


Halewood Academy



Special Educational Needs and Disability Policy

Agreed by the Governing Body:	5.12.18
Date of review:	Autumn Term 2019
Name & position:	Gary Evans – Principal
Signed:	

POLICY STATEMENT

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

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 However, when specific, specialist provision is necessary, students with SEND will be withdrawn either individually or in small groups, to receive tuition from our SEND team.

The Academy is equally committed to establishing more effective communication channels with parents of students with SEND and with external agencies. It also recognises the necessity to ascertain the wishes of the child and parents or carers with regard to any special provision, in line with the Code of Practice.

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

As the code of practice states, High quality teaching is the first priority in supporting SEND students. Therefore, classroom teachers ensure that work is differentiated and personalised and will meet the individual needs of the majority of children and young people. 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.

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:

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- 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 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, particularly with Julie Harrington (Specialist SEND Teacher) and Yew Tree SEND team.
- 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.

POLICY ISSUES

SECTION 1

- **NAME OF TEACHER RESPONSIBLE FOR THE DAY-TO-DAY OPERATIONS OF THE SEND POLICY – Kelly Williams, SENDCO**

(For responsibilities, see Appendix 2) –
BA English, PGCE, Masters in Leadership and Education

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

The SENDCO will develop effective cross-curricular systems of communication (see Appendix 3) to co-ordinate both internal and external provision for students with SEND. This will be facilitated through regular meetings with staff and liaison with other agencies.

- **ADMISSION ARRANGEMENTS**

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.

- **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 rooms which consist of a changing bed, hoist and shower.

SECTION 2

• 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 students 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 two specialist teacher of SpLD, three Teaching Assistants who are trained in administrating multi sensory programmes to students who require additional support, together with eight Learning Support Assistants and a TA responsible for delivering the ASDAN programme. Miss K. Williams 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.

• IDENTIFICATION AND ASSESSMENT ARRANGEMENTS

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. Weekly, our school completes a range of literacy and numeracy assessments with Julie Harrington (Specialist Teacher). Where our school is unable to provide an assessment, school with liaise with parents to ensure parents have more knowledge of where students may be assessed externally.

a) IDENTIFICATION

See Appendix 4.

b) ASSESSMENT

Any pupil causing concern should be investigated. It is the responsibility of the subject teacher, who is concerned, to notify the SENDCo. Our SENDCo will then liaise with all teachers, 'troubleshooting' the issue to investigate what is already in place for the student. If the need to do so is clear, the pupil will then be included in the SEND Register. All students participate in a reading and spelling test annually to

determine any weaknesses in Literacy ability and where necessary, students will be flagged up for investigation into exam concessions.

(N.B. ALL DOCUMENTATION CONCERNING STUDENTS WITH SEND SHOULD BE TREATED AS CONFIDENTIAL, particularly with regards to GDPR).

- **REVIEW PROCEDURE**

Any pupil who has been referred to the SENDCo as having a learning difficulty will be entered onto the SEND Register. Where students' needs are more complex and appear to be having a more prominent impact on either academic or emotional progress an APDR may be completed and reviewed termly.

The Annual Review of EHCP students takes place every twelve months, according to the current LEA guidelines (See GUIDANCE ON ANNUAL REVIEWS AND COMPLETION OF THE REVIEW FROM STUDENTS WITH AN EHCP).

- **CURRICULUM ACCESS**

All students are entitled to a broad and balanced curriculum and those requiring additional support will be included as part of the whole Academy approach to education. All attempts will be made to offer students full access to the range of National Curriculum subjects.

To enable SEND students to receive their full entitlement, the Learning Support Department and subject teachers will need to work closely together.

- a) Advice and assistance on the production of differentiated resources:
- b) Advise on teaching strategies:
- c) Provide in-class support (for this system to be effective, close liaison must take place between the subject teacher and the Learning Support Assistant. It is essential that the pupil receiving support does not, in any way, feel stigmatised);
- d) Provide withdrawal from mainstream classes for individual or small group specialist tuition.

