



HALEWOOD  
ACADEMY

# Special Educational Needs & Disability Policy

2020-21



**Version Number:** 4

**Ratified by Local Governing Body:** G. Tubey March 2021

**Next Review Due:** March 2022

**School Link:** Gaynor Carson



WADE DEACON  
TRUST

## **INTRODUCTION**

At Halewood Academy we believe that all pupils are entitled to a broad, balanced and differentiated curriculum. Pupils are valued equally, regardless of ability and encouraged to achieve their potential. The achievements, attitudes and well-being of all pupils are important and practical steps are taken into account for pupils' varied life experiences and needs. The Special Educational Needs and Disability Act 2014 sets out the legislation for the identification and provision for children / young people with special educational needs and/or disability (SEND) and states that all schools must 'have regard' to the SEN Code when deciding how to support children with special educational needs. In addition, provision at Halewood Academy follows guidelines outlined in the Equality Act 2010, the Education Act 2011 and the Children and Families Act 2014.

## **PURPOSE**

The purpose of this policy is to ensure that pupils with SEN are identified, supported and guided throughout their school life, thus enabling them to maximise their learning, achieve their potential and make a successful transition to adulthood, the world of further and higher education, training or work.

The Academy recognises that a number of its students, at some time during their education, may have special educational needs and disability (SEND).

## **THE DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

A child has special educational needs & disability if they have a learning difficulty which calls for special educational provision to be made for them.

A child may have a learning difficulty if they:

- a, Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority. (SEN Code of Practice 2014)

The current legal definition of special educational provision for children aged two or over is: 'educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA (other than special schools)' [Children and Families Act, Section 20].

The Academy's policy, therefore, is designed to facilitate the provision of education to ALL students who need additional support to cope with the demands of everyday school life.

The Academy intends to promote in students with SEND the same pride in achievement and desire to achieve their potential as it promotes in all its students. Students with SEND are given the same opportunities and the same access to the curriculum as any other pupil, in keeping with the Trust's policy on Equal Opportunities.

## **OBJECTIVES**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard

- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the academy
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEN Information Report
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

The Academy supports the principles of the Code of Practice, that the needs of the majority of students will be met in the mainstream and looks to support students with SEND within mainstream classes as much as possible. However, when specific, specialist provision is necessary, students with SEND will be withdrawn either individually or in small groups, to receive tuition from our SEND team.

## **RESPONSIBILITIES & RESOURCES**

The Principal (Miss Gallagher) has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Principal works closely with the Leader of SEND and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report.

SEN Governor (Ms C Roe) will:

- have regard to the SEN Code of Practice when carrying out her duties towards all pupils with special educational needs;
- do her best to ensure that necessary provision is made for any pupil who has special educational needs;
- report annually to the Governing Body on the policy's effectiveness, including any changes made during 2021-2022.

The SENDCo (Miss Carson) in collaboration with the Principal and Governing Body takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. She will:

- be accountable for the identification and provision for SEN pupils, their SEN Support plans and reviews; including enhanced provision and annual reviews.
- liaise with and advise fellow teachers;
- Overseeing the day-to-day operation of the Academy's SEND policy.
- be responsible for the monitoring of SEN pupil progress and attendance;
- liaise with parents;
- Assessing all students Literacy Abilities annually.
- contribute to in-service training;
- Liaising with Primary staff to improve the transition between keystages.

- liaise with LA support services and other external agencies such as CAMHS, Educational Psychologist and Speech Therapist;

Assistant SENDCo (Miss Henry) will liaise with the SENDCo to ensure that all areas of the Code of Practice are being adhered to.

Classroom teachers will:

As the code of practice states, high quality teaching is the first priority in supporting SEND students. The SEND provision, therefore, will be provided by ALL staff, at every level of school. Staff will work as a team, in liaison with specialists to specify the needs of the students concerned and working in partnership with parents and external agencies. Teachers will ensure that work is differentiated appropriately to meet the needs of SEN learners in their teaching groups, draw to the attention of the SENDCo any pupil they feel requires intervention because they display, 'significantly greater difficulty in learning than the majority of children the same age.'

