



Trust Wide
SEND Policy & Information Report

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Gail Khan	Trust Board	7 Feb 2022	1.3	September 2022

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For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name

Website:	
Yes/No	YES (Trust and School)

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1. Aims

1.1. Impact Academies:

- are communities where hearts and minds connect. Each Academy is built around a clear set of values which are focused on transforming the lives of our students
- transform learning through high quality teaching, coaching and using what works best from research. All our academies are on a journey of continuous improvement, whilst ensuring student and staff wellbeing is at the heart of our work
- have high expectations of all students. Ambitious academic and personal development targets are set to ensure each student makes outstanding progress.
- reinforce positive attitudes to learning; reasoning, resilience, responsibility, reflection and respect are key learning characteristics cultivated in our academies
- provide clarity of vision enabling us to develop shared goals with leaders feeling empowered to share their skills and knowledge for the benefit of the wider trust. Our leaders inspire, motivate and lead with emotional intelligence
- place the development of effective relationships at the heart of their work. How we connect with each other, the community, culture, our learning and the wider world is the foundation of everything we do. Our relationships are built on mutual respect, professional trust and challenge
- invest in the personal development of students and professional development of staff. Impact
- provide all students with opportunities to make a contribution to their communities and beyond.

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.

1.2. This policy will:

- Demonstrate how we live out the values and principles set out above through our care and attention to those pupils/students who have additional learning needs

- Set out how our academies will support and make provision for all pupils/students with special educational needs (SEND) by
 - listening to children as individuals and ensure that we are meeting all their needs
 - working with parents as partners to ensure that the views of the child and the family are an integral part of any SEND decision making process
 - ensuring the early identification of learning difficulties
 - providing the appropriate resources and support to enable all children to access education
 - making all reasonable adjustments to help a child overcome any barriers to learning, enabling them to close any academic gap with their peers
 - monitoring the outcomes and progress for all children
 - ensuring that all children can participate fully in all aspects of academy life, including off-site visits and residential trips
 - regularly reviewing all accessibility arrangements
 - ensuring that all children develop life skills, confidence and social skills to enable them to become successful and independent adults
 - Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND.

1.3. This policy satisfies the requirement for the Trust to comply with relevant legislation and statutory guidance and is based on the following advice from the Department for Education (DfE):

- [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/students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

This policy complies with our Funding Agreement and Articles of Association.

1.4. Definitions

- A pupil/student 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 the 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/academies.
- 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/academies.

2. Roles and responsibilities

2.1. The SENDCO

The SENDCO is Hayley Hopper

hhopper@thehalifaxacademy.org

01422 301080

The role of the SENDCO is to:

- Work with the Headteacher/Principal, SLT and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils/students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils/students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise and support on applications for additional funding to support the delivery of targeted provision
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils'/students' 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 that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils/students with SEND up to date
- Ensure the academy archives and retains records for the requisite period of time.

2.2. The SEND governor

The role of the SEND governor is to:

- Help raise awareness of SEND issues at governor meetings
- Advocate on behalf of the cohorts of pupils/students within the academy who have additional needs and experience any barriers to achieving their potential
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the governing board on this
- Work with the Headteacher/Principal, SLT and SENDCO to determine the strategic development of the SEND policy and provision in the academy.

2.3. The Headteacher/Principal

The role of the Headteacher/Principal is to:

- Work with the SENDCO, SLT and SEND governor to determine the strategic development of the SEND policy and provision within the academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

2.4. Class teachers

The role of every class teacher is to:

- Manage the effective progress and development of every pupil/student in their class
- Work closely with any teaching assistants 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 SENDCO to review each pupil's/student's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy.

2.5. Teaching Assistants/Learning Mentors/Learning Support Assistants

The role of specialist support staff is to:

- Support the effective progress and development of every pupil/student to whom they are allocated
- Work closely with teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCO to review each pupil's/student's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy.

