



Heath Hayes Academy



Special Educational Needs and Disabilities (SEND) Policy

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SENDCo/Headteacher - Miss Amy Fidler
Email: send@heathhayesacademy.co.uk
Tel: 01543 273690

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Introduction

Every Governing body is required by law to publish information about how the school makes provision to meet any Special Educational Needs (SEN) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post.

This document includes all of the required information. It takes into account the SEN Code of Practice 2014 which in itself reflects the information included in the SEN and Disability Act 2001, Equality Act 2010 and the Children and Families Act 2014. The school operates its policy, provision and practice in accordance with this guidance.

Our Vision

All children, whatever their ability, have an entitlement to a broad and balanced curriculum tailored to their individual needs. They should have the opportunity to achieve their full potential and to fully participate in their own individual learning.

Heath Hayes Academy places great importance on striving to meet the needs of ALL children in the school, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning.

Our School

Heath Hayes Academy is a one form entry primary school. There are 193 children on roll. A higher than average proportion of pupils are known to be eligible for the pupil premium which is additional funding for looked after children and pupils known to be eligible for free school meals. The majority of pupils are from a White British heritage, with the others coming from a range of minority ethnic groups. The proportion of pupils whose first language is not English is lower than in most schools.

The proportion of disabled pupils and those with special educational needs is currently 16%, above the national average of 14.9%. The proportion supported through school with an Education, Health and Care Plan (EHCP) is 3%, in line with the national average of 3.1% (figures obtained January 2019). The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Aims of this SEND policy

At Heath Hayes Academy every member of staff is a teacher of special educational needs with the desire to raise aspirations and expectations for all so that all children make the greatest possible progress to reach their full potential.

The aims of our special educational need and disability policy and practise in this school are:

- To provide a SENCo who will put into practise the SEND inclusion policy and provide support and advice for all staff working with children who have special educational needs, through targeted, continued professional development.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- Alongside staff members, identify children with Special Educational Needs and additional needs as soon as possible.
- To make reasonable adjustments/appropriate provision for those with SEND and reduce barriers to learning by embedding the principles in the National Curriculum Inclusion statement.
- To ensure SEND children have full access to the National Curriculum. They should be fully included in the life of the school, alongside pupils who do not have SEND.
- To work with and develop positive partnerships with parents/ carers, seeking their views and involving them in all stages of their child's development/education.
- To ensure there is a multi-professional approach by working in partnership with outside agencies (e.g. Speech and Language Therapy, Staffordshire SEND team, Educational Psychology Service) and Staffordshire County Council commissioned services.
- To support the full inclusion of pupils with medical conditions in all school activities by consulting with health and social care professionals.
- To allow children to contribute to their own learning by discussing their learning and being part of the target setting process.

What are special educational needs?

SEND defined

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

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age.

A child under compulsory school age has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014).

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and/or different from that provided within the differentiated curriculum to better respond to the four broad areas of need as defined in the SEND Code of Practice 2014:

1. Cognition and Learning Needs – Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD).
2. Social, Emotional and Mental Health (SEMH).
3. Communication and Interaction Needs – Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD).
4. Sensory and/or Physical Needs – Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD).

As part of the identification process we take into account the needs of the whole child, including factors which may impact on their progress and attainment. These may include:

- Disability – a child may have a disability and a special educational need although under the current disability legislation, a disability alone does not constitute SEN.
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a serviceman or woman.

A graduated approach - quality first teaching (QFT)

All children at Heath Hayes Academy receive a high level of quality first teaching. This is key to the progress of all children and is linked closely with our continuous cycle of planning, teaching and assessing.

We are an inclusive school where children are taught in classes with clear differentiation so that every child has an appropriate level of challenge and can experience success. Teachers adapt their teaching and learning environment in order to cater for their pupil's academic and physical needs.

Provision for children with special educational needs is a whole school responsibility involving the governing body, head teacher, SENCO and all other staff. All teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with Special Educational Needs. Quality first teaching is the first step of our graduated response to pupils who have or may have SEND.

