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SEND Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Hayley Hopper	September 2020	September 2021



1. Compliance

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- SEN Code of Practice 0 – 25 July 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Child Protection Policy
- Teachers Standards 2012
- Equality Act 2010: advice for schools DFE Feb 2013

2. Principles

We at The Halifax Academy believe that all students have the right to be included in the life of the school. We believe that the entitlement to a broad, balanced, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special education needs or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment.

We therefore:

- *ensure equality of opportunity*
- *respect and value diversity*

We believe very strongly that education holds the key to improving the life chances of our pupils. All deserve an equal opportunity to succeed. We have a duty to ensure they receive this opportunity.

3. Aims

The Halifax Academy aims to:

- To ensure that every child has an equal opportunity to participate in all aspects of academy life, irrespective of race, gender or special need.
- Support pupils to remove barriers to their learning to enable them to access the broad and balanced curriculum provided within the school
- Collaborate effectively with feeder primary schools to identify and assess the needs of pupils in preparation for transition



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- Work with pupils and their families to offer the best education support package to optimise opportunities for success
- Provide support and a learning environment for pupils when access to timetabled lesson is not appropriate
- Co-ordinate opportunities to seek advice and assessments from outside agencies when appropriate
- Co-ordinate provision from outside agencies when appropriate based upon presenting need or advice from outside agencies
- Allocate in class support for pupils with needs where appropriate and/ or to secure the optimum learning environment for those pupils
- Support pupils and their families in requests for EHC Plan assessment requests
- Improve attendance in school for pupils with a special educational need by facilitating personalised learning programs
- Support pupils in returning to school following periods of trauma or illness where a phased reintegration is felt to be beneficial
- Provide accurate information to aid subject specific additional learning requirements
- Provide accurate and current training to school staff to ensure that additional learning needs are catered to as part of quality first teaching in every classroom
- Keep accurate and up to date records of pupils additional learning needs and to ensure that school staff has access to relevant information to enable them to cater to the needs of their pupils
- To provide guidance to staff in terms of advice, use of resources and appropriate teaching strategies to help staff to develop the full, the potential of all pupils in their care.
- Practice in accordance with the school equality and access policies
- Ensure that school uses its best endeavours to support children with SEND, enabling them to engage in the activities of the school alongside pupils who do not have SEND.
- Ensure that parents of pupils with an additional need are kept informed of their child's progress and attainment
- Ensure that pupils with additional needs are identified as early as possible
- To prepare pupils with special educational needs to make a successful transition into adulthood through the development of strong links with employers, further and higher education and training providers
- To ensure that advice and guidance is distributed by the SENCO according to student need and in accordance with the SEND Code of Practice 2014



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4. Roles and Responsibilities

The Special Educational Needs Co-ordinator has responsibility for co-ordinating the day to day provision and the overall strategy for students with SEN provision. They will work with the Assistant Head teachers for Behaviour, Safety and Inclusion and the Head of school and Head teacher of the Primary Phase and will consult, as appropriate, with the Senior Leadership Team on intervention and implementation of the SEND policy.

The SENCO will work with the Senior Leadership Team and Directors of Faculty to ensure that all students who require additional support and interventions are identified. The SENCO will co-ordinate the intervention and ensure that all staff are clear about their roles and responsibilities. They will ensure that the progress of students and impact of the intervention packages are carefully monitored and reported to the Senior Leadership Team and Directors of Faculty. The SENCO will liaise with parents regarding supporting students at home and keeping them up-to-date with the provision within the Academy.

Special Educational Needs Co-ordinator:

Hayley Hopper
The Halifax Academy
Gibbet Street
Halifax
HX2 0BA
01422 301080

Academy SEN Governor Contact:

Dr Phil Shepherd
01422 301095

5. Special Educational Needs and Disabilities (SEND) Definitions

Special Educational Needs are defined as: A pupil has SEND if their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

It should be noted that behaviour difficulties should not automatically lead to a pupil being identified as having a SEND. Instead, the school will look at all barriers to a student making progress to form a view if behaviour difficulties are symptomatic of unmet SEND difficulties.

Special Educational provision means: Educational provision that is additional to, or otherwise different from, the educational provision made generally for students of their age group. The 2014 SEND Code of Practice suggests that it is helpful to see students' needs and requirements as falling within the broad areas identified below:

There are 4 broad areas that cover the range of needs that should be planned for:



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1. **Communication and interaction** – *this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.*
2. **Cognition and Learning** – this includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
3. **Social, emotional and mental health difficulties (SEMH)** - this includes children who may be withdrawn, disruptive or disturbing, display high levels of anxiety, are hyperactive or lack concentration.
4. **Sensory and/or physical** - this includes children with sensory and physical difficulties.

6. Whole School Commitment

Meeting the individual needs of students is the responsibility of all staff in the Academy.

