	SENDCo/Trainee SENDCo The child's parents/carers Local Authority Coordinator Health representative Any other professionals Key Worker Y9+ Anna Martin - Careers	Paperwork to be sent out as soon as possible before the meeting. All required information to be submitted to SEND team as soon as possible but no less than 48 hours before meeting. All review notes submitted to local authority within two weeks of meeting.
PEP Meeting	Termly	SENDCo/Trainee SENDCo The child's parents/carers The pupil Local Authority Coordinator Social Worker Virtual School Representative Health representative Any other professionals	Paperwork pre-populated by the local authority and SEND team but further information may be requested from staff. Any required information to be submitted to SEND team as soon as possible but no less than 48 hours before meeting.
Progress Review Meeting	As required	Attendees depend on reasons for calling the meeting but are likely to include SENDCo/Trainee SENDCo, Parents/carers of the student, Key Worker and other school staff or Team Leaders as required.	Any requests for information will be made as soon as possible before the meeting. All required information to be submitted to the SEND team as soon as possible but no less than 24 hours before the meeting.
Transition Review	6-10 weeks into placement and in years 11 & 13	SENDCo/Trainee SENDCo The child's parents/carers The pupil Possibly Local Authority Coordinator Health representative Any other professionals Key Worker Anna Martin - Careers	

6. Requesting Help or Advice

6.1. All staff at Hestia School are expected to provide support which enables our students to achieve their EHCP and QOL outcomes. All staff, where appropriate, are expected to have read, shown understanding of and actively engaged in implementing agreed support strategies as outlined in Section F of the student's EHCP. We expect that all staff take a proactive interest in enabling and encouraging all students to make progress towards their outcomes and should always look for opportunities to facilitate this.

6.2. The SEND Team runs regular training sessions relating to specific conditions, areas of need or processes. There is also a referrals system whereby staff can make a request for further information, advice or support around meeting individual students' needs.

6.3 The SEND Team also works collaboratively with Applied Psychologies and, in particular, Fiona Dale (Educational Psychologist), Scarlett Leedham (OT) and Alex Marris (Communication and Interaction specialist).

7. Arrangements for Coordinating SEND Provision

7.1. SEND Tiered Support System and Provision Mapping

The SEND team follows a tiered response in relation to coordinating SEND provision across the whole school. This is part of a consistent system of support which ensures collaborative working with our internal teams including:

- The Welfare Team
- The Conduct Team
- The Wellbeing Team
- The QoL Team
- The Learning Team

This system of tiered provision ensures that the needs of all students are accurately identified and an appropriate level of response is secured, which is subsequently monitored for impact according to specific criteria.

Level of Support	Requirements for Support	Provision/Response Offered
Universal Offer	Student is on roll at Hestia School Student is in a small class with a high staff ratio Student has a keyworker	<u>Intent:</u> To ensure that the SEND needs of all students are appropriately met through effective inclusion of all children in daily and high-quality teaching and learning. (<i>SEND Code of Practice (2015) 1.2</i>) To promote high aspirations, and ensure the right support, to encourage all young people at Demeter House School to achieve successful long-term outcomes in adult life. (<i>SEND Code of Practice (2015) 1.39</i>)
Tier 1	At Tier 1, the student may require additional reasonable adjustments in order to support their SEND needs at school.	<u>Intent:</u> To ensure that, where students are unlikely to achieve agreed outcomes, their needs are accurately assessed and provision adjusted to help that student continue to make progress. (<i>SEND Code of Practice (2015) 6.38</i>) To promote high aspirations, and ensure the right support, to encourage all young people at Demeter House School to achieve successful long-term outcomes in adult life. (<i>SEND Code of Practice (2015) 1.39</i>)

Tier 2	At Tier 2, the student requires more targeted intervention to support their progression towards their EHCP outcomes. Strategies identified under Section F of the student's EHCP require a targeted approach to accelerating progress or removing barriers to learning. (Typically at this level students will engage in targeted intervention sessions which are coordinated by the school SEND team).	<u>Intent</u> To ensure that a coordinated and targeted response to a student's higher levels of need are planned and delivered in order to help student's progress get back on track. To ensure that a student's higher levels of SEND needs are assessed and adequate provision is in place to meet those needs.
Tier 3	At Tier 3 a student is subject to an external referral for their SEND needs.	<u>Intent</u> To ensure the high needs of students are appropriately assessed and a programme of direct support from the SEND team is planned, delivered and monitored in order to accelerate progress and support high level needs presented. To promote high aspirations, and ensure the right support, to encourage young people at Demeter House School to achieve successful long-term outcomes in adult life, despite their high levels of need requiring additional and specialised intervention. (<i>SEND Code of Practice (2015) 1.39</i>)
Tier 4	At Tier 4, a student is receiving support from external services for their SEND needs.	<u>Intent</u> To ensure collaborative working practices across multiple teams in order to support the high levels of SEND needs presented by the student.

7.2. The SEND team holds details of the following records:

- Current and historical Education, Health and Care Plans
- Recent and historical annual review of Education, Health and Care Plan reports, including reports from professionals and services where appropriate
- Support Plans for individual pupils
- Historical SEND information, often from previous educational settings

7.3. All staff have access to SEND information and guidance which includes:

- The Demeter House School SEND Policy
- Guidance on the Code of Practice (updated May 2015) (SEND Support, Education, Health and Care Plans)
- Information on individual pupils' special educational needs including specific support plans where required.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information on the SEND Student Provision Map and Tiered Support System
- Information about individual pupils and their special needs and requirements
- Information on current legislation and SEND provision

7.4. Relevant information is made accessible to all staff, parents/carers and professionals in order to support the effective coordination of the school's SEND provision. Through effective information sharing and collaborative working practices, all stakeholders in a pupil's provision are kept frequently up to date with regards to impact of provision and reasonable adjustments on the progress of individual and groups of pupils.

