POLICY DOCUMENT FRONTPAGE

SEND Policy
(Special Educational Needs and Disability Policy)

CURRENT POLICY

APPROVED AS A CHAIR'S ACTION

THIS POLICY IS REGULARLY REVIEWED
FOLLOWING RECOMMENDED GUIDELINES

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Introduction and responsibility for SEND

At Alec Hunter Academy we believe each student is individual and unique. While many young people will make good progress through the provision of high-quality teaching in the classroom, we recognise that some of our students may need extra support with their learning or other aspects of school life. Such support may be needed throughout their time in school or for a shorter period.

As a school, our aim is to give all students meaningful access to the School Curriculum so as to:

- Promote confidence, self-esteem and a positive attitude
- Ensure all students receive appropriate educational provision
- Give every student the opportunity to be part of all aspects of school life, as far as possible

In order to achieve these aims for students with SEND we:

- Assess, record and review students' progress and use appropriate strategies and interventions
- Involve parents/carers in planning/supporting at all stages of their children's development
- Seek to work in partnership with parents/carers, outside agencies, and support services
- Ensure collective responsibility for SEND is understood across the school community
- Provide a caring environment for students to learn and develop their potential
- Regularly review any environmental factors which may be affecting progress

To help all students achieve their potential, we plan SEND support using ideas outlined in the policy documentation set out below. This policy has regard to the following legislation:

- The Equality Act – 2010
- The Children's and Families Act - 2014
- The Special Educational Needs and Disability Code of Practice - 2015
- The General Data Protection and Regulation Act – 2018

Alec Hunter Academy has a Special Educational Needs Co-ordinator (SENCo) who is a teacher and member of the School Leadership Group (Mrs Baird – SENCO@alechunter.com) and a Special Educational Needs Governor. Mrs K Chiyaka.

Provision for children with SEND is a matter for the whole school. The Governing Body, the school's Headteacher, the SENCo and all other members of staff, particularly class teachers and Student Development Assistants (SDAs), have important day-to-day responsibilities to support the progress of any student with additional needs. All teachers are teachers of children with SEND.

Inclusion and access to the curriculum

Alec Hunter Academy takes a whole school, inclusive approach to students with SEND, recognising that the aims of the school are the same for all students, whatever their abilities. At Alec Hunter Academy we will do our best to make good use of the resources available to us to ensure that the necessary provision is made for any pupil who has SEND and that those needs are known to all who are likely to work with them.

We will ensure that teachers are able to identify and provide for those pupils with SEND, allowing them to join in all school activities together with pupils who do not have SEND. Admission arrangements for students with an Education Health and Care Plan are outlined in the school's Admissions Policy.

Identification and assessment

As defined in the 2015 Code of Practice, the school recognises that a young person may have a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of their peers
- Have a disability which hinders their use of educational facilities provided for them and their peers

The SEND Code of Practice identifies 4 broad areas of Special Educational Needs:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Information about a student's needs is initially gathered during their transition from Primary School. This process can begin in Year 5 for students with an Education, Health and Care Plan. Typically, the following happens:

- The school collects data from the relevant primary school and from an interview with the parent and child
- On admission, all SEND students are assessed for reading, numeracy and spelling skills
- In the first term of Year 7, all students complete the MidYIS assessments, which must be completed without additional support in order to assess the child's capabilities accurately
- Data tracking allows student progress to be reviewed each term

The SENCo meets fortnightly with their Leadership Group Line Manager to discuss and evaluate progress for students with SEND. Also, the SENCo meets annually with the Headteacher to review the performance of Year 11 leavers with SEND, to identify successes and consider areas for development. Students on literacy, language, numeracy and social skills programmes have their progress regularly monitored and these programmes are adjusted accordingly. Parents/carers are kept informed of all interventions being offered and of progress made. This may involve meetings or communication with relevant staff as appropriate.

We also work closely with the following students to identify and understand any additional learning needs they may have:

- Looked after Children (LAC) and previously Looked After Children (LAC)
- Students with a disability but no EHC plan
- Students with English as an Additional Language (EAL) or limited English language skills

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, teachers will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

Monitoring Progress

Observing and assessing progress is important in knowing if effective learning is taking place. Progress may be considered acceptable if it achieves any of the following:

- Prevents any attainment gap between a student and peers from widening
- Closes any attainment gap between a student and peers
- Improves on the student's previous rate of progress.