After quality first teaching, the next stage of our graduated response is early response. This is when teachers and SENCO work together to set appropriate strategies/interventions using the notification/continuation of concerns paperwork. If, after 2 cycles of early response, the child is deemed to then still require something additional to and different from what has already been offered, the child would then be placed at School Based SEN Support and placed on the SEND register.

Identification

The expectation is for all children at our school to learn and make progress. Regular assessment and monitoring of pupils by teachers and the Senior Leadership Team will identify those who are making less than expected progress given their age and individual circumstances.

If they do not then make adequate progress once they have had access to appropriate rigorous interventions/adjustments and further good quality teaching, these pupils may then be identified as SEND.

The identification would be with regard to the information as outlined in the code of practice. The triggers for intervention could be the teachers or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in the acquisition of literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the school
- 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.

The gathering of information in respect of identifying the pupil's special educational needs may be via:

1. Referral from teachers
2. Liaison with previous schools
3. Assessment results
4. Behavioural observations
5. Attainment steps
6. Liaison with external agencies
7. Parental concerns

As part of quality first teaching, teachers will identify the child's area/s of need and plan strategies to support their learning. This action will be the first cycle of assess – plan – do – review and will be recorded on the school's APDR paperwork.

When reviewed, if progress remains limited, the teacher (alongside the SENCO will formulate a second cycle of assess – plan – do – review to be implemented. This will be recorded on school's APDR paperwork.

If concerns remain, a child may be placed on the special educational needs register and appropriate individual SMART targets, in consultation with parents and the child, will begin the next round of assess – plan – do – review.

Our graduated response is a fluid/flexible process. Children enter and exit the process as appropriate and should not just remain indefinitely on the register. When a child makes sufficient progress in their learning and the barriers to learning have been sufficiently supported/reduced they may be removed from the SEN register but will continue to be monitored by the SENCO and as part of the whole school monitoring of progress.

Roles and Responsibilities

People in the process	Responsibilities
<p><u>Safeguarding leaders</u></p> <p>Mrs Helen Park Emotional Well-being Manager Designated Safeguarding Lead</p> <p>Miss Amy Fidler Headteacher/SENDCo Deputy Designated Safeguarding Lead</p>	<ul style="list-style-type: none"> ● First point of contact for advice if staff are concerned about a child. ● Responsible for maintaining child records (MyConcern) and ensuring the school safeguarding policy and training is kept up to date and followed. ● Assess information from staff and make decisions about whether concerns are sufficient to notify Initial Response.

<p><u>SEND Team</u></p> <p>Miss Amy Fidler Headteacher/SENDCo</p> <p>SEND@heathhayesacademy.co.uk 01543 273690</p> <p>Mrs Shana Hooper Teaching Assistant SEND Team</p> <p>Miss Charlotte Langdown Teacher Trainee SENDCo</p>	<ul style="list-style-type: none"> ● Co-ordinating support for children with special educational needs (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the school's graduated response of support for our SEND pupils and supporting the assessment of progress and impact. ● Ensure that parents are involved in supporting their child's learning, are kept informed about the support their child is receiving and are involved in reviewing how they are doing. ● Liaising with other people who may come into school to help support a child's learning, e.g. Speech and Language Therapy, Educational Psychologist. Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in school are known) and making sure that there are records of children's progress and needs. ● Providing support for teachers and support staff in school so that they can help children with SEND in the school achieve the best progress possible. To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the School's SEND provision.
<p><u>The Governing Body</u></p> <p>Mrs Katy Helps Chair of Governors</p> <p>Mr Lee Stanaway SEND Link Governor</p> <p>governors@heathhayesacademy.co.uk</p>	<ul style="list-style-type: none"> ● To work with the Head teacher and SENCo to ensure they are aware and involved in the whole school issues of SEN and inclusion. ● Challenge the SENCo to ensure all children are reaching their full potential. To ensure that SEN provision is of a high standard.
<p><u>Teaching Team</u></p>	<ul style="list-style-type: none"> ● Delivery of quality first teaching, with appropriate differentiation/provision for all children, including those with any SEND. ● Ensure the SEND policy is followed. Assessing the progress of children, identifying, planning and delivering any additional help they may need, keeping the SENDCo informed. ● Write personal learning targets as part of a 'Term target plan', sharing and reviewing these alongside parents at least once each term, planning for the

	next term's targets.
<u>Parents/Carers</u>	<ul style="list-style-type: none"> ● To work closely with the school in order to develop a partnership that will support children with SEND..
<u>Pupils</u>	<ul style="list-style-type: none"> ● We aim to make children take an active role in their learning and to become independent learners. ● Pupils should play an active part in setting their targets and assessing their work.

