



Special Educational Needs and Disability (SEND) Policy

November 2024

Approved by:	Local Governing Body	Date: November 20th 2024
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1. Aims

Hobart High School is an inclusive learning community, which endeavours to ensure that curriculum, environment and all facilities are accessible to staff, students and visitors.

Hobart is characterised by high expectations of pupil attainment and progress – and has a fundamental role to play in helping students make a successful transition into independent adulthood. Subsequently, the school is committed to the provision of invigorating and challenging academic experiences – in addition to the provision of access to a wide range of extra-curricular opportunities. Both curricular and extra-curricular opportunities are designed to prepare students for socially engaged, independent and successful adulthood.

At Hobart, high quality teaching underpins all Special Educational Needs & Disabilities (SEND) provision. There is a strong emphasis placed on differentiation, not just through the work provided, but also in questioning, the setting of homework, collaborative learning and the expectations of individuals. Through this bespoke approach, young people are able to progress at their level and at their own speed.

Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. Teaching and supporting pupils with SEND is a whole school responsibility requiring a whole school response. Therefore, heads of year, form tutors and class teachers are all responsible for recognising difficulties with learning and can refer learners to the SEND department. Should we feel that a student would benefit from specific interventions, we will communicate with parents/carers beforehand. Parents/carers and students themselves have a fundamental part to play in assessing and reviewing the impact of participation in interventions.

Meeting the needs of pupils with SEND requires partnership working between all those involved: Local Authority, school, parents/carers, pupils, children's services and all other agencies.

Our SEN policy and information report aims to:

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

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, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

3.1 Definition of Special Educational Needs (SEND)

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a person has a learning difficulty or disability if they:

- i) have a significantly greater difficulty in learning than the majority of others of the same age
or
- ii) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools and Post-16 institutions.

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.

3.2 Definition of Disability

The equality Act 2020 states that 'A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

Physical or mental impairment includes sensory impairments, such as those affecting sight or hearing

'Long term' means that the impairment is likely to last for the rest of a person's life or has lasted at least 12 months or the total period for which it lasts is likely to be at least 12 months

'Substantial' means more than minor or trivial.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kerry Ellison (kellison@hobart.org.uk)

They will:

- Work with the Head of School, Senior Leadership Team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- 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 Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

The SEN Governor will:

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

4.3 The Head of School

The head of school will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that all staff are ambitious for all children with SEND.
- Ensure that children with SEND are included in all aspects of academy life.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any additional adults within the setting to assess, plan, do, review and support intervention for each child with SEND in their class.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Delivering high quality teaching and adapting the curriculum so that it is coherently sequenced to meet all children's needs, starting points and aspirations for the future.
- Working in partnership with parents/carers, health professionals, therapists, social workers and other providers or agencies to secure the best outcomes for children.

5. SEN information report

5.1 The kinds of SEN that are provided for

The SEND and Pastoral Teams at Hobart provide support across the four areas of need as described in the [SEND Code of Practice 2015](#):

Communication and Interaction	<p>Students with Speech, Language and Communication Needs (SLCN) experience difficulties in communicating with others. They have difficulty in saying what they want to, or understanding what is said to them. Students with SLCN may also struggle to understand or use social, or 'unwritten,' rules of communication.</p> <p>Students with Autistic Spectrum Disorders (ASD) are likely to experience particular difficulties with social interaction, imagination and communication. Additionally, these students may be easily distracted or upset by certain stimuli and experience difficulties adapting to changes in routine.</p>
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Cognition and Learning	<p>Students with learning difficulties will learn at a slower pace than other children and may demonstrate significantly greater difficulty in acquiring age-appropriate literacy or numeracy skills. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD).</p> <p>A student with a Specific Learning Difficulty (SpLD) may present difficulties with one or more aspects of learning. There may be a discrepancy between achievement and underlying cognitive abilities – although SpLD can occur across the range of abilities.</p>
Social, Emotional and Mental Health Needs	<p>Students may experience a wide range of social and emotional difficulties that may be displayed in a number of ways. Students can appear isolated or withdrawn; present challenging, disruptive or disturbing behaviour. These behaviours can be indicative of underlying mental health issues such as anxiety or depression, self-harming, substance misuse and/or eating disorders – requiring effective pastoral support and outside agency intervention. Schools should have clear processes to support children, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.</p> <p>Other students may have other medically diagnosed disorders such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).</p>
Sensory and/or Physical Needs	<p>There are a wide range of sensory and physical difficulties that can affect students across the ability range. Students with Visual Impairments (VI), or Hearing Impairments (HI), might require specialist support or equipment in order to access the curriculum. Students with Physical Disabilities (PD) may require reasonable adjustments to be made in order to access the curriculum. Schools have an anticipatory duty to ensure that reasonable adjustments are planned and put in place in advance.</p>

