

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) Policy (Revised)

April 2017

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Useful terms before reading:

SEND – Special Educational Needs and Disabilities

SENCo – Special Educational Needs Co-ordinator

EHCP – Education Health and Care Plan (previously referred to as a 'Statement of SEND'; this is statutory document that sets out a pupil's specific needs and their support)

Hockley Heath Academy currently follows the Special Educational Needs and Disabilities Code of Practice (September 2014) as well as local advice and systems for supporting children with additional needs.

Aims and Objectives

Hockley Heath Academy is an inclusive school that values all of its children: the teaching and learning achievements, attitudes and well-being of every pupil are at the heart of everything we do. 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.

Hockley Heath Academy provides access to the full National Curriculum for all pupils.

Provision for pupils with SEND is a whole school matter and one that we expect every member of staff to play their part in.

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

- Ensure that all pupils with SEND are offered access to a broad, balanced and appropriate curriculum.

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- Ensure that quality inclusive teaching and learning strategies are used to support pupils in overcoming barriers to learning.
- Have high expectations of pupils with SEND and provide for their additional needs to maximise their achievements and ensure progress within our mainstream setting.
- Seek the advice of professional services to help us meet the needs of individual pupils.
- Endeavour to work collaboratively with other settings, professionals and families to identify SEND and begin support for learning and development as early as possible and ensure effective continuation.
- Put the child at the centre; taking into account their (and their families') views and aspirations as assessments take place and support is provided.
- Ensure equality of opportunity, irrespective of age, gender, ethnicity or background.

How will we achieve this?

Implementation of the Policy

We aim to meet the needs of all our pupils by:

- Making SEND provision an integral part of our school development by investing in personnel, training and resources across the curriculum.
- Ensuring a shared clarity of purpose to support all pupils.
- Ensuring strong leadership in SEND (Principal, Senior Leadership Team and the SENCo).
- All staff working collaboratively, to support children and their families in their individual circumstances.
- Enabling identified pupils with SEND to reach their full potential.
- Facilitate successful transitions for pupils with SEND from their previous educational setting or onwards to specialist settings or secondary schools.
- To be adaptive in removing barriers to achievement for identified pupils.
- Effectively utilising the specialist expertise of staff when planning for teaching and support.

- Utilising specialist resources to meet the needs of groups with low-level achievement and raise attainment.

The Principal, Senior Leadership Team and the SENCo have the responsibility to ensure the implementation of the SEND Policy.

The appointed governor for SEND has the responsibility of ensuring that SEND issues remain on the Governing Body agenda and that the necessary specialist arrangements are made for pupils with SEND.

What is SEND?

The 2014 Code of Practice 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.

Specific difficulties/disabilities are diagnosed and often supported in the long term by medical and educational professionals (such as a Paediatrician or Education Psychologist).

During their time at school, many children experience difficulties in one or more areas of learning and development; some may experience difficulties in more than one area at a time. The SEND Code of Practice identifies four key areas of SEND which are used to help us identify additional needs and plan support.

- Communication and Interaction (CI)
- Cognition and learning (CL)

- Social, Emotional and Mental Health (SEMH)
- Sensory and/or physical (SP)

The Disability Discrimination Act (DDA) identifies the fact that some pupils with disabilities may have learning difficulties that will call for special educational provision. However, not all pupils defined as disabled will require that provision. For example, a child with asthma or diabetes may not have special educational needs but they may still have rights under the DDA which need to be considered when making access arrangements. We will assess the needs of each pupil on an individual basis and make the appropriate provisions based on their needs and the resources available.

How do we know if a pupil needs extra help?

Identification and Assessment

All pupils at Hockley Heath Academy have access to high quality teaching and support, regardless of ability. Most pupils will need extra help in one or more areas of the curriculum at some point during their school lives and for the most part this is done within the classroom by adapting teaching or resources. For a small number of children, more specific support or resources are often needed to help them continue to develop and these would be coordinated by the class teacher and the SENCo. This might mean more targeted spelling support, participating in a motor skills development group or referral to external professionals, such as a Speech and Language or Occupational Therapist who can advise us further or may be able to diagnose specific difficulties.

Initially, any pupils who are causing concern are monitored (Pre-K) by the class teacher with input from the SENCo. Pupils who are then identified as having SEND are recorded on the SEND register (K-Pupils), which is maintained and monitored by the SENCo. The SEND register is a fluid document; some children may come off the register after a short period of support and some may need help all the way through school.

Working with Parents and Carers is essential to supporting learning and development in all our pupils. Parents and Carers are kept informed of the support a pupil may be receiving through a termly Provision Support Plan (PSP) as well as contact with the class teacher and

SENCo. Parents and Carers are involved in reviewing support at the end of each academic term; this may be through informal face to face or telephone meetings with the class teacher or SENCo, written feedback, Parents' Evenings or more formal progress review meetings.