#### STAFF SPECIALISM

| Staff Member  | Role   | Qualification  |
|---------------|--------|--|
| Gaynor Carson | SENDCo | Msc in Applied Psychology, PGDip in Dyslexia (AMBDA) |

The SENDCO will develop effective cross-curricular systems of communication to co-ordinate both internal and external provision for students with SEND. This will be facilitated through regular meetings with SEND representatives and liaison with other agencies.

#### SEND REPRESENTATIVES

This committee will consist of a named member of staff from each department who will liaise with the SENDCo and Assistant SENDCo Our TA L3 team will also attend Literacy meetings to ensure that our understanding of the link between literacy and SEND is evident.

#### RESPONSIBILITIES

- To help other teachers in their respective departments to be aware of the student with SEND whom they may be teaching.
- To liaise with the SENDCo to ensure that the necessary information of students with SEND is available to the appropriate subject teachers.
- To liaise with the SENDCo to ensure that any legislation on SEND is conveyed to all teachers in their departments.
- By means of advice from the SENDCo, to recognise and identify the levels that the student with SEND are operating at, to ensure that realistic goals can be set for the students so that success can be achieved.
- To advise teachers in the organisation, preparation and acquisition of suitably differentiated resources.

#### SPECIAL FACILITIES WHICH INCREASE OR ASSIST ACCESS TO THE ACADEMY BY STUDENTS WITH SEND

Halewood Academy is fully accessible of students with SEND. There are 2 lifts that can be accessed by students who are wheelchair users. There are 11 toilets suitable for disabled users and 1 hygiene room which consist of a changing bed, hoist and shower.

## **ADMISSION AND IDENTIFICATION OF STUDENTS WITH SEND**

Admission and Identification of pupils with Special Educational Needs Applications from parents of pupils with SEN but no EHCP will be considered on the basis of the Local Authority's published admissions criteria. (Refer to Admissions Policy)

The identification of the needs of individual students will be a continuum, incorporating transfer documents and internal or LEA screening, referrals from parents, students themselves, all staff (including non-teaching staff) and external agencies. Assessment will be flexible and a range of procedures will be available in response to the nature of the identified needs. Halewood Academy completes a range of literacy and numeracy assessments with Shari Cliffe (Specialist Teacher). Where our school is unable to provide an assessment, school will liaise with parents to ensure parents have more knowledge of where students may be assessed externally.

The SEN Code of Practice identifies a range of needs relating to the four main areas of SEN specified:

### **1. Communication and Interaction**, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorders)

### **2. Cognition and Learning**; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

### **3. Social, Emotional and Mental Health Difficulties**. They include:

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

#### 4. **Sensory and/or Physical Needs**, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

For a pupil with English as an additional language, lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEN, advice will be sought from the LA and a full assessment of a pupil's language skills obtained. This information will form the basis of further work in assisting their learning difficulties.

#### **ARRANGEMENTS FOR CO-ORDINATING PROVISION FOR STUDENTS WITH SEND**

There is expectation within the Education Act, that students with special educational needs and disabilities will be included in mainstream schools. Halewood Academy will admit students with already identified SEND, as well as identifying and providing for students not previously identified as having SEND. Students with special educational needs and disabilities but without Educational Health & Care Plans (EHCP) will be treated as fairly as all other applicants for admission. A parent's wish to have a child with an EHCP to be educated at Halewood Academy would only be refused if their child's inclusion would be incompatible with the efficient education of other children in the Academy.

The Governors and Principal will make every effort to comply with a request from a parent to admit their child. However, where intake numbers are limited, or resources unavailable it may not always be possible to accommodate a parent's preferred choice of Halewood Academy. In such event, it should be pointed out that parents have the legal right to appeal to an independent committee against any decision not to admit their child to their preferred school.

