

Hans Price Academy

**SEND Report and SEND information
report**

April 2017

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following Guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy has been written by the SENCO in liaison with the Academy Senior Leadership team with an emphasis on recent SEND reform.

Hans Price Academy has provided opportunities for stakeholders to collaborate in its co-production in the spirit of recent reform.

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1. SENCO details

SENCO (Also a member of extended Leadership Team so is representative in SLT meetings): Ellie Street

Email: estreet@hansprice.org.uk

Tel: 01934 629307

SEN link governor: Joanne Harper

2. Vision

Hans Price Academy is an inclusive school where everyone is made to feel welcome. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential whilst developing their wider character. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

This policy has been developed with contributions from children, families, staff and our academy council. It reflects the guidance in the Special Educational Needs and Disability Code of Practice 0 to 25 years (September 2014).

3. Aims

All children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Set the foundations for a successful transition into adulthood, whether into employment, further or higher education or training

At Hans Price Academy we aim to improve outcomes through high aspirations and expectations for children with SEND. Hans Price Academy provides a focus on the outcomes for young people rather than merely hours of provision or support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with pupils who have special or additional educational needs

4. Identifying Special Educational Needs

In the new guidance, ‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’. The broad areas of need (page 98 of the guidance) are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category.

In our Academy we identify the needs of pupils by considering the needs of the whole child which will include other aspects not just the special educational needs of the young person.

Other factors may impact on progress and attainment such as:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation. However, these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

In the recent guidance identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child’s behaviour should be described as an underlying response to a specific or a range of needs. In school we will be able to recognise and identify this clearly as we will know the child well.

5. A Graduated Approach to SEN Support

The new Code of Practice for SEN clearly states that ‘*teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff*’.

Quality First Teaching delivered by class teachers includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all young people. Class teachers have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of children who are at different levels of ability and who work at different rates. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The Senior Leadership Team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. If there are further concerns for a child the class teacher will apply the ASSESSPLAN-DO-REVIEW cycle which involves:

- Collecting further evidence of the child's needs including any formative data or support agency advice.
- Observations of learning used to identify learning strengths with a focus on what the child **can** do.
- Meeting with parents/carers to discuss their views and how they are able to support their child
- Ascertaining the views of the young person
- Seeking the support of the SENCO as necessary
- Planning and setting targets and regularly keeping parents informed of progress
- Reviewing the plan with parents and setting new targets if progress has been made in line with expectations

If, after a period of 'early action' and where pupils have not made adequate progress the class teacher with the SENCO will consider if further or continued support is required. If this is the case, the child will now be identified as receiving **SEND Support**, the single category of SEND. Parents are informed of this in writing and informed that their child will be recorded on our school tracking system as receiving SEND Support and also the category of need.

6. Managing pupils' needs on the SEND register

If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may be sought e.g. an Educational Psychologist. The impact of this advice will be monitored and reviewed.

We have access to a range of specialist services and expertise including:

- Our team of experienced and caring Teaching Assistants who are supported through a range of specialised support services e.g. Physiotherapy, Speech and Language, Behaviour, Educational Psychologist, Sensory Impairment and Health.
- A qualified Counsellor who is experienced in supporting young people with a variety of issues.
- Key staff who are trained to support specific health care needs e.g. epilepsy diabetes and severe allergies.
- Access to a range of Universal (e.g. school nurse, speech and language therapy, CAMHS) and specialist (e.g. Educational Psychology, ASD outreach team.) support services who can provide specialised assessments.
- A Specialist Dyslexia Teacher and Assessor.

If expected progress is not evident, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment. This may lead

to an Education, Health and Care Plan (this replaces the current Statement of SEN); this process will take 20 weeks. Once an EHCP is in place it will be reviewed annually.

Parents will be involved throughout all processes involving their child and will be invited to meetings with the SENCO and/or specialist support staff as appropriate.

Pupils are involved in target setting and their views sought. An open door policy allows parents to speak to the SENCO regularly and more formal meetings are held three times a year to monitor overall progress and update Pupil Passports.

7. Criteria for exiting the SEND register

The role of the teacher is fundamental to the planning for and delivery of any additional needs. Learning is personalised by the teacher and individual provision maps are written in collaboration with the SENCO for children who require them.

Regular review meetings are held 3 times a year, parents and carers are invited to these meetings alongside the student. At these meetings support will be discussed and adapted if necessary, or a discussion will be had around students coming off the SEND register if this is no longer needed.

If your child has specific needs which require staff training, this will be arranged and specialists will be involved where necessary.

Progress of SEND Support pupils is monitored and discussed with parents. When children have made progress in line with their peers and are at age related expectations we will consider taking them off SEND Support. The performance of these young people will continue to be monitored to ensure progress has been sustained.