- Staff development and training must be at the heart of effective provision for individual needs.
- All staff will accept personal responsibility for the education of exceptional learners and this should be reflected in the professional development of all staff.

7. Individual Needs

We will put in place co-operative action-research and evaluation, vital for the development of effective provision which is in harmony with legislative requirements and progressive educational ideas.

The belief that is expressed in Circular 5 of the Education Act 1988 underpins the Inclusion departmental philosophy:

Participation in the National Curriculum by students with special educational needs is most likely to be achieved by encouraging good practice for all students. Special educational needs are not just a reflection of students' inherent difficulties; they are often related to factors within schools, which can prevent or exacerbate some problems. For example: schools that successfully meet the demands of a diverse range of Individual Needs through agreed policies on teaching and learning approaches are invariably effective in meeting special educational needs.

The Academy believes in the principle that each student should have a broad and balanced curriculum and that it is not enough for the curriculum to be on offer; it must be fully accessed by each individual student.

8. Vulnerable students

The Inclusion faculty recognises the importance of their role in listening to all students who are vulnerable for whatever reason. The staff recognise that some children's vulnerability may make them more at risk from abuse. As such, SEND plays a vital role in ensuring all students feel that they are listened to and that their concerns are taken seriously (see Safeguarding and Child Protection).



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9. Procedures

The SENCo is consulted about any student for whom the class teacher has concerns. An academy record of students with SEND is maintained and updated termly by the SENCO. Parents are involved of any action, which the academy proposes to take. The class teacher has overall responsibility and will:

- Have already provided differentiated work and made use of any in class support from a support assistant
- Have gathered information about the student, and made an initial assessment of the student's needs in consultation with the SENCo
- Provide increased differentiation of class work exploring ways in which increased support might meet the individual needs of the student
- Monitor and review the student's progress

Referrals

- Early identification of students with special educational needs is a crucial factor in overcoming barriers to learning. The SENCO will work closely with staff to identify any potential concerns.
- A teacher who considers it necessary for a student to be assessed for special educational needs should refer the matter to the SENCO and provide the necessary evidence.
- If the school deems it necessary to request an EHCP needs assessment application, it will be with the agreement of the parent or the young person

Supporting students

Where a pupil is identified as having special educational needs, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs, and of what supports the pupil in making good progress and securing good outcomes. The class teacher is responsible for working with the child on a regular basis and, as such is accountable for their academic progress. The school uses the graduated system identified in the 2014 SEND Code of Practice to ensure students receive high levels of support:

SEN support takes a graduated approach incorporating 4 phases:

- **Assess** - On identifying a student as needing SEN support the class or subject teacher, working with the SENCo, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student and their previous progress and attainment. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.



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- **Plan** - The teacher and the SENCo should agree in consultation with the parent and the pupil 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** - The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.
- **Review** - The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Identification of SEND pupils

Any concerns about a student may be identified by their class teacher, progress leader or tutor. The student will be referred to the SENCo along with any supporting evidence from staff. The next steps may involve observations from a member of the Inclusion team, screening tests or a referral to an external agency for observation or support. Parents will be informed of any concerns and will be consulted as appropriate throughout the referral process.

Referral for an Education, Health and Care Plan

In some cases, it is felt that despite the application of the graduated response the needs of the pupil are not able to be fully met and it may be that an Education Health and Care Plan needs to be in place. If the school feels that this is the case a request for assessment for this must be made to the Local Authority. This request may come from parents/carers or the school. The application for an Education, Health and Care Plan need assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Following the submission of information to support the EHC Plan need assessment a decision will be made by a panel of professionals from Education, Health and Care sectors whether to initiate the assessment request. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Where the decision to initiate the assessment occurs more information may be requested by professionals and family involved and a decision will be made. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and



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the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

SEND Register

- A SEND register exists for each pupil in each year group who has an EHCP, or has additional SEND needs, and is maintained by the SENCo.
- The SEND Register is available to school staff, to help and support teaching staff accurately plan for, and teach students with special educational needs.
- The SEND Register is a fluid document that is constantly updated to reflect a child's current needs and support required. The numbers of students on the register, and the information contained will be subject to change.
- Students with complex special educational needs (including those with EHC plans) will have a Pupil Profile in addition to being on the SEND register. This provides information about the students needs, any challenges they face in school and strategies to support the pupil.

10. Monitoring SEND provision

Provision for SEND pupil is monitored and evaluated in the following ways

- Learning walks to monitor the quality of provision for SEND pupils in lessons, including the roles of TAs/support assistants in classes
- Student voice discussions with SEND pupils to highlight successes and areas for development
- Data analysis of SEND students
- Termly work scrutiny to ensure that high expectations are in place for all students
- Discussions/feedback from staff

11. Complaints

If a parent or carer has a complaint about a special educational needs matter, they will need to speak to the head teacher and follow the school's complaints policy.