A student does not have a learning difficulty or disability because the language in which they will be taught is different from the one they speak at home. Difficulties related solely to limitations in English as an additional language are not SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND. Factors that may have contributed to poor progress are considered in order that the reasons for them are understood. Behavioural difficulties do not necessarily mean that a student has a Special Educational Need.

5.2 Identifying pupils with SEN and assessing their needs

The identification of SEND at Hobart High School is built into the overall approach to monitoring the progress and development of all pupils.

- i) Hobart High School recognises the benefits of early identification and works closely with both Cluster and feeder schools in order to support the early identification and monitoring of students with SEND. Subsequent to transition, Hobart assesses skills and levels of attainment on entry.
- ii) All teaching staff are responsible for assessing, monitoring and tracking the progress of students at Hobart High School. Class and subject teachers are supported by the senior leadership team and heads of year in making regular assessments of progress for all pupils. Where a student's progress is significantly slower than that of peers starting from the same

- baseline; fails to match or better a student's previous rate of progress; fails to close the attainment gap between a student and their peers; or widens the attainment gap between a student and their peers, action is taken in order to address identified issues. This may include progress in areas other than attainment, for example, social needs.
- iii) The school's SEND Department administers literacy and language/communication screening tests annually in years 7, 8 and 9. Below average performance results in the provision of intervention, aimed at closing the identified attainment gap and accelerating progress for identified students.
 - iv) Teaching and support staff can identify students using the school's 'SEND Referral Form.' Parents and students are encouraged to express concerns to the school's SEND Team via Their Head of Year and Pastoral Team.

It is not assumed that slow progress and low attainment necessarily mean that a child has SEND. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Teaching and support staff at Hobart understand that some learning difficulties and disabilities occur across the range of cognitive abilities.

5.3 Consulting and involving pupils and parents / carers

The role of the student

The students at Hobart are placed at the heart of the system. There is a clear focus on outcomes and decisions are informed by the aspirations of students. The views of students are central to SEND provision and person-centred planning at Hobart takes into account the wishes and aspirations of individual students.

All students at Hobart are encouraged to develop independence and resilience. SEND provision is therefore designed to empower students by enabling them to make supported decisions about their lives.

The role of parents and carers

Hobart High School believe that parents and carers know their children best. Accordingly, Hobart High School values and acknowledges the contributions that parents and carers make. The school seeks to fully engage parents and carers in a dialogue regarding needs and provision for students. Hobart seeks to ensure that parents and carers are actively supported in contributing to assessment, planning and review processes for the school's SEND pupils. Hobart works closely with Parent Partnership and other Parent Support Services to promote and sustain positive engagement with all parents and carers of students with SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and early discussion with the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents
- We will formally notify parents when it is decided that a pupil will receive SEN support

5.4 Assessing and reviewing pupils' progress towards outcomes

Hobart High School employs a broad range of assessments and screening tests in order to identify students who are under-achieving or experiencing difficulty. Hobart makes use of assessments relating to both attainment and cognitive abilities.

Hobart follows the graduated approach and the four-part cycle of assess, plan, do, review.

Monitoring Progress: The Graduated Approach	Who is involved?
<p>Assess</p> <ul style="list-style-type: none"> Baseline established by Hobart for comparison of support impact. Where necessary, the SENCO to carry out a clear analysis of the pupil's needs. This will draw on: <ul style="list-style-type: none"> The teacher's assessment and experience of the pupil Their previous progress and attainment and behaviour Other teachers' assessments, where relevant The individual's development in comparison to their peers and national data The SENCO to carry out observations, hold discussions with key staff, parents and carers to identify and analyse needs 	<ul style="list-style-type: none"> SENCo Head of Year Pastoral Team Teachers
<p>Plan</p> <ul style="list-style-type: none"> Where SEND support is required the SENCO to hold discussions with parents and carers, learners, staff and any specialist services involved regarding actions and support needed to be put in place that considers: <ul style="list-style-type: none"> The individual's development in comparison to their peers and national data The views and experience of parents The pupil's own views Advice from external support services, if relevant Set date for review. 	<ul style="list-style-type: none"> SEND Team Head of Year Pastoral Team Teachers Student Parents/Carers
<p>Do</p> <ul style="list-style-type: none"> Implement the plan as agreed. Observe and record evidence of support and progress. The class or subject teacher is responsible for working with the child on a daily basis. The teacher will also liaise closely with any teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher. 	<ul style="list-style-type: none"> SEND Team Teachers Student Parents/Carers
<p>Review</p> <ul style="list-style-type: none"> Discuss effectiveness of the intervention and the impact on the learner. Plan next steps carefully with parents, other specialists, and the learner. Does the APDR cycle need to begin again? EHCP annual reviews 	<ul style="list-style-type: none"> SEND Team Teachers Student Parents/Carers

