

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEND 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)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

2. Introduction

At HBH Academy we believe that every pupil is an individual and so therefore has unique needs.

HBH Academy Trust is split over 2 schools, Hartley Brook and Hatfield. Each school has a SENCO. Each school has a SEND team consisting of SEND TAs to support children who have been identified as having SEND as well as delivering interventions to help those requiring extra support with their early learning skills.

3. Aims and Objectives

All members of staff at HBH Academy, in conjunction with the Governing Body have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We aim to take positive action to ensure that our setting has appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To provide a broad and balanced curriculum
4. To promote self-worth by encouraging independent learning
5. To provide support and advice for all staff working with pupils with special educational needs
6. To ensure that there is a clear process for early identification, monitoring and intervention
7. To remove barriers to learning; adopting a holistic approach
8. To promote early and close involvement of parents
9. To have good communication with all stakeholders
- 10.To track and monitor of pupil's progress
- 11.To focus on outcomes for children
- 12.To raise aspirations of and expectations for all pupils with SEND
- 13.To have close working relationships with outside professionals
- 14.To ensure that class teachers retain responsibility for pupils with SEND and their provision
- 15.To plan ahead for and ensure smooth transitions for all pupils with SEND

4. Definition of SEND

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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 young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The four broad categories of need are detailed below:

1) Communication and Interaction. This includes children who have Speech and Language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).

2) Cognition and Learning. This includes Moderate and Severe Learning Difficulties when children learn at a slower pace than their peers in all areas of the curriculum. It also includes Specific Learning Difficulties (SpLD) which may affect one or more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.

3) Social, Emotional and Mental Health Difficulties. These can manifest themselves in many different ways, for example a child may become withdrawn or they may display very challenging and disruptive behaviour.

4) SENDSory and/or Physical Needs. This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-SENDSory Impairment (MSI).

Other factors may impact on progress and attainment but may not be an SEND. These will need considerations making for and include;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

5. Liaison with other settings at transition points

At points of transition, information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEND. Where practicable the SENCO / Home School Liaison Leader will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer. Files are passed to the next school at the point of transition.

6. Individual assessments

Individual assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

7. Progress Meetings

Progress meetings are held 5 times per year. The progress of every child is looked at and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher in liaison with the Senior Leadership Team.

8. Staff / pupil observations

Members of staff consult with the SENCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil. The SENCO will conduct observations in class to ascertain the type of support needed and next steps.

9. Referrals by parents or carers

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.

All parental referrals are acted upon.

10. Quality First Teaching by all teaching staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

HBH Academy regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

11. Additional Support

Additional support is initiated where pupils have failed to make adequate progress as identified by the Senior Leadership Team in the class progress meetings. This does not mean that a child will automatically be placed onto the SEN register.

If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEN Support* will be agreed and the pupil will be entered onto the schools SEN register.

* Please note - the single category of SEN Support now replaces School Action and School Action Plus

Provision from within the schools resources is identified to help meet the pupils' needs. Interventions may include;

- additional learning programmes

- smaller group sessions
- appropriate teaching groups/sets
- 1:1 support
- booster class where appropriate
- additional staff training

When a child is placed on the SEN register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual pupil. This review cycle will follow the assess, plan, do and review cycle

Assess

SEN pupils may be identified through the teachers' observations and assessment, SEN areas of need standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the pupils own observations or by external agencies. HBH Academy Trust employs a Learning Support Teacher to help provide individual diagnostic assessments. Alongside this, HBH Academy has bought in additional time from the Speech and Language Service as well as an enhanced package from the Educational Psychology Service.

Plan

Where it is decided to provide a pupil with SEN Support, the parents must be notified. The SENCO should agree in consultation with the parent and the pupil the 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 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 teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review Process

Individual plans are to be reviewed at the end intervention, with input from the pupil, parent/carer, teachers, TAs and outside agencies (if applicable). Provision maps will be updated in line with the changes made.

Where pupils fail to make adequate progress, despite additional provision at SEN Support, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

12. Education Health Care Plans – EHC Plans (formally known as a statement of Educational Need)

If a pupil has lifelong fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health, Care Plan.