For students entering the Academy at the start of Year 7 the Academy operates a comprehensive induction process which serves to ensure that the transition from primary to secondary school is a positive and trauma-free experience and, at the same time provides useful information about the new intake of students.

The process includes:

- An open evening is held at Halewood Academy during the Autumn to allow parents and prospective students the opportunity to look around the Academy and speak to teachers and staff of the SEND Department.
- Visits of the SENDCo, and the Transition Manager (Mr P Rylands) take place in all primary schools in the area to discuss the individual members of the new intake to Halewood Academy with their primary school teachers/SENDCo. This procedure takes place during the Summer Term and serves to alert Learning Support staff to any pupil who may have SEND.
- Halewood Academy holds an induction day a few weeks before the end of the Summer term. Students who will transfer to Year 7 in September are invited to attend the Academy for a full day and follow a mini timetable.



- Parents of the above students are also invited to attend an open evening and are given the opportunity to alert a member of the Learning Support Department to any suspected or recognised SEND.
- Primary schools in the area generally invite Halewood Academy SENDCo to attend the Transitional/Annual Reviews of students in Year 6 with EHCP.
- The LEA's Sensory Impaired Service alerts the SENDCo to any students they know to have a sensory impairment that will be transferring to Halewood Academy.
- The LEA sends a list of students with EHCP, known to have entered Halewood Academy to the school in the Autumn term.
- All new arrivals to Halewood Academy in Year 7 are screened early in the Autumn term using Reading and Spelling tests to determine standardised scoring and ability ages.
- Students who feel they are having difficulties in school are encouraged to approach their subject teachers or form tutors for discussion and advice.
- Subject teachers from all Departments are invited to make a written referral to the SENDCo or Assistant SENDCo for any students whom they consider to have SEND and who are not already on the SEND Register

On entry into school, all pupils will be assessed using:

- Access Reading Test
- Access Numeracy Test
- WRAT Spelling Test

Early identification, assessment and provision for any SEN pupils are very important for the following reasons:

- it can minimise the difficulties that can be encountered;
- it can maximise the likely positive response of the pupil;
- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- if the child's learning difficulty proves less transient when addressed by the school
- external agencies can be brought in earlier and very likely with more success.

The Academy recognises that SEND is not a low attainment issue and high attaining SEND students will also receive support to achieve their higher targets. Support may include keyworkers, transition plans or access arrangements and liaison with our Aspirations coordinator.

## **TRANSITION ARRANGEMENTS FOR STUDENTS ENTERING HALEWOOD ACADEMY AFTER THE START OF YEAR 7**

The Admissions Officer invites the prospective student's parents for interview and, should it be suspected that the student has SEND, then as much relevant information as possible will be obtained for the SENDCo, who with the help of the student's Progress Leader, will endeavour to obtain the pupil's records from the previous school.

The procedure then largely follows that laid down for Year 7 entrants.

## AIMS

Our vision for SEND is that SEN does not mean less able therefore, all SEN students deserve the same aspirational Teaching and Learning as all other students, which is forward-thinking and focuses on students leaving school rather than simply nurturing them within our provision. Halewood Academy is the stepping stone between KS2 and adulthood therefore, from year 7 all students must receive a tailored provision which gives students the confidence to unlock their individual potential, not only academically but pastorally; not restricted within our classrooms but, as young adults of the future.

Our school will achieve this:

- By entitlement to a broad, balanced, relevant and differentiated curriculum, delivered in the most inclusive way practical both inside and outside of classrooms;
- By being valued by all staff for the individual contribution they make to the Academy and, consequently, to experience success, leading to improve self-esteem.
- By support in the transitions between KS2 to adulthood
- By entitlement to stretch and challenge, regardless of starting points
- By supporting students in their understanding of their own strengths and value, removing the stigma and anxieties our cohort of students may at sometimes perceive.
- By challenging disablist language through discussion and a consistent behaviour policy.