7.5. SEND information for parents and carers can be found in the SEND section on the school website:
[Hestia School – Part of Demeter](#)

8. SEND Training

8.1. In order to remain up to date with current legislation and guidance, the SEND team frequently undertakes appropriate training which is disseminated throughout the whole staff team.

8.2. Our SENDCos attend regular Local Authority SENDCo network meetings in order to ensure collaboration with mainstream and alternative provisions.

8.3. The SEND team coordinates and delivers a range of whole staff training sessions throughout the academic year. Some examples of the types of whole staff training delivered include:

- EHCPs and Annual Reviews: The Statutory Process
- Specific SEND at Demeter House School
- Understanding and Supporting SEND needs in the classroom.

8.4 The SEND team also works closely with Fiona Dale (Educational Psychologist), Scarlett Leedham (Occupational Therapist) and Alex Marris (Communication and Interaction Specialist) with Applied Psychologies. This collaborative practice provides additional training, assessment and support for school colleagues, our students and their families.

9. Facilities and interventions for pupils with SEND

9.1. The school has a range of specialist SEND facilities in place. These include:

- Designated nurture spaces
- Bespoke education spaces
- The farm/Forest School
- Outdoor spaces to enable movement.

9.2. The school has access to a range of SEND interventions which are focused on the specific SEND needs presented at our setting. Interventions are deployed following accurate assessment of a pupil's needs and the creation of SMART (*specific, measurable, achievable, realistic, time-bound*) outcomes.

Examples of interventions at Demeter House School include:

Communication & Interaction	Cognition & Learning
Individual SALT Care Plans Targeted assessment and support plans developed through Applied Psychologies (Alex Marris).	Twice weekly interventions for all students to include Maths and Literacy support. Targeted assessment and support plans developed through Applied Psychologies. (Fiona Dale).
Social, Emotional and Mental Health	Sensory &/or Physical

1:1 Life Coaching 1:1 Psychotherapeutic Counselling ‘Nurturing Lunchtimes’ Talk about for teenagers.	Targeted assessment and support plans developed through Applied Psychologies (Scarlett Leedham). Movement breaks. Sensory Circuits.
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10. Links to External Professionals and Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. The following services will be involved as and when is necessary:

10.1. Education

- Educational Psychology (Fiona Dale – Applied Psychologies) (Local Authority Educational Psychology teams)
- Education Inclusion (Local Authority)
- Virtual School for Children in Care
- Autism Spectrum Education Team (or equivalent service depending on Local Authority)
- Speech and Language Therapy Service
- Outreach Teams

10.2. Health Services

- School Nurse
- Health Visitors
- Occupational Therapists
- Child and Adolescent Mental Health Service / Young Minds Matter
- ADHD Nursing Teams
- Specialist Medical Consultants
- NHS

10.3. Family Support

- Early Help
- Children’s Services
- Children’s Disability Teams

11. Working in Partnership with Parents and Carers

At Hestia School, close working relationships with parents and carers has always been at the centre of provision for our pupils.

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (updated May 2015), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child’s parents
- The importance of the child or young person, and the child’s parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Hestia School invites feedback from parents and carers all year round and parents can make a confidential appointment to speak to any member of staff including the Headteacher, Deputy Head teachers, SENDCo or throughout the year for any reason.

Parents and carers be kept up to date with their child's progress through:

- Weekly contact with Keyworkers
- Class Dojo
- Progress Reviews
- Early Annual Reviews
- Transition Reviews
- Annual Reviews of a child's Education Health and Care Plan

Parents and carers will always be able to speak to school staff privately about confidential issues.

In cases where more frequent regular contact with parents and carers is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs to those already specified in the EHCP, this will always be discussed with the pupil and their family, as well as all relevant professionals (if appropriate).

Parents and carers will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child.

12. Links with Other Schools, Organisations and Provisions

Transition

During the consultation period of a prospective pupil, Hestia School will liaise with the pupils' current school and visit the pupil in their current setting where possible and appropriate.

Upon admitting new children into Hestia School our SEND team will contact the previous school to collect information and request paperwork to be transferred and arrange a meeting with the parents. If a child with SEND transfers to another primary school a member of the SEND team will contact the SENDCo at the receiving school to share information to aid a smooth transition.

Each new pupil will transition to Hestia school using a given transition plan this will usually span 6 weeks and will be issued prior to the pupil starting with Hestia School. The transition will be reviewed 6-10 weeks after the pupil starts on role with Hestia School. This will be conducted as a meeting between Hestia School, the pupil and their parent. Other relevant parties can be invited to the review upon request or if deemed necessary.

13. Complaints Procedure

If a parent or carer has any concerns or complaints regarding the SEND provision in place for their child, or any other matter relating to SEND at Hestia School, an appointment can be made by them to speak to the Headteacher, Deputy Head teachers or SENDCo, who will be able to advise on formal procedures for complaint. Alternatively, a copy of the Demeter House School Complaints Procedure is on the school website > General > School Policies and Procedures > Complaints Procedure.

14. Monitoring arrangements

This policy will be reviewed **annually**. In addition, a yearly review of our SEND Information Report / tiered approach will be undertaken. It will also be updated if any changes to the information are made during the academic year.

15. Links with other policies and documents

15.1. Internal Policies

- SEND Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Curriculum Policy
- Data Protection Policy
- Disability Access Plan
- Health and Safety Policy
- Literacy Policy
- Numeracy Policy
- Medication in School Policy
- Restorative Practice and Rewards Policy
- SEND Tiered Response Map

15.2. External Legislation & Guidance

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Children and Families Act 2014