



**Ortu Hassenbrook Academy**  
*Opportunity through learning*

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

## **2020/21**

Reviewed: January 2020  
Next Review: December 2022



## HASSENBROOK ACADEMY

### SPECIAL EDUCATIONAL NEEDS PROVISION

#### PREFACE:

This policy has been written after consultations with current members of the Academy teaching staff and Learning Support Assistants. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publications of OFSTED/HMI reports. In order to facilitate such amendments, the policy is word processed and held in a ring-file.

A copy of the policy is held by the AHSS and two copies by the Headteacher, one of which being the copy normally made available in the school office to visitors, Academy governors and parents. All members of the School teaching staff and Green folder holders have been provided with a copy, and another has been placed in the Staff room for general staff reference.

## I. INTRODUCTION

Since the Warnock Report of 1978, it is accepted that one fifth of the population of pupils in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory statements made of their needs, under the regulations of the 1981 Education Act.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this school

It should be noted that:

- as appropriate, the aims and objectives of work with pupils having Additional Educational Needs relate directly to those of the Academy, the Statement of Principles adopted by the LEA and are also based on the values derived from and are guided by the requirements of the 1981 Education Act and the revised Children and Families Act of 2014;
- to be consistent with the SEND code of practice 2014 the following terminology has been used.

If a child has significant problems (physical, emotional, psychological, medical,) that hinder/prevent him/her from benefiting from the normal education provided for the majority of his/her peers (who attend main stream secondary schools within the LEA area) then that child has a learning difficulty.

N.B. This definition of learning difficulty does not apply to pupils who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

If the child needs different or additional educational provision to that generally provided for his/her peers (who attend a main stream secondary school) then that educational provision is deemed 'special educational provision'.

N.B. The term 'parents' is employed throughout this policy and others to refer to any parent, guardian, or other adult in 'loco parentis'.

## 2. AIMS

- 2.1 To ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

- 2.2 To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- 2.3 To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- 2.4 To enable SEND pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
- 2.5 To identify and assess pupils with SEND as early and thoroughly as is possible and necessary.
- 2.6 To fully involve parents and pupils in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an individual learning plan is to be effectively implemented – Not all pupils will require an individual learning plan this will be decided in the initial meeting with the SENCO.

### 3. OBJECTIVES

These objectives relate directly to the seven aims of the SEND provision at Hassenbrook Academy and are intended to show how the structures and systems that are in place actually put the aims into practice.

- 3.1.a The Headteacher, SENCo and Admissions Committee monitor our annual intake to ensure that pupils with Special Educational Needs and/or Disability (with or without Education Health Care Plans ( formerly Statements )) have not been refused admission or discriminated against because of their special needs. This applies equally to pupils who live within or outside of the catchment area.
- 3.1.b The SENCo works closely with the senior managers of the school curriculum and timetable to ensure that:
- it is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
  - it allows for differentiation according to individual needs;
  - it offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents.

- 3.2.a The SEND provision and Learning Support Team offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources. We work with subject teachers, parents and pupils in developing Individual Learning Plans and approaches to enhancing pupil self-esteem.
- 3.2.b Direct support is not often possible and so we tailor make classwork and homework resources for the SEND pupils. Close liaison used between subject teachers and the SEND staff is necessary if personal resources are to be made effectively. A sound knowledge of the subject scheme of work is also necessary.
- 3.2.c Educational provision is achieved through full integration into the mainstream curriculum. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the curriculum to maximum effect. We truly support staff in the widest sense which is of crucial importance if the SEND policy statement is to be realised.
- 3.3 The process of identification and assessment normally starts through liaison with our Primary feeder schools. The school's Admissions Officer, who is responsible for Primary Liaison, visits our feeder schools to meet prospective pupils and teachers during the year prior to entry.

During the first three weeks of September all Year 7 pupils are given a Reading Test (indicates reading and comprehension ages), a Spelling Test and a non-verbal reasoning test. Identification of pupils needing support will be largely based on the results of these tests. SEND staff spend a short time observing Year 7 classes before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including parents, teachers and the support agencies. Some pupils may personally request support and the school endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

- 3.4 The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicate that a child has SEND. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations.
- 3.5 To implement a 3 stage model of special educational needs based upon that described in the Code of Practice.

3.6 In Year 7, a Nurture group may be established for a small group of pupils who would benefit from a more closely related curriculum delivered by one teacher in most cases.

#### 4. PRINCIPLES

4.1 Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources, e.g.

- subject teachers request;
- pupil self request;
- parental request;
- management request;
- DHA or GP request;
- following information from previous school (e.g. primary school);
- following blanket testing of Year 7 pupils;
- following diagnostic tests;
- following individual interviews;

4.2 Early identification, assessment and provision for any SEND child is very important for the following reasons:

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

The process starts through liaison with our Primary feeder schools. The Academy's Transition Manager visits our feeder schools to meet prospective pupils and teachers during the year prior to their transfer to the secondary school.