School objectives in line with our development plan-

- To identify students with SEND, by liaison with feeder schools and by screening, assessment and diagnosis within this Academy from Year 7.
- To develop our expertise and knowledge of transitions through regular discussions with our feeder schools and our MAT.
- To ensure that all staff are made aware of the names of the students who have SEND, and the nature of their problems through keeping our registers up to date.
- To devise appropriate forms of assessment for students with SEND both internally and externally.
- To monitor the educational progress of students with SEND as outlined in the code of practice, through regular testing and targeting and reviews, and where necessary through assess, plan, do, review meetings.
- To continue developing our CPD programmes at all staff levels so that students' needs may be able to be met throughout the curriculum, enabling students to achieve success.
- To monitor and review the use of appropriate teaching methodologies, in order to provide an enriched experience in the classroom for all students.
- To continue to develop links with relevant external agencies.
- To develop and encourage links with parents, parental forums through engagement evenings.
- To develop links with other schools, including specialist provisions, at all key stages.



## **Continuum of Provision to Overcome Barriers to Learning**

The school adopts a graduated response in order to help pupils with SEND and recognises there is a continuum of special educational needs. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

### **Stage 1 - School Support**

Students who are not making adequate progress - but with quality teaching and additional interventions are expected to narrow the gap within approximately two academic terms – are placed in the 'School Support' category. Pupils identified as requiring school support may be provided with one or more of the following types of support to facilitate inclusion, enable progress, gain confidence and/or assist in the achievement of success:

- differentiated materials;
- in-class support;
- technical support (hearing impaired);
- reading Intervention;
- numeracy Intervention;
- small teaching groups;
- social skills intervention
- access to a mentor or key worker

### **Stage 2 – SEN Support**

Pupils who have not made satisfactory progress will move along the continuum to SEN Support. This will follow a four-stage cycle: Assess, Plan, Do and Review.

#### **Assess**

In identifying a child as needing SEN a member of the SEND Team or Progress Team, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

#### **Plan**

Where it is decided to provide a pupil with SEN support the pupil, parents, keyworker and SENCO should agree on interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All class teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

#### **Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants, pastoral or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO or Assistant SENDCo should support the subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The subject teacher and key worker working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

At this point the SENCO may request advice and/or support from external agencies such as the Educational Psychology Service, Local Authority Support Services, Social Services, Pupil Referral Unit, and the Education Welfare Officer. The following support may be given;

- A SEN Pupil Profile will be drawn up between the pupil, parents and school identifying
- the pupils needs to improve their long-term outcomes. This will be reviewed three times a year;
- A keyworker will be assigned to lead on the SEN Pupil Profile, supported by the Assistant SENCO.
- An application for appropriate access arrangements for internal and external examinations will be made, where applicable, by the SENDCo

## **Stage 3 –Education, Health and Care Plan**

For a small number of pupils, it may be necessary, in further consultation with parents and external agencies, to consider whether to ask the LA to initiate a statutory assessment. The description of the pupil's learning difficulty together with information about the special provision made will form the basis on which the LA can consider whether statutory assessment is necessary. Pupils who qualify for an Education Health Care Plan are set targets. Strategies to meet these targets will be included on their SEN Pupil Profile. All pupils who are in receipt of an EHCP are reviewed annually on a formal basis, when parents, pupils, teachers and outside agencies are requested to comment upon progress made and difficulties experienced. All persons, along with the pupil, are invited to attend the case conference.

## **How will SEN Support be reviewed at Halewood Academy?**

The SENDCO will have overall responsibility for managing and reviewing the support for SEN pupils, ensuring the school is using its best endeavours to achieve the best possible outcomes for the pupil. All pupils identified at SEN Support and EHCP will be allocated a keyworker who will ensure reviews are completed on a termly basis with pupils and parents. The SENDCO will attend at least one of these reviews per year and hold all annual reviews for pupils with an EHCP. In addition to this, the school will publish an Annual Report which contains a SEN information report on the effectiveness of provision and any amendments made or proposed over the year to our SEN policy.