The SENCO is responsible for providing support and monitoring and ensuring that pupils with EHCPs receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as before.

Pupils with an EHC Plan have targets which have been established after consultation with the parents/carers and the individual pupil and include targets identified in the statement of SEN. These targets will be shared with relevant staff and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHC Plans will be reviewed with the parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the plan. Advice will be sought from both educational and healthcare professionals and will include support for disabilities and medical problems as well as educational needs. Pupils participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

13. High Needs Banded Funding

Where school is making significant additional provision for a pupil it may be appropriate to apply for High Needs Banded Funding to top up schools own funding towards this provision. There are clear guidelines and criteria for apply for this funding, which cover each of the broad areas of need at different levels. The individual applications are all moderated by a panel of LA representatives which schools are invited to send a representative to. In most cases, this representative will be the SENCO.

14. Local Offer

HBH Academy will cooperate with the local authority and local partners in the development and review of the local offer. This can be found at www.sheffield.gov.uk/localoffer, searching for the school's name.

15. Criteria for exiting the SEN register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further support and may exit the SEN register. Further support can be requested again at any point.

16. SEN Information Report

It is the school's statutory requirement to provide a SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act which can be found on the HBH Academy website.

HBH Academy endeavours to support pupils with SEN through signposting families to other agencies and services that may be of help e.g. MAST team, support groups, training opportunities as appropriate.

17. Admissions

HBH Academy Trust will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.

- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

18. Access arrangements

HBH Academy Trust follows national guidance about supporting children to access assessments. This is overseen by the Senior Leadership Team within school.

19. Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

20. Training and Resources

- i. The SENCO, in liaison with the Senior Leadership team, regularly meet to discuss the needs of the children. This includes training, resources and additional support where appropriate.
- ii. Resources are allocated to support children with identified needs as identified above.
- iii. Each year the school maps out where TAs will be placed in order to meet the needs of the children.

- iv. TA support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- v. Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

21. Roles and Responsibilities

The Role of the Governing Body

The Governing Body, in cooperation with the head teacher, monitors the policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The governing body:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- has regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND
- ensures that parents are notified of a decision by the school that SEND provision is being made for the child

The Role of the Headteacher

- Ensure that those teaching or working with the pupils with SEND are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year

- Cooperate with local authorities during annual EHC plan reviews
- Liaise with the SENCO to plan ahead the resources and training needs of the school
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered

The Role of the SENCO

- Be a qualified teacher
- Complete the Post Graduate Certificate for Special Educational Needs
- In collaboration with the Headteacher, the SENCO and governing body, determines the strategic development of the SEND policy and provision at HBH Academy with the ultimate aim of raising the achievement of pupils with SEND need
- Manage TAs / Learning Mentors who support children with SEND
- Liaising with and advising colleagues on all matters relating to SEND
- Contributing to the continuing development and training of school staff
- Overseeing the review and maintenance of statements/EHCPs and records for all SEND pupils
- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for SEND pupils
- Organising and maintaining the records of all SEND pupils
- Liaising with parents/carers of SEND pupils in co-operation with class teachers
- Liaising with all relevant professionals when a pupil starts or leaves school
- Contributing to the continuing development and training of school staff
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate
- Update the provision map

The Role of the Class Teacher

- In collaboration with parents, the SENCO and, where appropriate, the pupil themselves be involved in the planning and review of the support for pupils with SEND
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- Ensure SEND children are receiving tailored homework (where appropriate)
- Provide information when required for termly SEND reviews
- Identify individual pupils not making progress and inform SENCO

22. Complaints

As parents are involved throughout the implementation of SEND provision it is hoped that there will be no cause for complaint. However if a parent has a complaint they should discuss the problem with the class teacher or SENCO in the first instance. In the event of a formal complaint parents should follow the procedure in the School's Complaints policy.

23. Reviewing the Policy

This policy will be reviewed regularly as we move into the New Code of Practice, with an annual review taking place in October 2015

Headteacher's Signature _____

Chair of Governors' Signature _____