## 5. DEFINITIONS

### ***EHCP – Education and Health Care Plan***

***(Formerly Statement of Special Educational Needs)***

### ***SEN – Special Educational Needs***

***(Formerly School Action and School Action Plus)***

## 6. INVOLVING THE CHILD AND PARENTS

The effectiveness of any assessment and intervention will depend on the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer and if the pupil is consulted then his/her self esteem and confidence often benefit. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicate that a child has SEND. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. The dialogue with the parents and pupil should:

- contain an explanation of the purpose of any assessment arrangements;
- contain a reference to the possibility of regular pupil reports;
- occur within a system that:
  - i) has a structure that encourages and records the child's comments;
  - ii) has a structure that facilitates systematic feedback to the child.

Once that identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual review and the formation and implementation of ILP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the 'points for action' and any decisions made during the case conference.

Records are invaluable for reports and or parents evenings.

- Teachers in the school use a common policy for marking work which is fully understood by all staff.

- Summative tests have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. they are criterion referenced.
- Assessment has a common procedure:
  - a) teacher judgements that are as valid and reliable as possible, consistent both within the Academy, and with N.C./Exam Board standards.
  - b) promotes a common interpretation of the National Curriculum/Exam Board descriptors.
  - c) gives teachers confidence in their professional judgement and skill.
  - d) is fair to pupils.
- Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.
- Assessment gradually builds up into a profile for each pupil over their school career.
- Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self assessment.
- Assessment records provide confidence between teachers across phases and enhance progression for pupils. Key Stage 2 National Curriculum records are recorded/assimilated onto our system as appropriate.

The use of group tests and more importantly individual diagnostic tests will enable specific learning difficulties to be identified, tackled and progress made on the National Curriculum targets. Both in terms of classroom support and withdrawal, the teaching of pupils with Special Educational Needs will stress the importance of a small step approach to learning and achievement. This increases motivation and confidence to progress further. In withdrawal lessons targets are set each half term. Progress is assessed and new targets decided. Pupils are encouraged to be involved in this process.

## 7. MONITORING AND EVALUATION

A nominated governor is allocated to Special Education Needs Provision to the governing body. Effective monitoring/evaluation of the SEND provision is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of the SEND provision is undertaken are described below:

### PARENTS



- the number of parents of pupils at 'Action' and above who attend 'Review meetings' (expressed as % attendance);
- the number of parents of SEND pupils who request that their child be educated at this school;
- the degree to which the pupils and parents have been consulted during annual reviews and transition plans;
- any pertinent feedback from pupils and parents;
- regular updating of the information pack for parents in the annual SEND policy review;

### PUPILS

- the number of ILP's in operation for pupils.
- pupil achievement, e.g. increase in Reading and Spelling ages over time or awards/recognition for community based projects/sporting achievements, etc;
- numbers of SEND pupils who pursue education after the age of 16;
- routine examination by the Governors of anonymous individual SEND case studies;

### BUDGET

- the amounts of the budget allocated to pupils a) with, and b) without EHCPs;
- any appropriate adjustments in budget allocation to reflect changing needs.
- the amount of Academy budget (expressed as £ and %) spend on equipment/building modifications.

### PLANNING

- the inclusion of Special Education Needs issues in development planning;
- time allocated to planning for pupils with Special Educational Needs;

### STAFF/INSET

- involvement by all staff in INSET courses relating to SEND issues;

- senior management involvement in SEND issues;

## INDEPENDENT REPORTS

- analysis and publication of OFSTED/HMI/LEA reports.

The Annual Report of the Governors to parents contains a report of the effectiveness of provision and any amendments made or proposed over the year to our SEND policy. Parents are encouraged to offer their views on SEND provision at the annual meeting for parents which is arranged by the Governing Body.

## 8. SEND RESPONSIBILITIES AT HASSENBROOK

The 'responsible person' for SEND within a school means the Headteacher, SENCo or the designated governor.

- when the SENCO has been informed by the LEA that a pupil has special educational needs, it is the SENCo duty to ensure that all those who teach the child have been informed of his/her needs. The SENCo should be informed as soon as possible in circumstances such as the period immediately following the making of the EHCP or when a SEND pupil enrolls from another school.
- the SENCo must endorse a school's request to the LEA for a statutory assessment to be made.
- the SENCo must ensure that all teachers are aware of the importance of effective identification, assessment and SEND provision.
- to consult with other bodies and agencies (e.g. LEA, and other governing bodies) if there is to be a co-ordinated and possibly more efficient provision of SEND in the local area.
- ensure that the SEND pupils integrate and experience the same educational experiences as the other children, in so far as the integration meets the needs of the SEND pupil, the needs of other pupils and allows for the efficient use of resources.