How does the school know if my child might have SEND?

Identifying SEND usually happens in one of four ways:

- Working out how to best support a pupil is a joint effort between home and school and sometimes other professionals. Often, you as parent/carer are very often the first to be aware of your child's additional needs and will come in to talk to us about how best to move forward.
- In many cases 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.
- Through observation, teachers may become aware of a pupil's behavioural or physical needs.
- In some situations, the school may be informed by outside services such as health providers, or from a pupil's previous setting that a pupil needs additional arrangements to be made to support them in school.

If a pupil's needs could not be met within everyday classroom teaching or additional resources or specialist knowledge were needed, then the class teacher would involve the school SENCo to help plan and coordinate specific support.

The SENCo, in partnership with parents/carers may then arrange for further assessments; for this we utilise external educational professionals from both Solihull and Warwickshire who can provide advice, assessment, further referrals and in some cases specialist teaching. Reports from any formal visits and assessments are shared with parents/carers and influence our day to day classroom practice and resource provision.

The school can also call upon advice and support from other outside services including: the School Nursing team, Educational Psychology Services, Solar, Speech and Language Therapy, Occupational Therapy, Autism assessment services and bereavement counsellors.

How would school support my child?

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. We teach all pupils together in their classes whenever possible, with the teachers and teaching assistants differentiating and supporting the pupil to ensure they are always part of the topic or activity. At times it may be necessary for a pupil with SEND to access additional support: this might be as part of targeted intervention to boost progress and may take place either as part of a group or 1:1. For a few pupils, the school may use outside support and agencies that work with pupils during the school day.

All teachers and teaching assistants are aware of target SEND pupils that are identified each half term, where there may be concerns with attainment or progress levels. In these instances class teachers write personal targets for pupils to further support them; wherever possible this is done in collaboration with pupils (and often parents) to encourage taking ownership of learning and/or behaviours.

Provision for children with SEND

Wave 1:

This describes quality first teaching which takes into account the learning needs of all pupils in the classroom; this teaching is inclusive and challenging. The class teacher is responsible for the education of all pupils in their class; this includes the recognition and support of those with special needs. Learning objectives may be differentiated and additional support or resources provided to help learners understand and achieve. Learning support staff are skilled at supporting pupils in their classes and groups under the guidance of the subject/class teacher to ensure maximum progress.

Wave 2:

This describes specific, additional time-limited intervention teaching 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 Academy, intervention teaching may take place in small groups or on a 1-1 basis and both inside and outside the classroom. These interventions may include literacy or

numeracy key skills, gross or fine motor development or social and emotional development. Some interventions may take place during a specific session during the school week, whilst others maybe short, e.g. 10 minutes per session, but occur daily. In all cases intervention sessions take into account the particular needs of the pupils.

Wave 3:

This describes targeted provision for a small number of pupils where it is necessary to provide highly tailored interventions to accelerate progress, develop skills or enable pupils to achieve their potential. Children who are involved in Wave 3 support often (but not always) have a specific difficulty with either accessing learning or the learning environment. Support of this nature is always led by experienced, skilled staff or may be provided by a professional from an outside agency.

All class teachers and teaching assistants liaise regularly with and draw upon the expertise of the SENCo or other members of staff. Children participating in Wave 1, 2 and 3 support mechanisms are monitored by the SENCo; Wave 3 support is coordinated and specific learning activities may be led by the SENCo.

Children with EHCPs may be supported by Child Specific Teaching Assistants who possess specific skills or knowledge for their particular field.

How do we know when things are working or when things need to change?

Evaluating the Effectiveness of Provision

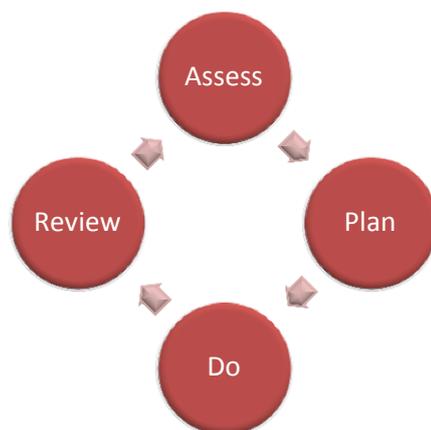
Just as a child's learning develops as they move through school, so their support must also. During the course of the school year, Hockley Heath Academy utilises feedback, assessments, documents and data (both from classroom teaching and specific to SEND) to review and reassess the appropriateness of any support put in place.

These can include but are not limited to; Cornerstones tracking data, teacher assessment of classwork, specialist reports or assessments (e.g. WRIT/WRAT/PHaB), external test results (e.g. Y1 phonics screening, KS1 SATs) and medical assessments (e.g. FS2 hearing tests, assessment by clinics/hospital appointments).