If such progress is not happening, in spite of high-quality teaching and an appropriately adapted curriculum, teachers may need to consult the SENCo to consider what else might be done. This may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Such help usually involves a graduated response. When a concern is first noticed, the class teacher will take steps to address the issue through strategies within the classroom. Parents/carers may be consulted and specific interventions put in place and monitored. If no progress is noted after this time, the child may be added to the school SEN register.

After discussion with the SENCo, the class teacher may adjust their planning or provide additional interventions with a view to securing individual learning outcomes. These outcomes will be monitored by the class teacher and any Student Development Assistants present in the class and reviewed formally with the SENCo, a member of the SEND team, parents/carers and the young person.

The school will record the steps taken to meet the needs of individual children through use of a One Planning 'person centred' approach for EHCP students and a Student Development Plan (SDP for students identified as requiring SEN support. The SENCo will have overall responsibility for ensuring that records are kept and available when needed.

Planning and Provision: Assess Plan-Do-Review

Strategies employed to enable the child with an EHCP/SDP to make progress with their learning will be recorded within a One Plan. This will include information about:

- What the student enjoys, is good at, and what is important to them
- Parent/carer views of the child's strengths and preferences
- Short term outcomes, steps to outcomes, success criteria and a review date
- The provision to be put in place

The SENCo, or a member or the SEND team undertaking the meeting, with reference to feedback from the child's class teachers, will determine the action needed to help the child progress in the light of earlier assessments with a focus on the graduated response. This may include:

- Different learning materials or specialist equipment, sometimes including ICT if appropriate
- Individual or group support where small groups of students work on interventions led by an adult
- Extra adult time to implement a planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies

The SENCo will support further assessment of the child, where necessary, assisting in planning for their future needs in discussion with colleagues and parents/carers and where appropriate outside agencies.

Roles and responsibilities

Provision for students with SEND is a matter for the whole school. It is each teacher's responsibility to provide for students with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet a student's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Local Governing Body, in co-operation with the Headteacher and the Saffron Academy Trust, has a legal responsibility for the policy and provision for students with SEND. It maintains a general overview and has appointed a representative Governor (the SEND Governor) with a particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND.
- Keeping the Local Governing Body informed about SEND issues.
- Working closely with the SEND personnel within the school.

The **Local Governing Body** will seek to ensure that:

- The necessary provision is made for any pupil with SEND.
- SEND provision is an integral part of the School Improvement Plan.
- The school has regard to the requirements of the SEND Code of Practice.
- All staff are aware of the need to identify and provide for students with SEND.
- Students with SEND join in school activities alongside other students, as far as possible.
- Parents/carers are notified if the school decides to make SEND provision for their child.
- There are appropriate staffing and funding arrangements.
- The quality of SEND provision is regularly monitored.

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- Overseeing the day-to-day operation of this policy.
- Co-ordinating the provision for students with SEND across the school.
- Carrying out assessments and observations of students with specific learning needs, with the support of the Assistant SENCO.
- Liaising with and supporting other staff in helping them identify students with SEND.
- Advising on relevant resources and materials to support SEND students and their effective use.
- Liaising with outside agencies and linking them with students, parents/carers and staff as needed.
- Liaising with parents/carers about SEND provision for their child and involving them in the process.

- Managing Assistant SENCo, EAL Co-ordinator and Student Development Assistants.
- Supporting teachers to use relevant strategies, construct One Plans and set appropriate targets.
- Ensuring access arrangements in public examinations for those students meeting the criteria.
- Liaising with other SENCo's to ensure a good transition when pupils join or leave the school.
- The monitoring and evaluation of progress of students with SEND.
- Maintaining the school's SEND register and records.
- Contributing to the in-service training of staff.

