



Hockley Heath Academy

Special Educational Needs and Disability Policy January 2016

RATIONALE

Hockley Heath Academy is an inclusive school. The teaching and learning achievements, attitudes and well-being of every pupil is at the heart of everything. The diversity of individuals is valued and respected and new opportunities are offered to pupils who may have experienced previous difficulties. We aim to encourage all pupils to recognise their own unique qualities, as well as the characteristics they share with other pupils. We will strive to combat negative attitudes towards pupils with SEND, fostering mutual respect and raising self-esteem.

Hockley Heath Academy is committed to quality first inclusive teaching, ensuring that all pupils reach their potential. Inclusive practice across the curriculum ensures that we:

- Provide suitable learning challenges.
- Meet the diverse learning needs.
- Remove barriers to assessment and learning.

OBJECTIVES

Provision for pupils with SEND is a matter for the whole school.

In line with the Code of Practice 2014, Hockley Heath Academy will:

- Ensure that all pupils with SEND are offered full access to a broad, balanced and appropriate curriculum.
- Ensure that quality inclusive teaching and learning strategies are used, supporting pupils in overcoming barriers to learning.
- Have high expectations of SEND pupils and provide for their individual needs to maximise their achievement and ensure their progress in mainstream education.
- Ensure that the needs of pupils with SEND are identified as early as possible, assessed, provided for and regularly reviewed.
- Ensure equal opportunities for all pupils, irrespective of age, ability, gender, ethnicity and background.
- Take the views and wishes of the young person into account.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Work in partnership with other settings, professionals and families, offering professional support when necessary, to meet the individual needs of pupils and their families.

CONTEXT

Definition:

The Code of Practice (2014) defines SEND as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he / she:

Has a significantly greater difficulty in learning than the majority of others of the same age,
or

Has a disability which prevents or hinders him or her from making use of facilities generally available in mainstream school.

The SEND Code of Practice (2014) identifies four key areas of SEND

- Communication and Interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all pupils defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

IMPLEMENTATION OF THE POLICY:

The overall aim of this policy is to strive towards excellent outcomes for every child with SEND under the Special Educational Needs Code of Practice (2014).

This will be achieved by:

- Making SEND provision an integral part of our school development.
- Early identification of pupils with SEND.
- Close, regular monitoring of the needs of pupils with SEND.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and from Hockley Heath into secondary school.
- Removing barriers to achievement so that the needs of the individual pupil are met.

- Arranging specialised provision in classes to meet the needs of groups with low-level achievement.
- Enabling inclusive practice for all SEND pupils to join in the activities of the school, as far as is reasonably practical.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Identifying and providing for Most Able Pupils.
- Providing regular up-dates to the Link Governor for SEND
- Ensuring that all governors, particularly the SEND Governor, are up to date and knowledgeable about the School's SEND provision.
- Full Governing Body involvement in the future development and monitoring of this policy.

ETHOS

Hockley Heath Academy will ensure fully inclusive practice which reflects our school values.

Identification of SEND

Identification and Assessment

Pupils with SEND are identified by school and placed on the SEND register. The level of need for each child is identified on the register by means of 1-5 score. The SENCO is responsible for maintaining and monitoring the SEND register.

Parents/carers are regularly informed of any concerns or strategies that the school is following to support their child. They are invited to review their child's progress with the SENCO and class teacher every term.

Identification of a pupil's special educational needs can take place in several ways:

- The parent/carer is very often the first to be aware of their child's additional needs and will inform the school.
- The class teacher, through continual informal and formal assessment, becomes aware of a pupil's additional academic needs and a widening gap between the child and his/her peer group.
- The class teacher, through observation, becomes aware of a pupil's behavioural or physical needs.
- The school is informed by outside services such as health providers, or from a pupil's previous school or placement.
- Assessment of pupil progress by means of a graduated response: assess, plan, do and review.
- If the strategies put in place by the class teacher to overcome the concerns are not enough, the Special Educational Needs Co-ordinator (SENCO) will be informed. A school referral system is in place to support identification of need. Observations or

assessment for identifying general learning strengths and weaknesses may be carried out, and recommendations for additional/different strategies put in place.