Reflecting on successes or the need for evolution in support may take into consideration the following: Pupil Progress meetings, reviews of Provision Support Plans (PSPs), re-assessments by external agencies, classroom assessments, examination of pupil work, viewpoints of and feedback from pupils and ongoing partnerships with parents and carers.

Provision Support Plans (PSP)

At Hockley Heath Academy we subscribe to the graduated response model of supporting learning and development so that support is reviewed timely and effectively to ensure it is meaningful and having a positive impact on the pupil or pupils concerned. This means that we:



Provision for pupils with SEND is mapped strategically to meet the needs, taking into account individual circumstances and with regard to the resources of the school. 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 termly Provision Support Plan (PSP) which is written by class teachers and supported by the SENCo.

PSPs are reviewed at the end of each term, either through informal discussion with all those who support a pupil and the pupil themselves, written feedback from professionals and parents/carers or through a more formal Pupil Progress meeting with the SENCo. In most

cases, targets evolve throughout the school year as learning develops and are the product of collaborative work between home and school. In a small number of instances, targets and support mapped on a PSP will be taken directly from a pupil's EHCP or Medical Care Plan.

Reviews of Education, Health and Care Plans (EHCPs) take place annually, involving all those who care for or support the pupil in question.

What experience does Hockley Heath Academy have with supporting children with SEND?

Hockley Heath Academy has a dedicated, skilled and experienced team of teachers and teaching assistants; all of whom receive regular training, support and guidance in both teaching and learning and SEND specific matters. All of our staff are capable of leading high-quality learning activities and adapting learning materials for a variety of different learners. Some of our staff are trained to lead specific intervention schemes; including those for gross motor development, phonics, numeracy, language development and social skills.

Both local and national training opportunities are made available to both teachers and teaching assistants to extend their knowledge and understanding of issues specific to their roles; many of our staff have undertaken further training in supporting learners with specific difficulties e.g. Dyslexia, Autism or Speech and Language.

Lessons are as practical as possible and staff are proficient in using a wide range of resources designed to support general and specific difficulties, many of which are available in classrooms or at request to the SENCo, these include; pencil grips, easy-grip stationery, writing slopes, fiddle toys, task-management boards/timers, word mats, comprehension kits and number squares/lines. Resources to support more specific difficulties include; Numicon (numeracy), Phonic based reading schemes (literacy), KAPLA, Teodorescu (fine motor) and Read Write Inc resources.

What is an Education Health and Care Plan (EHCP)?

In a small number of cases, a pupil may have a very high level of need in one area or have several overlapping needs that make it difficult for him/her to access learning in the same way and to the same level to their peers. If a child is demonstrating a significant cause for concern, systems already in place are not having the desired impact and the pupil meets the local threshold criteria; then the school and parents/carers may apply to the Local Authority for a Statutory Assessment of need.

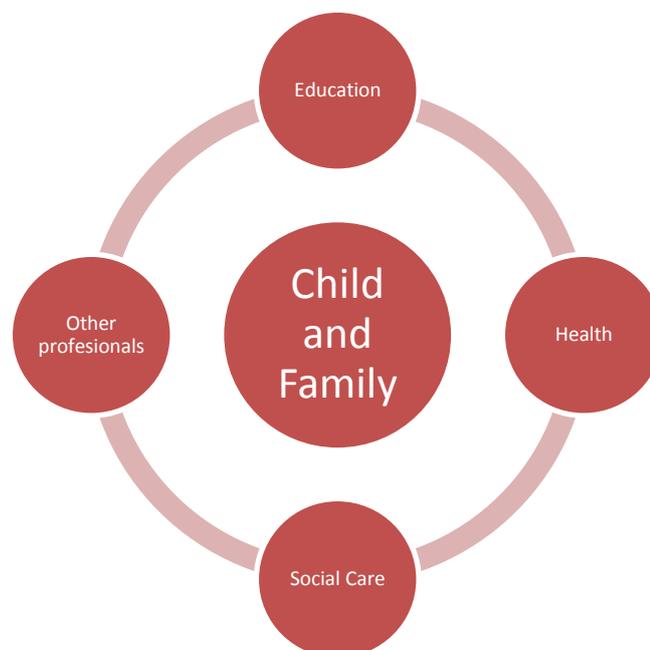
This may result in an individual Education, Health and Care Plan being created for the pupil which would set out the needs of the pupil and pull together plans for support for learning, well-being and development from the fields of Education (usually school), Health (e.g. paediatrician, speech therapist) and Social Care (e.g. respite care, family worker).

