



SEND Policy

Approved by Governors: October 2018

Chair of Governors signature:

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practise 0-25 (January 2015) and has been written with the following guidance and documents:

- The Equality Act 2010
- SEND Code of Practice 0 – 25 years (Jan 2015)
- Schools SEND Information Report Regulations (Sept 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- Keeping Children Safe in Education (Sept 2016)
- Safeguarding Policy
- Accessibility Plan

SECTION 1

The Acting Senco is H.Bownes She has achieved the National Award for SEN which is a statutory requirement for SENCos (Clause 64, Children and Families Bill, 2014). And has a further qualification in assessing and identifying students with specific learning difficulties.

Thomas Hepburn Academy actively seeks to include students from all cultures and backgrounds regardless of race, gender, ability or social and economic background. We believe that students with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and to be educated alongside peers in their local community mainstream school wherever possible in accordance with the DFES Special Educational Needs Code of Practice 2014.

The Academy, believes that all pupils should be encouraged and enabled to realise their full potential academically, socially, emotionally and physically according to their age, aptitude and ability.

We further believe that all pupils should feel respected, in order that their self-image and self-esteem is enhanced in a safe, happy and nurturing environment. The views, opinions and feelings

of our students are important and valued and we firmly believe the role of parents and carers is vitally important in supporting their child's learning.

All teaching staff at Thomas Hepburn Academy, teach students who have SEND and are accountable and responsible for their progress, attainment and enjoyment.

SECTION 2 VISION AND PRINCIPLES:

NET vision: *The education of every child is held to be of equal value in the community academy*

As a multi-academy trust we want to be known for believing... *The welfare of others is the first*

and that the progress of pupils and students in their academic, social and physical development should be our prime focus, no matter their starting points.

- We believe in a fully inclusive approach.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning.
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.
- Through using guidance, nurture, support and challenge we will enable all children to fulfil and reach their potential.

Objectives:

- To identify and provide for pupils with special educational needs and additional needs (in consultation with parents, teachers, the SENCo and outside specialists where appropriate).
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- To provide support, training and advice for all staff working with special educational needs pupils.
- To develop and maintain partnerships and high levels of engagement with parents.
- To ensure access to the whole curriculum for all pupils.
- To improve standards of achievement of pupils by raising their expectations and what is expected of them.
- To enable all students to achieve their full potential in examinations.
- To encourage, develop and strengthen links with special schools and shareholders in the immediate and wider community

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The definition of Special Educational Needs taken from the Special Educational Needs Code of Practice 0-25 year is:

A child or young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made for him or her.

It continues,

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others the same age or*
- *Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions.*

Section 6.25 – 6.32 of the Code of Practice identifies 4 broad categories of special educational needs: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory and/or Physical.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We believe that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

At Thomas Hepburn Community Academy we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

The following are NOT SEND but may impact on progress and attainment: Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

- Attendance and Punctuality
- Health and Welfare
- Being subject to a Child Protection or Child in need Plan 5
 - o EAL
 - o Being in receipt of Pupil Premium Grant
 - o Being a Looked After Child
 - o Being a child of Serviceman/woman

SECTION 4: A GRADUATED APPROACH

Graduated Approach to SEND Support

All teachers are teachers of pupils with special educational needs

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Graduated response

SEND Support in schools When a pupil is identified as having SEND, our aim is to remove their barriers to learning and put effective special educational provision in place, which is recorded on the child's one-page profile. This SEND Support takes the form of a four-part cycle, known as the **graduated approach**, which supports the pupil in making good progress and securing good outcomes. This draws on more detailed approaches and more specialist expertise in successive cycles in order to match interventions to the SEND of the child.

Assess

In identifying a child as needing SEND support the SENDCo, with support from the teacher carries out a clear analysis of the pupil's needs in the form of a one-page profile. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent and compare to our own assessment and information on how the pupil is developing. This assessment is 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

All 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. This will be recorded on their one-page profile. The support and intervention provided is selected to meet the outcomes identified for the pupil. Parents will be made fully aware of the planned support and interventions.

Do

The class teacher remains responsible for working with the child in class on a daily basis, even when the interventions involve group or one-to-one teaching. They work closely with support staff or specialist teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class 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 effectiveness of the support and interventions and their impact on the pupil's progress are reviewed every term, along with the views of the pupil and their parents. This then feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, revises 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.

School Request for Statutory Assessment-Education, Health and Care plan.

For a few pupils, the help given by Thomas Hepburn Academy intervention both in school and from outside agencies may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to the LA, the pupil will have demonstrated significant cause for

concern and is making little or no progress while accessing additional interventions. We will provide written evidence as required by Gateshead LA detailing:

- The intervention and provision map records.
- Individual pupil profile
- Records of regular reviews and their outcomes.
- National Curriculum level attainments.
- Other assessment data.
- Written reports from an advisory specialist support teacher or an educational psychologist if available.
- Views of the parents and of the pupil.
- The involvement of any other professionals.
- Any known involvement by the social services or education welfare service.
- Education Advice: providing information relating to concerns, difficulties and all strategies and interventions implemented. Depending upon the outcome of such a request, statutory assessment may take place. Parents will be offered a Key Worker to help them through the statutory assessment process. Following statutory assessment, the LA may issue a statement of the child's special educational needs.

