Special Educational Needs and Disabilities Policy

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Policy Reviewed and Adopted by Governing Body:

Date of Next Review: July 2021
Responsible Officer: Vice Principal: C Boothroyd

Introduction

Hawes Side Academy is an educationally inclusive school. We aim to raise the aspirations of and expectations for all pupils with SEND, whatever their ability or needs, and for them to reach their full potential and be fully included in our school community. Hawes Side Academy provides a focus on outcomes for children and young people and not just hours of provision/support, valuing all children equally.

This policy has been written in collaboration with the Principal, school staff and the Governing Body. Provision at Hawes Side Academy is put into place with the ultimate aim of raising the achievement of pupils with SEND.

Purpose of this policy

This SEND policy details how Hawes Side Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. The staff and governors of Hawes Side Academy will endeavour to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of the school community in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils.

We aim to:

- Ensure sure that the arrangements made for pupils with special educational needs complies with the statutory requirement laid out in the SEN Code of Practice 0-25 July 2014. It has been written with reference to the following guidance and documents:
- Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and SEND Code of Practice 0 – 25.
- Value the uniqueness of each member of the school, and provide a curriculum designed to help all children achieve their potential and develop their abilities to the full.
- Ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
- Ensure that all our pupils are involved in decisions made about them and their education.
- Ensure that we involve our parents in school life and keep them informed about their children's progress.

Linked Documentation

This policy is written with due regard to the September 2014 Code of Practice.

Headlines from September 2014 Code of Practice

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Educational Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo (Special Educational Needs Coordinator).

- As part of the new Code of Practice July 2014 Local Authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. The Local Offer has two key purposes:
    - To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
    - To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

- There are four broad categories of SEN:
    - Communication and interaction
    - Cognition and learning
    - Social, emotional and mental health

- Physical and sensory

Roles and Responsibilities

All teachers in school teach pupils with special educational needs.
The following people have particular responsibilities:

- **The Special Educational Needs Coordinator (SENC0) is Mrs Caroline Boothroyd (Vice Principal).** In collaboration with the Principal, the SENCo and Governing Body determine the strategic development of the SEND policy and provision at Hawes Side Academy with the ultimate aim of raising the achievement of pupils with SEND.
- **SEN Governor** monitors and evaluates provision and reports to the governing body.
- **Class teachers** provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENCo any child that may be causing concern and are responsible for reviewing and updating children's targets on a regular basis in liaison with outside agencies as appropriate.
- **Teaching assistants** support the class teacher in providing appropriate support for children with SEND and carry out planned activities and intervention.
- **Lunchtime supervisor** and other welfare staff are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

The role of the SENCo is to:

- Collaborate with SENCo's in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaise with and advise colleagues on all matters relating to SEND.
- Contribute to the continuing development and training of school staff.
- Oversee the review and maintenance of EHC Plans and records for all SEND pupils.
- Oversee the day-to-day operation of the school's SEND Policy.
- Co-ordinate provision for SEND pupils.
- Organise and maintain the records of all SEND pupils.
- Liaise with parents/carers of SEND pupils in co-operation with class teachers.
- Liaise with nursery and preschool settings for children entering school with SEND.
- Liaise with secondary schools when SEND pupils leave at the end of Year 6.
- Liaise with previous settings for newcomers entering Hawes Side with SEND.
- Liaise with external agencies including the LA officer with responsibility for SEND and external agencies as detailed in our local offer.

Initial enquiries about your child's progress should be made with the class teacher but should you wish to have a meeting with the SENCo please make an appointment with the school office.

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with. All teachers are teachers of SEND pupils. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved – Local Authority, school, parents/carers, pupils and all other agencies.

As an integral part of SEND provision we will ensure:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils

- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- There is a smooth transition at each stage of education for pupils.

Role of the Governing Body
It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. **The Governor with particular responsibility for SEND is Mrs Rachel Cartmell.** She meets with the SENCo at least termly to discuss actions taken by the school and reports to the Full Governing Body.

Definitions

The 2014 Code of Practice says that:
A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

For the purposes of this policy SEN does not cover gifted and talented children.

Pupils will 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.