Assessment of SEND

The school conducts a comprehensive package of assessments to identify and assess the Special Educational Needs of each and every pupil.

- On arrival at Hockley Heath Academy, all pupils will take age appropriate baseline assessments in Reading, Writing and Maths.
- Where there are significant concerns, the SENCO will conduct further tests and screening to identify areas of concern.
- Pupils complete regular half termly assessments throughout the curriculum which support discussions about pupils' needs and identify gaps in their learning.
- Further in-depth assessments or observations may be needed and for this: the expertise of Solihull Support Services (SISS) is currently bought in by our school. Reports and advice for the school are always given following these visits which are shared with parents. These reports influence our classroom practice and resource provision, but also may trigger involvement from other professionals.
- The school also has access for advice and support from other outside services, including: the school nursing team, educational psychology services, child and adolescent mental health services, speech and language therapy, occupational therapy, autism assessment services, parent partnership and bereavement counsellors.
- All interventions within the SEND Department are monitored closely and progress checked. Pupils and parents are invited to provide feedback on interventions they have received.

Provision for Pupils with SEND

Wave 1:

This describes quality inclusive teaching which takes into account the learning needs of all pupils in the classroom. The code of Practice states that class teachers are responsible for the education of all pupils in their class; this includes the recognition and support of those with special needs. The teaching of pupils with SEND takes additional time and commitment. Teachers ensure that their lessons provide integration and access to the learning objectives in an inclusive learning environment. Learning Support staff are skilled at supporting pupils in classes and groups under the guidance of the subject/ class teacher to ensure maximum progress. Where necessary, objectives are differentiated to the pupil's needs, (academic, social, physical or behavioural), through the agreed range of strategies.

Child Specific Teaching Assistants support pupils with EHCP or Statements: they possess specific skills or knowledge for their particular field.

Provision at wave 1 for pupils with SEND is monitored by the SENCO

Wave 2:

This describes specific, additional time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age related expectations. They are often targeted at a group of pupils with similar needs. At Hockley Heath interventions take place in small groups or on a 1-1 basis, both inside and outside the classroom. These interventions may include: small group maths or English lessons; 1-1 or small group reading /phonic interventions/or number work; a small group intervention to improve physical balance and co-ordination called 'BEAM'; a small group social and communication intervention called 'Superskills.' Some interventions are short, e.g. 10 minutes per session but occur daily.

Pupils with emotional needs are carefully monitored and have access to the class teacher, teaching assistants and/or the SENCO for a listening ear. Help from other trained professionals can be accessed with parental permission or following parental request.

Wave 3:

This describes targeted provision for a small minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable pupils to achieve their potential.

Interventions are taken by experienced skilled staff.

The SENCO is responsible for monitoring the progress and attainment of pupils at wave 2 and 3, ensuring that they receive suitable provision to meet their needs.

Evaluation of Effectiveness of Provision

Hockley Heath Academy may use the following to measure the effectiveness of provision:

- Half-termly Pupil Progress meetings
- Provision Support Plans with measureable outcomes
- Pupil passports
- The use of graduated response in which we assess, plan, do and review (in line with the local offer)
- Re-assessments by external agencies.
- Viewpoints of pupil
- Ongoing consultation with parents
- Work scrutiny of pupils' work
- Observation of Pupils

School's Approach to Teaching Pupils with SEND

Hockley Heath Academy has high expectations of all pupils, including those with special educational needs. All pupils are set appropriate challenge targets and staff work strategically with the pupils to support them in achieving their personal best. They teach all pupils together in their classes where possible with the teachers differentiating and supporting the pupil.

Target SEND pupils are identified each half term, where there are concerns with attainment or progress levels. Class teachers write personal targets for them to ensure enhanced progress.

At times it may be necessary for a child with SEND to access intervention: either as part of a group or 1:1. For a few pupils, the school uses outside support and agencies.

Curriculum adaptation

Pupils with SEND are taught in ability groups for English, Maths and Topic. There is a uniform system within school to identify SEND groups in each class.