## **External Support**

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Pediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- The SEN Team
- The School Nurse
- Education Welfare Service
- Special Schools
- Children's Social Care
- Children and Adolescent Mental Health Service

- SEND Information Advice Service (SENDIAS) formally Parent Partnerships
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

## **THE LOCAL OFFER**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. For up to date signposting, please visit our website [www.halewoodacademy.co.uk](http://www.halewoodacademy.co.uk)

## **PARTNERSHIP WITH PARENTS**

Partnership with parents is integral to the ethos of the Academy. Halewood Academy operates an “open door policy” of consultation and liaison. Parents of students who require additional support may find it more helpful to approach the SENDCo on the first instance. Parents are consulted about, and kept informed of, any SEND arrangements made in connection with their child and are always invited to give their views regarding their child’s progress prior to any review which may take place. If a parent should express concern about their child’s progress, the following procedure applies:

1. Recognition of the concern, together with details of how it will be investigated
2. Communication regarding the investigation, together with details of proposed intervention or monitoring. Any parent interested in participating in any initiatives to help their child or other children should be encouraged to do so.

There are formal Parents’ Evenings held throughout the year when all relevant staff is available for discussion.

Parents concerns are taken seriously at all times. Where problems exist with SEND provision, in the first instance they will be dealt with by the SENDCo. (The Academy’s complaints procedure is published in the Academy Website and can be referred to as necessary). All complaints will be investigated and parents will be contacted within one week of receipt of the complaint to inform them of the steps being taken with regard to the matter.

## **ALLOCATION OF RESOURCES**

In order to facilitate the provision of education to students who need additional support, the Academy will provide resources to meet the needs of such students. In addition, those students whose EHCP specify extra resources (e.g. TA support, specialist equipment) will receive those resources from funding supplied by the LEA. Consideration will also be given to all aspects of physical resources to enhance the educational experience of the students. Where necessary Top Up funding requests will be completed if school and parents believe that our student’s needs are not currently being met, based on our current provision map.

The Academy’s staffing policy also reflects the requirements of students who need additional support. The Learning Support Department consists of a specialist teacher of SpLD, Assistant SENDCo, three Teaching Assistants who are trained in administering multi sensory programmes to students who require additional support, together with eight Learning Support Assistants, one Mentor and a TA responsible for delivering the ASDAN programme. Miss G. Carson has overall responsibility for the Department. Any new staff to the Department must be made aware of the SEND Policy, together with any other procedures followed by the Department.

## **EVALUATING THE SUCCESS OF THE ACADEMY'S SEND POLICY**

The indicators taken into account in monitoring the success of the Academy's SEND policy include:

- a) The number of students receiving extra help;
- b) The rate of progress of students since help was given;
- c) The proportion of the Academy budget spent on SEND;
- d) The amount of time that students are given any kind of support;
- e) Parents', teachers and students' own opinions of the progress made in the qualitative aspects of the students' life (e.g. attitude, behaviour, adjustment, happiness etc.).
- f) Academy attendance;
- g) SEND pupil success on certificated courses
- h) Frequency of parental visits;
- i) Level of support in the Academy (e.g. paired reading scheme).

## **SEND IN-SERVICE TRAINING**

Halewood Academy – staff development is a whole Academy activity which is intended to benefit the development of ALL staff.

The LEA provides training for all Borough SENDCos, regarding legislation and procedures. Additionally, our Assistant SENDCo will also complete the NASEND qualification with School Improvement Liverpool. New staff to the Learning Support Department should, preferably, already possess qualifications related to the teaching of students with SEND. However, should further training be appropriate, the Academy may agree to this through CPD request.

In addition, the SEND Team will provide internal INSET, on SEND issues, to the whole staff including support staff, pastoral teams and for ITT students.