2.6. Parents

The role of parents is to:

- Engage with the academy to effectively plan provision to meet the needs of their children
- Support academy staff in their efforts to deliver maximum positive outcomes for their children
- Share with academies appropriate information that will help the academy to best support and meet the needs of their children

2.7. Local Authorities

The role of local authorities is to:

- Exercise their legal duties to identify and assess the special educational needs of children and young people for whom they are responsible
- Facilitate the development of these children and young people and to help them achieve the best possible educational and other outcomes

- Carry out Education, Health and Care Needs Assessments. These assessments may lead to an Education, Health and Care Plan (EHC plan) being produced. An EHC plan sets out the additional support the child or young person needs and the school/academy or other institution they will go to
- Once special educational provision has been specified in an EHC plan, the LA has a legal duty to provide it
- Publish a Local Offer containing information about all the services and support it expects to be available for children and young people with SEND and/or disabilities for whom they are responsible
- Consult children, parents and young people in developing the Local Offer and in periodically reviewing it.

3. SEND Information Report

3.1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

3.2. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the

wishes of 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.

The SENCo is consulted about any student for whom the class teacher has concerns. 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 SENDCo
- 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

Any concerns about a student may be identified by their class teacher, progress leader or tutor. The student will be referred to the SENDCo along with any supporting evidence from teaching 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.

3.3. Consulting and involving pupils and parents

Any SEND concerns will be discussed with the pupil and their parents. 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 SEND support.

Parents of pupils with SEND needs can contact school at any time to discuss their child's needs and any provisions put in place. This may be with the SENDCo, progress leader or tutor. There are opportunities each term for parents to come into school to meet the SENDCo.

3.4. Assessing and reviewing pupils' progress towards outcomes

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:

SEND 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 SENDCo, 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.

Plan - The teacher and the SENDCo 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 SENDCo, 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.

The assessment will be reviewed regularly.

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.

3.5. Supporting pupils moving between phases and preparing for adulthood

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.

All year 11 students will have the opportunity to visit their next setting to support the transition process. This may involve a series of visits if this is necessary to ensure a successful move. Visits will be supported by a familiar member of staff. The SENDCo will

meet with staff at the setting to ensure that all relevant information about the student has been passed on and that the setting is fully aware of the student's needs.

3.6. Our approach to teaching pupils with SEND

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Staff have regular training to equip them with the skills necessary to meet the needs of students with SEND.

We will also provide the following interventions:

- Fresh Start
- Lexia
- Guided Reading
- 1:1 reading
- Precision Teach
- Numeracy
- Motor skills
- Zones of Regulation
- Social Stories
- Sulp
- NELI
- Chatterbox

3.7. Adaptations to the curriculum and learning environment

All students follow a broad and balanced curriculum with class teachers ensuring that this also applies to students with the highest level of need. The higher the level of need the more a student's curriculum may be adapted.

We make the following adaptations to ensure all pupils' needs are met:

- In years 7 and 8 the accelerator curriculum is adapted from the main curriculum to ensure all pupils can access learning
- Alternative qualifications for year 10 & 11 students with the highest level of need
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Educational communicator for students with hearing impairment
- Modified resources for students with visual impairment
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access arrangements, such as extra time, readers, scribes and use of a word processor or oral language modifier

- Support from Woodbank Special School to adapt the learning environment for students with physical disabilities

Additional information on how our learning environment is adapted can be found in our accessibility plan

3.8. Additional support for learning

Additional support takes place in a number of ways. This might be 1:1 or group support in the classroom or in the form of 1:1 or group interventions. Pupils will only be taken from lessons for interventions if it is deemed necessary, for example, pupils learning English as an additional language or pupils with neurological conditions or SEMH concerns that impact upon learning.

Our teaching assistants across the school are trained to deliver interventions as mentioned in section 3.6. Teaching assistants will support pupils in small groups or on a 1:1 basis to support access to the curriculum and to adapt resources where necessary.