Where further assessment is deemed necessary, a broad range of standardised test materials are available and utilised in order to screen students for learning difficulties and conduct further in-depth assessments of need where this is deemed appropriate. Standardised testing is used to inform subsequent educational provision for individual students. A list of assessments available for use at Hobart High School is available in **The SEN Information Report (available in the policy section of our website)**.

Hobart High School also works closely with Educational Psychologists, Advisory Support Teachers and a range of Health, Education and Social Care professionals in order that further assessment of a student's needs can be undertaken. Further assessment is likely when it is felt that quality first provision; in-school

monitoring and in-school programmes of intervention are not enabling a student to make sufficient progress.

When assessing students, Hobart uses all available evidence and data sources in order to work out what action the school needs to take. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Primary to Secondary

Hobart High School works collaboratively with feeder primary schools in order to support students achieve a successful transition to mainstream secondary education.

Hobart High School provides support for SEND students moving between the primary to secondary phase of education. This includes: additional visits for students with identified needs; the SENCO attending annual reviews, or meeting one to one with primary school colleagues and a parent coffee morning. Support is also provided for students preparing to transition into Post-16 provision (see below).

Admissions

Arrangements regarding the admission of students with SEND can be found in the school's Admissions Policy. Hobart's SEND Department works closely with parents, carers and other agencies in order to offer enhanced transition arrangements where necessary. The SEND Department will also ensure that relevant information regarding student need is circulated to teaching and support staff, as necessary.

Transition to Post-16 Education

Hobart High School works collaboratively with Post-16 providers, Guidance Advisors and Education, Health and Social Care professionals to prepare students for Post-16 placement and to ensure continuity of provision, where appropriate. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Those students with SEND Support Status or an Education and Health Care Plan (EHCPs) will be prioritised for post-16 advice. Students will meet with a Careers Advisor for guidance relating to the next stage(s) of their education. Those students who are most vulnerable and have a high level of need will be entitled to an enhanced transition; this may involve regular visits to their next provider; accompanied visits for students with identified needs; the SENCO attending meetings with FE colleagues and/or working with outside agencies to secure financial support or support with transport arrangements.

5.6 Our approach to teaching pupils with SEN

At Hobart High School, it is understood that learning needs will be met as a result of high quality teaching delivered by subject teachers. Additional intervention and support cannot compensate for a lack of good quality teaching. Staff at Hobart High School work tirelessly to provide high quality teaching for all students and set high expectations for every pupil, whatever their prior attainment. Teaching staff adapt teaching and resources according to the needs of all students. Teachers also utilise a variety of creative methods and strategies to engage, enthuse and motivate students.

There is a school training schedule and Professional Development programme for both teaching and support staff. This ensures that staff access regular training in order to improve knowledge and skills; it also ensures that there is appropriate expertise to support SEND students within classrooms at Hobart. Teaching strategies for effective differentiation form a core part of CPD at Hobart.