Class Teachers are responsible for:

- Providing high quality teaching and an appropriately adapted curriculum.
- Being aware of this policy and how to identify, monitor and support students with SEND.
- Giving feedback promptly, when requested, on students with SEND to the SEND department, to be shared with parents/carers through annual review meetings.
- Supporting children who need help in any area of SEND.
- Planning for children's full participation in learning, and in physical and practical activities.
- Working in partnership with any Student Development Assistants assigned to their classes to ensure that these additional adults are deployed effectively to support any children with SEND.

Student Development Assistants should:

- Be aware of this policy and how to identify, assess and make provision for students with SEND.
- Use school procedures for feeding back to teachers on students' responses to tasks and strategies.
- Work co-operatively with class teachers to adapt learning to the needs of children with SEND.
- Suggest any ideas or approaches which might make tasks more accessible to individual students.

Partnership with parents/carers and students

Partnership plays a key role in enabling students with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs. All parents/carers of young people with SEND will be treated as partners and given support to play an active and valued role in their child's education.

We encourage parents/carers to make an active contribution to their child's education, and all parents/carers will be invited to a family forum and SENCo surgery drop-in sessions. These are a platform through which to share views and opinions on any decision-making process. A leaflet detailing provision and the SENCo's contact details are also available to parents/carers.

Children and young people with SEND have a unique knowledge of their own needs. They have a right to receive relevant information and to have their views taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents/carers, and outside agencies to identify needs, provide support for them and monitor the progress of all students.

Outside Agencies

The complexity of some students' SEN may require us to consult with outside agencies or other professionals. These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

An external specialist may act in an advisory capacity or provide additional specialist assessment or be involved directly in working with the child. The child's individual targets will set out strategies for supporting progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the One Plan continues to be the responsibility of the class teacher.

Statutory Assessment and Education Health and Care Plans

A request for an Education Health Care Needs Assessment can be made by the school or parent/carer to SEND Operations if the child has demonstrated significant cause for concern. The school will not pursue this without full consultation with parents/carers and the student concerned. SEND Operations will be given information about the young person's progress and action taken to address their SEN.

This information will include:

- The views of the student and parent/carers obtained via the person centred assess-plan-do-review process.
- Records of previous Student Development Plans, reviews and their outcomes.
- Attainment levels in literacy and numeracy and other assessments.

The parents/carers of any child referred for an Education Health Care Needs Assessment will be kept fully informed of the progress of the referral. Parents/carers can approach other agencies for support in this process if they wish. This includes the SEND Information, Advice and Support Service (SENDIASS) based at County Hall.

Supporting students with medical conditions

Students with medical conditions should be supported so that they have full access to education. This includes school trips and physical education. Some children with medical conditions may be disabled and the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan. There is also a First Aid Officer who supports the medical needs of students.

Training and resources

- SEN is funded through the delegated budget managed by the Alec Hunter Academy Business Manager.
- Staff performance is regularly reviewed, and all staff are encouraged to undertake training and development. Targets linked to this may be set through the annual appraisal process.
- Induction training for all new staff includes an explanation of SEND systems and structures by the SENCo.
- The SENCo or Assistant SENCo attends SEN network meetings to keep up to date with local and national updates in SEND.
- The school benefits from strong links within the Saffron Academy Trust, allowing us to utilise the expertise and experience of colleagues working with children with SEND in other Trust schools, and to share our knowledge with them.

Updating the SEN Register

The SEN Register is regularly assessed and updated by the SENCo and SEN Administrator. The SEN team work closely with teachers, Heads of Year and the Pastoral team to ensure their ongoing support and academic progress.

Storing and managing information

All SEN records and documents are confidential and stored in a locked office, or a security protected electronic file. Any information to be disposed of is done so securely. Our files are regularly reviewed and stored for the relevant time in line with GDPR requirements and the Alec Hunter Academy policy on Information Management.

Reviewing the Policy

The SEND Policy will be reviewed regularly by the SENCo in consultation with the LG, SEND line manager and SEND Governor.

Dealing with complaints

The **Complaints Policy and Procedure for SAT Schools** can be viewed in the 'School Policies' section, under the 'Our School' tab on the school website: www.alechunter.org **OR** you can request a copy from the School Office.

You can access further information regarding SEND in the SEND at Alec Hunter section under the 'Our School' tab on the school website: www.alechunter.org where you will also find a downloadable copy of the Alec Hunter Academy SEND Policy.