



Policy Document

Special Educational Needs and Disability (SEND)

2016-2018



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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)				
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Notes				

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

High quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something **additional to** and **different from** what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

The staff and Directors of Huish Episcopi Academy will also work to ensure that all students with SEND 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 staff in providing positive whole school approaches towards the learning, progress and achievement of students with SEND. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from Teaching Assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response.

This SEND Policy operates alongside our Accessibility Policy.

1 AIMS AND OBJECTIVES

Aims

To provide the structure for a student-centred process that engages student, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of Huish Episcopi Academy reflects the principles of the SEND Code of Practice: 0 to 25 years (January 2015). The aims of this SEND Policy are:

- To ensure the Equality Act 2010 duties for pupils with disabilities are met
- To enable students with special educational needs to have their needs met
- To take into account the views of the students with SEND
- To encourage good communication and genuine partnerships with parents/carers of children with SEND
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for pupils with SEND
- Make arrangements to support students with medical conditions in conjunction with the Medical Policy and to have regard to statutory guidance supporting pupils at school with medical conditions
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process
- To develop a culture of inclusion valuing high quality teaching for all students, with teachers using a range of effective differentiation methods
- To employ a collaborative approach with students with a SEN or disability, their families, staff within school and other external agencies including those from Health and Social Care

2 IDENTIFYING AND SUPPORTING SPECIAL EDUCATIONAL NEEDS & DISABILITIES DEFINITION OF SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is **additional to** or **different from** that normally available in a differentiated curriculum. Huish Episcopi Academy regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A student 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 (Section 20 Children and Families Act 2014)

Students 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.

Huish Episcopi Academy will have regard to the SEND Code of Practice (January 2015) when carrying out its duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a student's school career when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an on-going basis or for a limited time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

3 AREAS OF SPECIAL EDUCATIONAL NEED

In line with the SEND Code of Practice (January 2015) students identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Communication and Interaction needs**
- **Sensory and/or Physical needs**

4 A GRADUATED RESPONSE TO SEND

How we identify and support pupils with SEND

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students.

Where a student is making less than expected progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Expected progress could:

- Be similar to that of peers;
- Match or better the students' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider

If there are identified needs that can be predominantly met by the class teachers we record the students as being at **Universal Support**. This is a stage we use at our Huish Episcopi Academy to ensure staff are kept informed of all learning differences and can therefore differentiate and support appropriately. The students can access the relevant interventions and resources that are appropriate to their needs and available for all.

Where students continue to make less than expected progress despite support and high quality teaching, the class teacher will work with the academy's Special Educational Needs Coordinator (SENCO) to assess if a student has a significant learning difficulty and agree appropriate support. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Persistent social, emotional and mental health difficulties which are not improved by appropriate strategies;
- 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 an appropriate differentiated curriculum.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.

5 **ASSESS, PLAN, DO AND REVIEW**

Where a student is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN 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 students' needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review. Meetings will occur three times a year, incorporating the scheduled Parents' Evenings within this cycle.

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and

agreement with parents/carers the student will be recorded on the Inclusion Register as requiring Universal Support, where their needs are recorded to ensure they are met from high quality and differentiated teaching.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. Huish Episcopi Academy's SENCO will hold Annual Review meetings on the behalf of the Local Authority and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

The cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

There are additional support systems in place to support students' well-being and pastoral support. The Learning Support Department works closely with the academy's Student Services Hub in supporting students and families.

Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways. These views are welcome at any time but are specifically sought as part of their Annual Review, as part of the SEN Support Plan and in completing their One Page Profile.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEN Information Report details which agencies the school works with regularly. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to students and families.

6 RESOURCES

Allocation of resources

- Resources are allocated to support students with identified needs as identified previously.
- Our provision is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their students with SEN from their SEN budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the school can make a request for additional funding at the annual audit. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then received by the Academy from the Local Authority.

7 ROLES AND RESPONSIBILITIES

Provision for students with special educational needs is a matter for the Academy as a whole. In addition to the Board of Directors, Principal and SENCO, all members of staff have important responsibilities.

Board of Directors

The Board of Directors endeavours to follow the guidelines as laid down in the SEND Code of Practice (January 2015) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENCO.
- inform parents/carers when they are making special educational provision for a student
- prepare an SEN Information Report and their arrangements for the admission of children with disabilities, the steps being taken to prevent children with disabilities from being treated less favourably than others, the facilities provided to enable access to the school for children with disabilities and their accessibility plan showing how they plan to improve access progressively over time

Principal

The Principal has responsibility for the day-to-day management of all aspects of the academy's work, including provision for children with special educational needs. The Principal will keep the Board of Directors fully informed on Special Educational

Needs issues. The Principal will work closely with the SENCO and the Director with responsibility for SEND.

SENCO

In collaboration with the Principal and Board of Directors, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND. The SENCO takes day-to-day responsibility for the operation of the SEND policy supported by other colleagues and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs. Through analysis and assessment of students' needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN Support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Overseeing the records of all students with special educational needs and ensuring they are up to date
- Liaising with parents/carers of students with special educational needs
- Supporting and advising colleagues, contributing to the professional development of all staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Principal and the Board of Directors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO and other colleagues to carry out a clear

analysis of the students' needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.

- Teaching Assistants will liaise with the class teacher and SENCO on planning and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such students. The Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010. Please see the Academy's Medical Policy for further details.

School Admissions

- Students with SEN have different needs, but the general presumption is that all students with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. We aim to support and include all students where possible.
- For students with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
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 - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
 - Before making the decision to name our Academy in a child's EHCP, the local authority will send the academy a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made

Responding to Complaints

If parents have concerns about the special educational provision in place for their child they should contact the SENCO (Mrs J Hills) in the first instance. If parents are not satisfied with the outcome following this contact then they can contact the Assistant Principal who is responsible for line managing the SEN Team. If parents remain unsatisfied they can follow the advice on the Complaints Policy available on the school website.

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For review (two years): June 2018