Learning environment:

Access around the school is suitable for pupils, regardless of disabilities.

There are SEND/ intervention rooms available to support various programmes.

Additional support currently available:

Academic

- Read Write Inc: a phonics based reading programme which is taught in groups by specialist SEND teachers and teaching assistants who have been trained to use the programme.
- Reading intervention groups
- Phonic groups
- Bespoke interventions at wave 3, based on Letters and Sounds
- Bespoke SALT interventions (Speech and Language)
- Maths intervention groups Numicon
- Daily Maths interventions
- Handwriting support using Teudorescu
- Dyslexia support from dyslexia specialist
- Lifeboat material used at home.

Improving the Emotional and Social Development of Children:

Socially Speaking Groups

Managing friendship and conflict Support

Circle Time

Behaviour Management/Support

Self Esteem and Confidence Building,

Support for vulnerable Families through Early Help meetings

Specialist Emotional Support through SEMHS team

The School Nurse

There are half termly drop in sessions with the school nurse for parents.

Review Procedures

Half termly Pupil Support Meetings for each class allow for specific monitoring of pupil performance, allowing for underperformance to be tracked and suitable provision to be made.

A referral to the SENCO can also be made by members of staff who have concerns about any pupil through the school SEND referral system.

Provision Support Plans (PSP)

The school evaluates the provision for pupils with Special Educational Needs and Disabilities (SEND) on an individual basis and with regard to the resources of the school. The provision for interventions is strategically planned to meet the needs of all SEND pupils over the course of the year: we have a wide range of knowledge, resources and strategies that impact on a pupils' progress significantly.

Pupils who have been identified as having a special educational need or disability are set personalised targets each term in order to support their progress. These targets are recorded on a Pastoral Support Plan (PSP) which is written by class teachers, supported by SENCO. A copy is given to parents. The class teacher, SENCO, pupil, parent(s) / carers and any professionals involved in their support undertake a formal review meeting three times a year. The purpose of this session is to assess the progress made by the child and put in place any changes to interventions or strategies needed for the following term. Reviews of

Statements of SEND or Education, Health and Care Plans take place annually, involving all those who care for or support the pupil in question.

Our staff, in consultation with outside services, have recently ensured the progress of pupils with moderate speech and language difficulties, dyslexia, dyspraxia, sensory needs and autism.

The attainment, progress, happiness and well-being of pupils with SEND are monitored regularly by the SENCO.

Half termly Pupil Progress Meetings involving the Principal, Class teacher and SENCO take place to monitor the progress of all pupils, including those with SEND. Strategies for ensuring progress are discussed, taking into account the holistic needs of individual children. In this way, pupils who are causing concern or who have been recently removed from the SEND register are monitored.

Target pupils

Target SEND pupils are identified each half term, where there are concerns with attainment or progress levels. Intervention and monitoring is by means of a graduated response. Pupils are identified for support across the curriculum.

Assess, plan, do review procedures are established with contributions from staff who teach them, in order to provide targeted interventions at wave 1. Further wave 2 or wave 3 support may also be provided to help to close the attainment or progress gap.

Consulting Parents

It is our aim to keep parents involved and informed at all stages of their child's additional education provision at our school. This includes discussions with the SENCO, class teachers and professionals involved in supporting their needs

- All parents of students with a Statement of Educational Needs/ EHC Plan will be invited to attend and provide feedback at their child's annual review. Regular contact will be kept with parents throughout the school year and as a minimum once per term.
- Passport Review meetings occur three times a year to review PSPs and set termly targets. Parents are encouraged to contribute to the end of term reviews and subsequent recommendations for their child. This may be in person, or written contributions submitted in advance of the meeting.
- The SENCO will be available for appointments at all parents' evenings throughout the year, on request.
- Parents are contacted throughout the year as and when required, to discuss the outcomes of learning assessments.
- All parents are invited and encouraged to contact the SENCO if they feel that their child has any additional needs that require support.