We work with the following agencies to provide support for pupils with SEND:

- Calderdale SEN Team
- Calderdale Hearing Impairment Team
- Calderdale Visual Impairment Team
- Educational Psychologists
- CAMHS
- School Counsellor
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- ASD Outreach Team
- Noah's Ark
- Medical Needs Team
- C&K Careers
- Child Looked After Service
- Early Intervention Service
- Family Support Service
- Young Carers
- Independent Travel Training
- Diabetic Outreach Nursing Team
- Epilepsy Nurse
- Woodbank Special School

3.9. Expertise and training of staff

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 take part in a variety of SEND training throughout each academic year. This can include:

- Whole school staff CPD sessions held by the SENDCO
- Training from Calderdale Hearing/Visual impairment teams
- SEND inductions for new staff and trainee teachers
- Weekly school briefings
- Weekly teaching assistant meetings
- External agency training for teachers of specific pupils
- Lesson observations/drop ins, learning walks, work scrutiny
- All faculties work closely with accelerator teachers
- Primary and Secondary Phase links
- Coaching trios

We have an experienced team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. TAs have worked closely with external agencies that work with the pupils that they support to ensure that pupils receive the highest quality support.

TAs take part in our coaching programme which gives them the opportunity to discuss and share best practice and to develop their knowledge and skills.

3.10. Securing equipment and facilities

We work closely with physiotherapists and occupational therapists to ensure that pupils are accessing the equipment and facilities that they need to access the school site and to ensure they can take part fully in all learning opportunities across the curriculum. Specialist teachers from Woodbank Special School come into school to carry out risk assessments and to support staff working with students with physical disabilities.

3.11. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND each term in a number of ways:

- Half termly learning walks and drop ins
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each cycle
- Pupil and parent voice
- Work scrutiny
- Monitoring pupil outcomes
- Using provision maps to monitor pupil support
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Termly parent coffee morning

3.12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Every pupil at The Halifax Academy is invited to take part in any activities taking place in or out of school. All extra-curricular activities and school visits are available to every pupil, including our any before, lunch or after-school clubs. All pupils are encouraged to go on any residential trips. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

To support pupils with SEND to take part in a range of activities we:

- Ensure all pupils have access to all areas of school, including pupils with physical disabilities
- Support staff available to attend any clubs or trips with students with SEND to enable them to attend
- Ensure wheelchair accessible transport is available for pupils on external trips
- Staff organising clubs adapt activities to ensure SEND pupils are able to take part

Further information on adaptations and site accessibility can be found in our Accessibility Plan.

3.13. Support for improving emotional and social development

The emotional health and wellbeing of every student at the academy is of the utmost importance to us. Our provision can be considered in three 'levels'. Universal provision is our approach and support of all students and includes the positive relationships we develop and our approach to teaching and learning. In addition, we ask every student to complete a survey on a regular basis which informs us of their mental health state and level of happiness whilst at school. We combine this information with what we observe of students and where we feel students need extra support we would move them to 'level 2' provision. This would mean they would spend time with a member of staff and possibly other students working on a specific area of their mental and emotional health. We have a range of possibilities here which include mindfulness lessons, mentoring and bereavement support amongst others. For some students who are really struggling with their mental health, we have 'level 3' provision which consists of highly specialist counsellors coming into the academy to work with them in a confidential and safe manner.

3.14. Working with other agencies

To ensure all provisions are in place for all pupils to succeed at The Halifax Academy, we work with a variety external agencies and other bodies. The SENCO and support staff meet with and consult with agencies and bodies to ensure all pupils have access to the support and equipment needed. Agencies provide support and CPD for all staff as necessary. We work closely with the local authority to support SEND pupils and their families. Parents are informed of any work with other agencies.

3.15. Complaints about SEND provision

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

3.16. Contact details of support services for parents of pupils with SEND

Calderdale's local offer www.calderdale.gov.uk/localoffer

Unique Ways 01422 343090

SENDIASS

Calderdale SEN team – 01422 266141

3.17. Contact details for raising concerns

For any SEND concerns please contact the school SENDCO in the first instance:

Hayley Hopper

01422 301080

hhopper@thehalifaxacademy.org

3.18. The local authority local offer

Our local authority's local offer is published here: www.calderdale.gov.uk/localoffer

4. Monitoring Arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the trust board and recommended by the academy governing body.

5. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils/students with medical conditions

- Curriculum and teaching and learning

Sign off	
Adopted by IMPACT Trust Board on:	Monday 7 February 2022
Chair of IMPACT Trust Board:	M Reddy
IMPACT Board Trustee:	
Next Review Date:	September 2022