Managing Pupils' SEND

On the special needs register, there is one level of school based support (SEN support) and in addition a number of pupils who have an educational, health and care plan (EHCP).

If parents believe their child has a special educational need we will discuss this with them and assess their child accordingly. This may be carried out by school or by specialised services such as Educational Psychologists, Speech and Language Therapy or Occupational Therapy. Referrals will be made in collaboration with the SENCo and all relevant parties. Findings will always be shared with parents and their child.

At the end of each term, class teachers sit with children on the SEN register (if appropriate) to review their targets. Together they then come up with appropriate SMART targets to form the next Term Target Plan. This is usually in collaboration with the SENCo.

Reviews are held alongside parents, teachers and for a number of children, the SENCo, on a termly basis when the progress/performance of the child against targets on the Term Target Plan are assessed. At this time a decision will be made as to whether the child no longer needs SEN provision, continues at school based support or requires the involvement/advice of outside agencies. Where advice has been sought, implementation will be evidenced in the child's individual targets and will be discussed with parents and the child.

Statutory Assessment

Where a request for statutory assessment is made by the school to the LEA, the child will have demonstrated significant cause for concern. The school provides evidence from:

- Termly targets for the child
- The school's actions at school based support
- Records of reviews and outcomes
- Medical history where relevant

- End of key stage results
- Attainment in Reading, Writing and Maths
- Assessments within the school and by advisory specialists
- Views of the parents and of the child
- Involvement of other professionals
- Involvement of any welfare or social services
- Record of interventions accessed

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school, and, as appropriate, other agencies, as to whether a statutory assessment of the child's special needs is necessary. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Educational, Health Care Plan (EHCP).

Once a child receives an EHCP the SENCo and class teacher will review them annually following the guidelines set by the LA. Appropriate targets will also be set and the EHCP would then either be maintained, amended or reverted back to school based support.

Training

We regularly undertake training and development work in the area of meeting SEND in schools. All staff are trained in a variety of approaches which means that we are able to adapt learning to a range of SEND. Our training is regularly updated via INSET days and support from other professionals as well as staff attending specific training at other venues when there is an identified need.

The school's SENCo regularly attends the LA Inclusion Service SENCo updates in order to keep up-to-date with local and national updates in SEND.

Storing and Managing Information

Children's current individual targets and notification of concern documents are working documents and are professionally shared with relevant staff within school following consultation with parents and any outside agencies that may be working with them.

Every child on the SEND register has a file stored in a locked filing cabinet, where target plans, reports, consultations and information from outside agencies are stored.

All staff at Heath Hayes Academy complete Safeguarding Level 1 and/or Level 2 training which includes information on the need for confidentiality.

On transition to Secondary school these files will always be hand delivered unless the Secondary school is out of the area. In this case the files may be sent by registered secure post.

This complies with GDPR.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Care Plan, as per procedures adhering to the LA policy and DfE guidelines included within 'Supporting pupils at school with medical conditions' (DfE) 2014. Prescribed medication should be brought into school with the child's name, the dosage and times of the dosage clearly marked on. Medicine is signed into the office and parents sign to give permission for staff to administer the medication as directed.

Complaints

Procedure to be followed as explained in the school's complaints procedure policy. A copy of the school's complaints procedure is available on the school website or as a paper work if required from the office.

SENDIASS - Staffordshire Family Partnership can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01785 356921 or by email: sfps@staffordshire.gov.uk

This policy was formulated by the SENDCo of Heath Hayes Academy, December 2019 and will be reviewed annually by the SENDCo with input from the Governing Body. The views of all stakeholders will be taken during the reviews of children's progress. This information will feed into the review of the SEND policy.