### **8.1 THE GOVERNING BODY**

- The Governing Body will discharge its statutory duties by using its best efforts to secure that the needs of vast majority of SEND children are met by their school

with outside help. Help from outside agencies will be procured if it is deemed necessary. All governors are aware of their responsibilities for Additional Educational Needs and discuss the issues regularly.

- The Governing Body and Headteacher should co-operate in producing the Academy's SEND policy statement. Sufficient staffing and funding will be made available to meet the aims of the Policy Statement.
- The Governing Body are responsible for keeping a general oversight of the school's SEND provision. This is done through the Curriculum and Pupil Committees and the full Governing Body.
- The Governing Body should periodically review the SENCo's responsibilities in the light of requirements of the Code of Practice and make appropriate adjustments to their timetable. The Curriculum Committee will receive a termly report from the SENCo and will invite the SENCo to the Spring Term meeting when AEN matters are discussed.

## **8.2 THE HEADTEACHER**

Generally the Headteacher has a responsibility for:

- the day-to-day management of SEND provision and the confidentiality of SEND records.
- to keep the Governing Body fully informed of all relevant SEND issues.
- the Headteacher will work closely with the School's AHSS to assimilate information from and liaise with outside agencies and support services, e.g.
  - i) Educational Psychology Service;
  - ii) Child and Family Consultation Service;
  - iii) Student Support Service;
  - iv) Literacy Support Service;
  - v) Advice and Inspection Unit;
  - vi) Additional Educational Needs Assessment Service;
  - vii) Specialist Careers Officers;
  - viii) Speech Therapy;

- ix) Physiotherapy;
- x) Occupational therapy;
- xi) Advisers with an expertise in using I.C.T. to enhance the provision for SEND
- xii) Special Needs Teaching Team – staff specialising in supporting pupils with:
  - hearing impairment;
  - visual impairment;
  - autism;
  - learning difficulties;
  - specific learning difficulties;

In liaising with these agencies/support services it is hoped that remedial medical causes of learning and behaviour difficulties can be removed.

- The Headteacher is responsible for contacting the social services to register concern about a child's welfare and implementing procedures relating to child protection.

### **8.3 THE SENCO**

Generally the SENCO has responsibility for:

- the day-to-day operation of the Academy's SEND policy and the for coordinating the SEND provision.
- the Academy's SEND co-ordinator usually attends a child's care plan review which is co-ordinated by the social services.
- maintains liaison between the social services and the School. The AHSS should liaise with a named individual at the social services.
- Advising class and subject teachers and organising liaison with subject departments.
- maintaining the school's SEND register and records on all SEND pupils.
- liaising with parents of SEND children.
- contributing to staff INSET.

- the SENCO will work closely with the Headteacher to assimilate information from and liaise with outside agencies and support services.

## **8.4 ALL TEACHING AND NON-TEACHING STAFF**

All teaching staff are teachers of SEND and as such should be involved in the development of the Academy's SEND policy and by so doing (supported by INSET) will be fully aware of the School's procedures for identification, assessment and provision for SEND. Subject teachers are fully involved in the development, implementation and review of ILPs.

## **9. LEARNING SUPPORT AT HASSENBROOK SCHOOL**

The teaching staff at Hassenbrook will at some time in the school year, be involved in some kind of learning support. Some of the support will be with whole groups of pupils whilst some will be with individuals who need the more intensive support that an adult can provide. These latter pupils could be individuals who suffer from emotional, learning, behavioural or physical problems, or indeed a combination of all.

Hassenbrook's unique atmosphere is built around support, no matter what aspect of the working day we look at. But when considering Special Educational Needs however, all staff need to recognise that they have a professional responsibility with regards,

- to be aware of the school's responsibilities for pupils with SEND requirements.
- to have regard to the guidance in the Code of Practice.
- to apply that guidance effectively in assessing and teaching pupils with SEND and
- to work together in the classroom to raise the standards for all pupils.

The level of support and indeed the type of support given will indeed require an administration task common to all departments but it should be stressed that the SENCO oversees and co-ordinates provision including the following:

- The work and allocation of all Learning Support Assistants.
- Advising and supporting fellow teachers.
- Processing all support documentation.
- Liaison with parents.
- Contributing to the in-service training of staff.

The Learning Support Assistants (LSA's) are non-teaching assistants employed to work with groups or individuals who have Additional Educational Needs. The main tasks they have are helping children with reading difficulties, supporting speech therapy programmes and helping pupils with SEND access the national curriculum.

The contribution of the Learning Support Assistants is vital to successful AEN delivery and, in sympathy with the observations made by OFSTED, training opportunities for LSA's will be developed in the coming years.