Consulting Pupils

Pupils' needs are at the heart of our approach to SEND provision. The pupil can help us to understand their preferred ways of working and what helps them feel successful both academically and socially. We have a listening culture within school. At the end of each term, those pupils who have been identified as needing different and additional support will complete a 'feedback' contribution sheet and where appropriate participate in a review of their progress and in doing so contribute to plans for provision.

- All pupils on the SEND register have a passport of educational needs to assist teachers in individualised programmes of education within every lesson.
- Pastoral Support Plans are written three times a year. Pupil voice is an important part of this procedure. Pupils have an opportunity to add ideas and tips on how to support them most.
- Students with a Statement of Educational Need/ EHC Plan are invited to attend their annual reviews and provide written and verbal feedback related to their education.
- The SEND Department offers an open door policy inviting students to come and speak to staff about their difficulties at any time.
- Pupil target sheets are written to inform pupils of their termly targets.

EHC Plans/ Statutory Assessment

- If a child meets the LEA criteria for statutory assessment, a referral is made, at the discretion of the SENCO, and according to school's priority. It is usually when a child has demonstrated significant cause for concern. LEA requires that any strategy or programme implemented by school has been continued for a reasonable period of time without success and that alternatives have been tried.
- The SENCO may support a parent in making a Parental Request
- The SENCO will attend the annual review of any child with a Statement/ EHC plan transferring to Hockley Heath by invitation from the feeder school or setting.

SPECIFIC ROLES AND RESPONSIBILITIES.

The **Special Educational Needs Coordinator (SENCO)** is responsible:

For Students

- Using baseline data to identify and monitor all students with SEND.
- Informing teaching staff of students with SEND and the provision needed.
- Maintaining the SEND register.
- Ensuring the correct provision is in place for all students with SEND.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating smooth transition from feeder schools and settings, and to higher education establishments – attending and organizing meetings where appropriate.

- Conducting Annual Reviews and monitoring the progress of Statemented /EHC students.
- Liaising with parents of pupils with SEND through parents' evenings and interim meetings where appropriate.

For Staff

- Liaising with SLT, Phase Leaders and Class Teachers and the school Governor with responsibility for SEND
- Working collaboratively with Learning Support Staff to ensure the correct provision is in place for all pupils.
- Acting upon 'referrals' from teaching staff.
- Arranging and delivering appropriate CPD on SEND for staff and provide regular updates on SEND matters.

Other Responsibilities

- To liaise with outside agencies and county support services where necessary. These include the Educational Psychologist Service, The Learning & Behaviour Support Team, Advisory Teachers for Hearing and Visually Impaired students, Speech and Language Team, CAMHS. In addition the SENCO may liaise with Children's Services, Early Help and Health,

Class Teachers are responsible for:

- Planning and delivering quality first inclusive teaching which removes barriers to learning and ensures at least good progress for all pupils.
- Meeting the individual needs of the pupils in their classes, by regularly checking and acting upon information provided by the SEND and Inclusion team.
- Ensuring that schemes of work are appropriate for the needs of all students they teach.
- Using differentiation appropriately in all lessons.
- Setting achievable targets for individual students and evaluating the success of these targets.
- Parental meetings take place and specific targets are set.
- Contributing to the Annual Review of Statemented/EHC students.
- Referring students who are having difficulties to SENCO.
- Attending training sessions provided by the SENCO.
- Using Learning Support Staff available in lessons appropriately to impact upon learning. Liaising with the Learning Support Assistants in advance of how best to support an individual.

The Governing Body, Principal, SENCO and the School's leadership team have the responsibility to ensure the implementation of the SEND Policy.

The appointed governor for SEND plays a vital role in ensuring that SEND stays on the Governing Body agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEND.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of professional development and staff training.

EXPERTISE AND TRAINING

Expertise of Staff

Staff and children are fully supported through the expertise provided by many outside agencies. Teachers, Teaching Assistants and Child Specific Learning Support Assistants receive regular training and advice for meeting a range of needs.

The school staff have a wide range of experience in the education of pupils with SEND. All class teachers have received regular training from SISS and the BDA to raise awareness and provide sound strategies to support children with literacy and numeracy difficulties, including those with Dyslexia and Dyscalculia. Many of our staff have recently completed online training in supporting Dyslexic learners.