Other considerations to take into account that are not classed as SEN but may impact on progress and attainment are:
- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Related Procedures

Identification, Assessment and Provision of SEND
Hawes Side Academy will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all SEND pupils and ensure that parents/carers are informed by the school that SEND provision is being made for their child and are fully involved.

Graduated response
Hawes Side Academy will adopt a graduated response to meeting special educational needs. This requires the initial use of classroom and school resources before bringing specialist expertise, if required, to bear on the difficulties that a pupil may be experiencing. The school will intervene as described below. Such interventions are a means of helping Hawes Side and parents match special educational provision to the needs of the individual child.

Early Concerns
The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and liaison with parents/carers. If concerns still exist after this teaching staff will register a Cause for Concern (Appendix 1) with the Inclusion Team initially stating any strategies they have already put into place and the impact they are having.

Single Category of SEN – Special Education Needs Support (SENS)
The new Code of Practice 2014 identifies difficulties from the following SEND categories

Communication and interaction needs may include:
- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

Cognition and Learning Needs may include:

- Dyslexia
- Dyspraxia
- Dyscalculia
- Moderate Learning Difficulties
- Global developmental delay

Social, Emotional and Mental Health needs may include:

- ADHD, ADD, Attachment disorders, emotional difficulties, mental health difficulties

Sensory and physical needs may include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD).

Identifying children at SENS (SEN Support)

When a pupil is identified as needing provision **additional to or different from** those lessons provided as part of normal class activities involving Quality First Teaching, it will trigger the intervention of the SENCO. A Cause for Concern referral form will be completed by the class teacher to the SENCo supported by evidence of the further additional support already completed in class about a child who, despite receiving differentiated learning opportunities:

- Makes little or less than expected progress given their ages and individual circumstances even when teaching approaches are targeted particularly in a young person's identified area of concern characterised by progress which is:
    - *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*
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment or progress in some curriculum areas;
- Presents persistent emotional difficulties which are not effectively minimised by the approaches used by the school resulting in expert advice being required;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- Makes slow progress in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

The SENCo may organise for further assessments to be completed for the child but support for them will be discussed with parents and, if required, action taken. The school does not offer diagnosis or carry out assessments needing to be completed by an expert – e.g. formal assessments for dyslexia, ASD, ADHD. Parents are advised to contact their GP in these circumstances or the appropriate body but the school may recommend that the child be placed on the Register and receive targeted intervention. This targeted intervention will be reviewed and, as a result of this review, the decision may be taken by the Inclusion Team, in consultation with the parents/carers and young person, to involve external support agencies.

These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide the support for particular activities

The Triggers for outside agency support could be that despite receiving support within school the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below what is expected of them

Working with Parents and Children

We aim to have good and informative relationships with all of our parents and believe the support that parents can provide both at home and school is crucial to the ongoing progress of any child. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to any parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will liaise as appropriate with parents/carers to:

- Formally let them know that the school believes their child should be placed at SENS
- Discuss assessments that have been completed
- Agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice 2014.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

SEND Information Advice and Support Service (Previously known as Parent Partnership Services):

SEND Information Advice and Support Service provide information, advice and guidance on special educational needs and can provide independent and non-prejudice parental support. They can be contacted on 477083.

We hope these effective arrangements will mean that parents are satisfied with provision but should you have concerns please come into school to discuss them so that they can be alleviated as soon as possible. If however, a parent/ carer wishes to make a complaint about SEN provision it should first be raised with the school through its Complaints Policy. If the issue cannot be resolved, then the complaint must be referred to the Childrens Services Authority (CSA).

Plan, Assessment, Do and Review

SEND support in school is based on four types of action – **ASSESS, PLAN, DO & REVIEW**

Identification & Assessment

SEND pupils may be identified through the teachers' observations and assessment, SEND areas of need (see SENCo) standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the pupils own observations or by external agencies.

Plan

Where it is decided to provide a pupil with SEN Support, the parents **must** be notified. The teacher and/or SENCo will agree in consultation with the parent and the pupil the strategies 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. All identified SEND pupils will be tracked regularly by the class teacher with support (if needed) from the SENCo. A One Page Profile or the use of an intervention tracker may be put in place.

One Page Profile

A One Page Profile is a short introduction to a person, which captures key information on a single page which gives for example family, friends or staff an understanding of the person and how best to support them.