Annual Review of a statement/Education, Health and Care plan (EHCP)

All statements and Education, Health and Care plans will be reviewed at least annually with the parents, the pupil, the LA and Thomas Hepburn Academy to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in year 9 is particularly significant in preparing for the pupil's transition to KS4 and Post 16 options i.e. employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young persons EHCP and draw up and review the Transition Plan. This will involve a One Point Pupil Advisor.

Individual Pupils' Profiles

Strategies employed to enable the pupil to progress will be recorded within an Individual Pupils Passport (IEP).

SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER

The children who have been identified as having a SEND and are on the SEND register, either under the category of SEND Support or EHC plan, have their progress carefully monitored every half-term by the teacher, The Director of inclusion and SLT. This then highlights any areas of concern or underachievement, taking into the account the child's difficulties, and action is taken. Alongside this, each child will have their own one-page profile which identifies their barriers to learning, needs, clear outcomes and incorporates the assess/plan/do/review graduated approach set out by the Code of Practice (Jan 2015). The class teacher is responsible for maintaining, updating and evidencing progress according to the outcomes described in the plan. Alongside the one-page profile, some children will have a personalised provision timetable, which shows when the child is receiving provision that is in addition to or different from their peers. These will both be reviewed as part of the 'assess / plan / do / review' process every term, involving a meeting with the parent and child. The Director of inclusion may also be in attendance. If we identify that we are unable to fully meet the needs of a pupil through our own provision arrangements, we can then refer to external agencies and professionals.

Pupils and parents involved at every part of the process, their considerations and views will be taken into account and termly review meetings will be arranged. The teacher, parent and pupil will be fully aware of their role in meeting the outcomes and helping the child overcome their barriers to learning.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER

The SEND register is a flexible register. If children, when having received appropriate identified support, begin to make good progress and close the gap with their peers, can, in consultation with parents, come off the SEND register. If the child's needs are being managed successfully within the classroom with no different from or additional to support then the child no longer needs to be classed a SEND Support.

SECTION 7: SUPPORTING PUPILS AND FAMILIES STUDENTS FIRST

The voice of the child. All students should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will feel safe secure and supported throughout their educational experience. At this Northern Education Trust Academy, we encourage students to participate in learning by:

- Regular target setting in line with Academy policy
- Participation in the Annual Review of EHC Plans
- Participation in transition planning
- Being involved in decision making
- Student Voice activities

The schools SEND Information Report (Local Offer) is available on our website for parents to access.

School have links with other agencies which support the family and pupil.

Admission arrangements can be found in our admissions policy.

A transition process takes place for those children moving into school, moving between classes and into secondary school and into Post 16 education. Arrangements are made for all children but additional arrangements are put in place for those children who have Special Educational Provision, these are adapted to the needs of the child.

The LA has a Parent Partnership Service for the parents/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed.

Specific personalised arrangements are put in place in school to support pupils with medical conditions.

SECTION 9: MONITORING AND EVALUATION OF SEND

We regularly and carefully monitor and evaluate the quality of provision we offer all pupils. The success of Thomas Hepburn Academy's SEN provision is evaluated through:

- The monitoring of classroom practice by the SENCO, Heads of Department and Senior Leadership.
- The progress made by SEN pupils in terms of target grades in core and other subjects.
- The performance of SEN pupils in nationally accredited tests and examinations.
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- The monitoring of policy and practice by the SEN Governor.
- Comments from parents and pupils
- External evaluation by Gateshead LA and OFSTED inspections
- Parental involvement, especially attendance at reviews.
- The Governors' Annual Report to Parents
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

SECTION 10: TRAINING AND RESOURCES SEND

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Support and interventions are funded through the schools SEND budget. The impact of these intervention and support is carefully monitored.

Training needs of staff identified and planned from half-termly progress meetings and bi-annual performance management meetings.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Director of inclusion to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Particular support is given to Newly Qualified Teachers and other new members of staff.

The Academy Director of Inclusion regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Links with Outside Agencies

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENCO and the pupil's parents. External support services will usually see the child, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress,

give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

SECTION 11: COMPLAINTS PROCEDURE

The Academy complaints procedure is in line with the policy of the Northern Education Academies Trust. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, after having spoken to the class teacher or The Head of Year, they can then request a further appointment with a member of the SLT, who will be able to advise on formal procedures for complaint.

SECTION 12: REVIEWING THE POLICY

Our SEND policy will be reviewed annually in line with the accessibility plan, bullying and safeguarding policies.

Storage and managing of information:

All information is treated with the highest level of confidentiality and is in line with the school's policy on data protection and storage of information.

Reviewing the policy:

The SEND policy will be reviewed annually.

Next Review: October 2019