Several of our staff have been trained to lead the BEAM balance programme or are able to lead 'Write Dance' to support children in developing their balance, posture and motor skills.

All class teachers have receive regular training from SISS in both Social, Emotional and Mental Health matters and supporting learners with Autism. Many of the teaching assistants and child specific learning support assistants have also accessed additional training in Autism.

The school is part of a local collaborative of schools from which advice can be sought on a range of SEND needs from their experience and training.

Further help can also be accessed through SISS, Educational Psychologists, health professionals and recognised voluntary agencies.

Securing Equipment and Services

Equipment

The school currently has a range of small specialist equipment for use by pupils. Use of specialist equipment may be trialled as part of a precursor to an Occupational Therapy referral or as a recommendation from a health professional.

These include:

Sloping handwriting boards - for pupils whose handwriting needs supporting.

Specialist scissors - for pupils with a weak grip.

Koosh balls - for pupils who need to fiddle.

Sloping cushions and weighted blankets - for pupils who need support in sitting still

Task management boards and visual timetables - for pupils who need anxiety reducing strategies and/or additional reminders.

Social stories - for pupils who find social situations awkward or are facing difficult changes in their lives (e.g. moving house)

Specialist cards and discussion materials - for pupils with speech and language difficulties

Coloured overlays - for pupils who have scotopic sensitivity or are prescribed coloured lenses for reading.

Several SEND literacy schemes: Read Write Inc, PAT, Dandelion Readers

Numicon.

Within the limitations of the SEND budget, additional equipment may be available to purchase, hire or borrow from outside services or through the wide range of catalogues kept for the purpose if recommended by assessing professionals.

Involving Other Agencies

Further in-depth assessments or observations may be needed and for this: the expertise of Solihull Support Services (SISS) is currently bought in by our school. Reports and advice for the school are always given following these visits which are shared with parents. These reports influence our classroom practice and resource provision, but also may trigger involvement from other professionals.

The school also has access for advice and support from other outside services, including: the school nursing team, educational psychology services, child and adolescent mental health services, speech and language therapy, occupational therapy, autism assessment services, parent partnership and bereavement counsellors.

TRANSITION ARRANGEMENTS

The school has detailed information for pupils entering the school, in addition to those transferring to high schools.

Meetings are held where each child is discussed in detail and necessary information is passed on.

There are transition days, where pupils spend time in their new schools at every age level.

There are comprehensive transition plans in place which provide additional sessions, focusing on building friendships, meeting new teachers, increasing confidence and self-esteem and getting to know the general layout and day-to-day experiences of the school.

Transition arrangements for pupils through key stages

Pupils spend time with their next class teacher in their next classroom before the end of the summer term. For those pupils who find transition more challenging, additional support is given to ensure a smooth transition: opportunities are found for these pupils to visit their new classroom and teacher to build familiarity; an individualised transition book for use at home and school is created for the pupil, giving relevant information.

Transferring schools.

To prepare for transition to secondary school, a representative from that school is invited in to the last two end-of-term SEND reviews to meet the pupil and their parents/carers. Full and frank discussions can take place to enable the following school to prepare fully to meet the pupil's needs. If needed, a transition book is created, as above. Pupils with statements of SEND or pupils with Education, Health and Care Single Plans are often offered additional opportunities to visit their secondary placement, over and above the standard visits. In school we hold copies of different transition books that can help to raise awareness of the difference between primary and secondary school.

Useful contact Details

The web address for the local authority is shown below: this is a useful site to gain further information: <http://www.solihull.gov.uk/schools>

***The Local Authority's Offer**

Local Authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs.

You can find this at: <http://socialsolihull.org.uk/localoffer/>

Complaints

The School's complaints policy is available on the website or at the school office

This policy will be reviewed by the Governors every three years in accordance with the school's review cycle.

Date adopted by the Governing Body: January 2016

Signed: G.Campbell (Chair of the Governing Body)

Renewal Date: January 2019