5.7 Adaptations to the curriculum and learning environment

- At Hobart High School, high quality teaching underpins all SEND provision. There is a strong emphasis placed on differentiation, not just through the work provided, but also in questioning, the setting of homework, collaborative learning and the expectations of individuals. Through this bespoke approach, young people are able to progress at their level and at their own speed.
- Where a medical professional, Educational Psychologist, Advisory Support Teacher or other suitably qualified professional has formally diagnosed or identified a student's SEND, the student's name will be added to the school's SEND List. The school's SEND list is distributed to all teaching and support staff. It contains succinct and essential guidance regarding teaching strategies for each individual student. It is recognised that a student needs change over time and subsequently that a student with a formally diagnosed or identified SEND, does not necessarily require additional intervention or support. However, teaching and support staff should be aware of all formally diagnosed or identified SEND.
- More detailed guidance is distributed using Individual Education Plans (IEPs). IEPs are readily available to all teaching staff; these outline the strengths of the young person, any background information regarding their need, their targets and expected outcomes. These are regularly reviewed.
- Some students use specialist ICT equipment in lessons to support their learning and some may have access to 1:1 adult support for part or all of the day, depending on their level of need. Some students may use coloured overlays, should they have a specific learning difficulty, e.g: such as dyslexia. Others may use specialist equipment to accessibility of the learning environment.
- Some students may be entitled to exam access arrangements such as extra time, a laptop, a scribe etc. These access arrangements have to reflect the student's ***normal way of working*** in lessons. Evidence needs to be collected before access arrangements can be applied for.
- Some students may participate in specific interventions. These usually take place outside of usual lesson time. Should we feel that a student would benefit from one or more of these interventions we will communicate with parents/carers beforehand. Parents/carers and students themselves also have a fundamental part to play in assessing and reviewing the impact of participation in interventions.
- The Hobart building has been adapted for wheelchair users throughout with push pads on doors and a lift to enable access to all of the main teaching rooms. We have links with the Virtual School for Sensory Support and the Children's Occupational Therapy and adapt the environment as needed for individual students with hearing and visual impairments. There are disabled toilets available throughout the school. There are disabled toilets available throughout the school. The swimming pool is fitted with a hoist and sling.

5.8 Additional support for learning

High Quality Intervention:

Where students demonstrate attainment that is below average – regardless of whether a student has a formally diagnosed or identified SEND - appropriate intervention is offered. All programmes of intervention at Hobart are time-limited and led by appropriately trained and qualified staff. Inclusion on an intervention programme does not necessarily indicate that a student has SEND. However, a students' response to appropriate teaching and intervention can help identify SEND.

We have eight Teaching Assistants (TAs) with specialist training to deliver a number Communication and Interaction, Literacy and Numeracy interventions including: Lego Therapy, Lexia, Language link, Sound Discovery and Catch-up literacy and Numeracy. We have a member of our team with training to work with the visually impaired and one TA who is a qualified Swimming instructor.

Where students are identified as requiring access to time-limited individual or small-group intervention programmes - in addition to intervention that may be undertaken independently by the school's departments - student names are added to the school's intervention list.

The Intervention List is a fluid document and student names are removed from the list when sufficient progress has been made and/or when further intervention is no longer required. As such, Hobart's Intervention List forms an integral component of the school's approach to *identifying, analysing, taking action and reviewing* progress in relation to SEND.

5.9 Expertise and training of staff

Our team is made of eight experienced Teaching Assistants, one of which is a Higher Level Teaching Assistants (HLTA).

In the last academic year, members of the SEND Team have been trained in Literacy and Numeracy Catch-up, Dyscalculia, Sensory Circuits, Social Stories and understanding EHCPs, had invigilation training and have received CPD on Mental Health and Supporting Behaviour in the Classroom.

We use specialist staff for Social Communication Support, Dyslexia Support, Social, Emotional and Mental Health Support and Supporting students with Vision and Hearing impairments.

For a more detailed breakdown of training and expertise, please see the SEND Information Report.

5.10 Securing equipment and facilities

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support.

Securing extra equipment is approached on a case-by-case basis; the amount of support required for each pupil to make good progress will be different in each case. In a very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, above that amount application will be made for High Needs Funding. This year, this is in part through a banding system and in part through a new funding system based on the individual Identification of Needs Descriptors (INDES) completed for each individual child with SEN and the school Inclusion and Provision Self-evaluation Framework (IPSEF). .

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEN funding. For highly specialist communication equipment the school will seek the advice of the Access Through Technology team (ATT); the Virtual School for Sensory Support (VSSS); the Virtual School for SEND; the Children's Occupational Therapy Team and other relevant agencies pertaining to the needs of the individual child.