The SENCo is responsible for coordinating any EHCP application or the support a child with an EHCP receives; this is reviewed annually in conjunction with the Local Authority. Parents/carers are able to make an application for an EHCP. Further information can be found at (Solihull only):

<http://socialsolihull.org.uk/localoffer/ehc-plans/>

Applications for EHCPs are made to the Local Authority in which the child resides. If this is outside of Solihull, the process of assessment may take a slightly different format and the SENCo will discuss different any arrangements with families before proceeding.

The Involvement of Children and their Families in their Education



The 2014 SEND Code of Practice puts children, and their families, at the centre of everything; pupil needs are at the heart of our approach to SEND provision. They can help us understand exactly what they find difficult and what they think works to help them towards success both academically and socially. All pupils are encouraged to give feedback on their learning and progress at the end of a cycle of support or at the school term, either through a written questionnaire or through discussion with a member of staff that supports them. Older pupils especially are encouraged to take ownership of their own learning and work with us to set targets and agree plans of work.

We believe that the best way for a child to reach their maximum potential in any field, is for home and school to work together. This means working in partnership from the very first stages of school life and seeking each other out to discuss difficulties, triumphs and changes.

Parents/carers of all our pupils are invited into school to meet their child's class teacher twice a year at Parents' Evenings and parents/carers of pupils who are finding things difficult or are receiving additional support may be asked to participate in a Pupil Progress meeting with a Phase Leader or another senior member of staff. Parent/carers of pupils on the SEND register will be invited to participate in a review of targets, support and progress at the end of each term – either through written feedback or face to face discussions.

The first port of call should ordinarily be your child's class teacher, however the lines of communication are always open and parents/carers are welcome to make appointments to see the SENCo or the Principal if there is something causing concern.

How are children with SEND supported to leave Hockley Heath Academy?

Children are naturally supported as they progress from one class and one phase to another and the same level of care is applied for those who are moving to another setting or are transitioning to secondary school. Arrangements for transition to a new school or specialist setting are considered on an individual basis; some children may need more support or more time to get ready for a big change.

We work in tandem with our local secondary schools to run a programme of transition events for all Year 6 pupils whereby children have the opportunity to visit their new school and participate in taster activities for new subjects but also are visited by key members of their new teaching staff and have the chance to ask questions. Our local secondary schools work hard to make transition go as smoothly as possible and many of them offer additional visits or meetings for pupils with SEND. In the Summer Term of Year 6 the SENCo will hold transition meetings with the SENCo from chosen secondary schools so that key information is communicated directly.

For pupils moving to a new setting in other year groups, we work with the new school to prepare for visits and for leaving us as well as transferring information as early as possible.

There are many organisations which exist to support parents and carers. Details of these can be downloaded from the resources section above.

Any complaints regarding the school should follow the normal complaints policy.

This policy should be considered alongside the following other documents:

- More Able Policy
- Managing Intimate Care
- Access Policy

Appendix

Specific Responsibilities for Staff

The SENCo:

- Uses baseline and assessment data to identify the needs and monitor the progress of SEND pupils.
- Informs teaching staff of the individual SEND needs of pupils.
- Maintains and reviews the SEND register.

- Monitors and reviews appropriate provisions for SEND pupils (through pupil progress meetings, termly reviews of PSPs, regular discussions with classroom staff etc).
- Monitors and evaluates the curriculum and resources for SEND pupils.
- Ensures access arrangements are in place, when required, for external examinations.
- Leads and coordinates training and development in SEND, including updates on SEND matters.
- Coordinates smooth transitions to and from other settings/schools.
- Coordinates applications for EHCPs, conducts EHCP annual reviews and tracks the progress of pupils who have been statutorily assessed.
- Co-ordinates the involvement of external professionals with pupils and communicates relevant information to staff.
- Liaises with SLT, class teachers and the Governing Body to ensure SEND issues are addressed promptly.
- Works collaboratively with class room staff to ensure appropriate provisions are being made.
- Listens to the concerns of staff, parents and pupils and advises or acts as appropriate.
- Keeps open communication with parents of pupils with SEND through pupil progress meetings, reviews and informal updates wherever appropriate.

Class Teachers:

- Plan and deliver high quality teaching for all pupils that; is differentiated, removes barriers to achievement, includes all learners and ensures at least good progress.
- Regularly check the available information for all their pupils and update planning and provisions as necessary.
- Provide information, feedback and assessment information to the SENCo.
- Set specific targets for children with PSPs and collaboratively outline, log and review support on a termly basis.

- Contribute to/participate in pupil progress meetings, formal assessments or annual reviews for SEND pupils.
- Refer pupils with difficulties to the SENCo and work collaboratively to move forward with that pupil's learning.
- Undertake regular training in SEND, both general and specific to the needs of their current class.
- Effectively work with support staff to ensure SEND pupils' needs are met.

Date Adopted by the Governing Body:

Signature of Chair of Governing Body:

Review Date: April 2019