- **HOW CHILDREN WITH SEND ARE INCLUDED WITHIN THE ACADEMY AS A WHOLE**

The Academy believes in whole Academy inclusion. All students will be part of a normal class situation, following the day-to-day Academy timetable. Some students will be withdrawn for additional intervention; if necessary, student may also visit our school at KS2 level to gradually integrate students into secondary school routines. Our progress centre is used for individual or small group tuition for help with their basic literacy, numeracy, organisation, memory and social skills. Timetables for these sessions will change, generally every half term so as not to prevent the student having full access to the National Curriculum and will be reviewed. Withdrawal would only take place with parental permission.

- **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).

- **ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEND PROVISION WITHIN THE ACADEMY**

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.

SECTION 3

- **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 SENDCo will also complete the NASEND qualification with School Improvement Liverpool. New teachers 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 SENDCo will provide internal INSET, on SEND issues, to the whole staff team including support staff, pastoral teams and for ITT students.

- **EXTERNAL SERVICES**

1. The Sensory Impaired Service, in conjunction with St. Helens and Knowsley District Health Authority, provide a diagnostic service for hearing impairment and an assessment of functional vision for children with diagnosed visual impairment.

The service operates a referral system through which the Academy can refer a child for hearing assessments, or assessment of functional vision, through consultation with the SENDCo must apply, as parental consent should be obtained.

The service can hire support equipment to the Academy, where necessary, to enable the child to function in the classroom.

The service will offer in-service training to schools on the most effective way of teaching students with sensory impairment in a mainstream setting and will also offer in-class support or withdrawal teaching facilities as deemed necessary.

2. Access and Inclusion Service consists of educational psychologists, advisory teacher and specialist teacher.

The service will offer help to schools by clarifying the needs of children who are presenting problems, and will identify ways of meeting those needs, either within the Academy context or outside it. To achieve this, the service will:

3. The Careers Guidance Service and Connexions provides a service to assist students for the time when they will leave full-time education. A Careers and Connexions Officer is assigned to Halewood Academy and he/she talks to students, sets up mock interviews and generally gives advice on the kind of course or employment which may be right for each student.

- **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.

- **LINKS WITH OTHER MAINSTREAM SCHOOLS AND SPECIAL SCHOOLS (SEE ALSO APPENDIX 4)**

There are close links between Halewood Academy and all mainstream Primary Schools within the area, with some teachers from Halewood Academy going into Year 6 classes to teach (e.g. MFL, English, Humanities, Science). There is also close liaison between these schools, especially during the Summer Term, to allow the transition of students from primary to secondary to be as smooth and trauma-free as possible.

Collaboration across our Trust occurs termly and good practice is shared between all SENDCos at both Secondary and Primary sessions.

APPENDIX 1

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

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 has 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.
- c) Is under five and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from language in which he or she is or will be taught.

Special educational provision and disability means:

- a) For a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- b) For a child under two, educational provision of any kind.

(Education Act 2011)

APPENDIX 2

RESPONSIBILITIES OF THE SENDCO

- Overseeing the day-to-day operation of the Academy's SEND policy.
- Liaising with and advising fellow teachers (by means of the Links Committee-see Appendix 3)
- Managing in Learning Department's team of teachers and learning support assistants
- Co-ordinating provision for students with special educational needs and disabilities
- Overseeing the records on all students with special educational needs and disabilities
- Liaising with parents of students with special educational needs and disabilities
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support service, Access and Inclusion Service, the Connexions PA, Health and Social Services and voluntary bodies
- Preparing and regularly reviewing the Academy's SEND Policy (for the governing body)
- Accessing all students Literacy Abilities annually.
- Developing further an understanding on SEND, pupils needs through CPD and NASEN qualification.
- Liaising with Primary staff to improve the transition between keystages.

APPENDIX 3

SEND representatives

This committee will consist of a named member of staff from each department who will liaise with the Learning Support Department. Our TA 3 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.

APPENDIX 4

TRANSITION ARRANGEMENTS FOR YEAR 7 STUDENTS

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 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. 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 and 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.
- Regular "Progress/Curriculum Meetings" are held for each Year Group in turn and are attended by all relevant staff. These meetings provide an invaluable forum where subject teachers and Learning Support staff can discuss students who may have SEND.

- Subject teachers from all Departments are invited to make a written referral to the SENDCo for any students whom they consider to have SEND and who are not already on the SEND Register

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.