Intervention Trackers

Intervention Trackers include no more than 3 or 4 short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support staff, parents and pupil and the date the provision starts. The tracker should include information about:

- The short-term SMART targets set for or by the pupil (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime limited)
- The teaching strategies to be used
- A start date and finish date of the intervention
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes

Do

The class teacher or TA will 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 will support the class teacher in further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of the support.

Review Process

Targets/One Page Profiles will be reviewed three times a year, with input from the SENCo, pupil, parent/carer, Teachers, and Teaching Assistants and outside agencies (if applicable).

Pupils with a statement of Educational Need or EHC Plan will have short-term targets which will have been established after consultation and will include targets identified in the statement of SEND. The implementation of these targets will be, 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 statements/EHC will be reviewed annually with the review taking place in school. 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 EHC Plan.

All pupils will participate as appropriate in their reviews. They may:

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

The SENCo, class teachers and TA's will then discuss the outcome of the in-school review and, if appropriate, submit the relevant information to the Local Authority. The Annual Review at the end of KS2 will give clear recommendations as to the type of provision required at secondary school.

Moving to an EHCP (Education, Health and Care Plan)

In a very few cases, if a young person continues to demonstrate significant cause for concern despite interventions at SENS, the school and parents may apply for the child to be assessed for an EHC Plan.

This will decide the nature of the provision necessary to meet the young person's SEND. Where a request for a statutory assessment is made to the Blackpool Authority SEND team, the pupil will have demonstrated significant cause for concern and the school will need to provide written evidence such as:

- The schools current provision
- Achievement towards targets set
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- National Curriculum levels attainments in English and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement of other professionals' e.g. social services, EWO or G.P.

The school will collate this information and a meeting will also be held with parent/carers, pupils, external professionals and school staff to ensure that all agree the application being made.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours; we will aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, as a result they are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- along with the Phase Leader and by the SENCo who monitor overall progress after the intervention.

Adaptations to the curriculum teaching and Learning Environment

Hawes Side Academy is disability friendly as detailed in our school information report (on the school website). We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Children with social, emotional and mental health needs

Challenging or disruptive behaviour itself is not classified as an SEN but may reflect underlying mental health difficulties, ADHD, ADD or attachment disorder. If a child shows consistent concerning behaviours, the class teacher will monitor the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) the school will work with the family to receive support from an appropriate outside agency, e.g. The Linden Centre and together, school will support the child through that process.

If parents and school are concerned that the child may have mental health needs, we will support and encourage parents to ask their GP for a referral to CAMHS. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills interventions. These are generally delivered by a trained TA who has developed good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet
- Developing a 'Sharing Information' sheet with parents/carers and the child for all key adults within school

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition meetings for Year 6 pupils are held in the Summer Term of Year 6 with the High School once a place has been allocated for the child. The secondary school SENCO is invited to Annual Reviews and other review meetings as appropriate. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND Information

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEN and assessing their needs;
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- Supporting children and young people in moving between phases of education and in preparing for adulthood.
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- Securing expertise among teachers or other professionals to support children and young people with SEN;
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEN;
- Enabling children and young people with SEN to have access to facilities and extra-curricular activity available to all children in the setting;
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
- Named contacts for parental concerns

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Safeguarding

All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being victims of child abuse. Any concerns raised may lead to consideration of the concern under safeguarding or child protection procedures.

Monitoring and Review

This policy will be reviewed in July 2021 or as new legislation dictates.

Appendices

Appendix 1: Cause for Concern Form

CAUSE FOR CONCERN FORM

Initial Referral Form to Inclusion Team

Pupil:	**Date:**	**Class:**	**Person Referring:**

Indicate Area of Need:
Behavioural Difficulties ☐ Pastoral Needs ☐ Health ☐

Under-Attainment ☐ Under-Achievement ☐

Please indicate if support is needed for EAL ☐ Attendance ☐

FOR CHILD PROTECTION ISSUES PLEASE USE SAFEGUARD

Date parents/carers informed: (This must happen before cause for concern is referred)
Outline of discussion points:

Strategies tried and impact they have had:

Detail Concerns:

What intended outcome would you like to see as a result of this referral?