5.11 Evaluating the effectiveness of SEN provision

At Hobart, we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding annual reviews for pupils with IEPs or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- Hobart is an inclusive school and believes that all students should be able to access the same experiences and opportunities. There are, however, times where in undertaking our statutory duties

as a school, reasonable adjustments have to be made to ensure that every young person is included in every aspect of school life.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. The numbers of SEN students enrolled on these is carefully monitored in order that we can ensure no barriers are removed that prevent from taking part in these activities because of their SEN or disability.
- Risk assessments are undertaken for every trip for all students, and individual risk assessments are carried out for some individuals, in conjunction with their parents/carers and any outside agencies where appropriate.
- Staff are actively encouraged to initiate early conversations with parents so reasonable adjustments can be considered in advance of planning trips to ensure no pupil is ever excluded from taking part in these activities because of their SEN or disability.
- We work closely with the Children's Occupational Health and other relevant services to ensure we have thought about the needs of students with SEN needs or disabilities.
- The Hobart building has been adapted for wheelchair users throughout with push pads on doors and a lift to enable access to all of the main teaching rooms. We have links with the Virtual School for Sensory Support and the Children's Occupational Therapy and adapt the environment as needed for individual students with hearing and visual impairments. There are disabled toilets available throughout the school. There are inclusive toilets available throughout the school. The swimming pool is fitted with a hoist and sling.

5.13 Support for improving emotional and social development

- Hobart prides itself on being a caring community where each young person is recognised as an individual with their own needs. Young people need to be happy and be able to behave appropriately in order to learn well, therefore our staff work with them to develop their social skills and behaviour and ensure their wellbeing. Students have a form tutor whom they can speak to should they have any concerns.
- We have clear and robust [behaviour](#) and [anti-bullying](#) policies, which we refer to regularly with the students. Our school values form the basis of all that we do and young people are encouraged to reflect upon these values when resolving conflicts.
- Possible referral to outside agencies such as Nelson's Journey, CAMHs, EPSS Social, Emotional and Mental Health in school support, School Counsellor, School Nursing Team.
- Awareness and knowledge of services like Chat Health and Kooth for students who prefer to access support anonymously.
- Encouraging students to participate in school clubs and activities with a social element and providing a wide range of this to cater to different interests and abilities.
- Providing quiet spaces/hideaway clubs for students who need time away from the hustle and bustle of the wider school.

5.14 Working with other agencies

Multi-Agency Working

Hobart High School works closely with Education, Health and Social Care partners, engaging in joint planning and collaborative work in order to support students with SEND. Hobart High School may also commission services to complete periods of work with identified groups of SEND students, or individual students, on the basis of assessed need. Services commissioned from outside school include:

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical Needs
External services we access	<p>Alpha Inclusion – specialists in autism and Social Communication</p> <p>Alpha Inclusion Speech and Language Therapist</p> <p>Access Through Technology</p>	<p>Educational Psychologist and Specialist Teacher – through the EPSS.</p>	<p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>EPSS Social, Emotional and Mental Health in school support</p> <p>School Counsellor</p> <p>Chat Health</p> <p>School Nursing Team</p> <p>Kooth</p>	<p>Virtual School for Sensory Support (VSSS)</p> <p>Children's Occupational Therapy Team</p> <p>EPSS Occupational Therapist</p>

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Please find below some important contact information regarding where you can get help and support as a parent.

- DfE Guidance and Support: <https://www.gov.uk/government/organisations/department-for-education>
- Norfolk SEND Partnership Information, Advice and Support Service : <https://www.norfolksendpartnershipiass.org.uk/>

Please find below a list Information sites to support your child's needs:

ASC

- <https://www.autism.org.uk/>

ADHD

- General Info on ADHD - <http://www.adders.org/info170.htm>
- Self-esteem - <http://www.adders.org/info79.htm>
- Managing ADHD - <http://www.adders.org/info58.htm>

Dyslexia

- <https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>
- <https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters>

Motor Coordination Disorder/Dyspraxia

- <https://dyspraxiafoundation.org.uk/>
- <http://www.movementmattersuk.org/>

5.17 Contact details for raising concerns

You can contact any of the people listed below via school reception the following ways:

Email office@hobart.org.uk

Telephone 01508 520359

- Head of School Mr R Li-Rocchi
- Special Educational Needs and Disabilities Co-Ordinator (SENCO) - Mrs K Ellison
- Special Educational Needs (SEND) Governor – Ms C. Cloves
- SEND Administration Assistant – Victoria Brown

5.18 The local authority local offer

Our contribution to the local offer is in our SEN information report and can be found [on our website](#).

- Our local authority's local offer is published here: The Local Offer:
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. Monitoring arrangements

Kerry Ellison (SENCO) will review this policy and information report every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

- This policy links to our policies on:
- [Accessibility plan](#)
- [Behaviour](#)
- [Equality information and objectives](#)
- [Supporting pupils with medical conditions](#)
- [SEN Information Report](#)