8. Supporting pupils and families and our local offer

Schools have a statutory requirement to provide a SEND Local offer, ours is outlined here. This includes the support offered to students with a variety of needs.

Category of need	Details	Possible intervention/Support available
Cognition and Learning	<p>Specific learning difficulty: ADHD, Dyslexia, Dyspraxia or Developmental coordination Disorder, Dyscalculia.</p> <p>Mild Learning Difficulty – low literacy and/or numeracy</p> <p>Moderate Learning Difficulty – Global delay</p>	<p>Quality First Teaching provided and enhanced through:</p> <ol style="list-style-type: none"> 1) Training on the specific learning needs, staff having a clear understanding of the needs and general strategies to support these learners in the classroom. 2) Specific strategies provided about students to ensure needs are met, these are shared electronically via a pupil passport, on SIMS and are printed on a card for all students. <p>Targeted Literacy teaching: Students come out of 1/2/3 lessons a week to have additional literacy taught using read/write/ink programme.</p> <p>Targeted Numeracy teaching: Students come out of 1/ 2 lessons per week to work on additional numeracy, delivered using a baseline programme for year 6.</p> <p>Phonics and spelling intervention: 25mins/ week targeted work using pixl phonics programme.</p> <p>Handwriting/touch typing group: Thursday P7 group for those with poor handwriting or those using laptops in lessons to improved their touch typing.</p> <p>Lunch and Break club available: quiet space that is staffed.</p> <p>Targeted in class support.</p> <p>Exam Access Arrangements: Students are assessed by an external assessor to see if they need 25% additional time, a reader or a scribe in their exams.</p> <p>These interventions are reviewed termly and adapted</p>

		<p>where needed.</p> <p>Referral to Educational Psychologist, Speech and Language Therapist, Occupational Therapist of Vulnerable Learners Service to be completed if further concerns.</p>
Communication and Interaction	<p>Autistic Spectrum Disorder (ASD)</p> <p>Complex communication needs.</p>	<p>Quality First Teaching provided and enhanced through:</p> <ol style="list-style-type: none"> 1) training on ASD and communication needs regularly provided to staff to ensure they have an understanding on what it is. 2) Specific strategies provided about students to ensure needs are met, these are shared electronically via a pupil passport, on SIMS and are printed on a card for all students. <p>Time out care provided for those that need it: These are monitored by SENCO.</p> <p>Social skills group: 1 /2 lessons a week targeted intervention for 1 term. In these sessions relationships, behaviour and social expectations are explored.</p> <p>Lunch and Break club available: quiet space that is staffed.</p> <p>Targeted in class support where needed</p> <p>Exam Access Arrangements: Students are assessed by an external assessor to see if they need 25% additional time, a reader or a scribe in their exams</p> <p>Access to our onsite provision, engage where there are extreme concerns around accessing mainstream lessons.</p> <p>Referral to community paediatrician if concerns around social communication and no diagnosis of ASD.</p>
Social, Emotional and Mental Health	<p>Attachment Disorder</p> <p>Mental health difficulties:</p> <p>Anxiety</p>	<p>Quality First Teaching provided and enhanced through:</p> <ol style="list-style-type: none"> 1) Training on the specific social, emotional and mental health needs, including training from school counsellor and external specialists. 2) Specific strategies provided about students to

	<p>Depression</p> <p>Self-Harming</p> <p>Stress</p> <p>Substance misuse</p>	<p>ensure needs are met, these are shared electronically via a pupil passport, on SIMS and are printed on a card for all students.</p> <p>Referral to college leader group if necessary: groups running for 6 weeks focussing on a variety of topics including, self-esteem, relationships, managing feelings and managing stress.</p> <p>Referral to counselling led group: Group focussing on managing feelings, stress and anxiety and being a young carer.</p> <p>Referral to 1:1 counselling.</p> <p>Time out card: monitored by the college leader</p> <p>Exam Access Arrangements: Students are assessed by an external assessor to see if they need 25% additional time, a reader or a scribe in their exams</p> <p>Safe space to talk/open up provided at lunch and break.</p> <p>Referral to our onsite provision engage if students are not managing in mainstream lessons.</p> <p>Referral to CAMHS through community paediatrician.</p>
<p>Physical, Sensory and Medical</p>	<p>Hearing Impairment</p> <p>Visual Impairment</p> <p>Physical Disability</p> <p>Medical condition</p>	<p>Quality First Teaching provided and enhanced through:</p> <ol style="list-style-type: none"> 1) Training on the specific needs. Advice given about practicalities of managing classroom with students with physical, sensory, medical needs. 2) Specific strategies provided about students to ensure needs are met, these are shared electronically via a pupil passport, on SIMS and are printed on a card for all students. Including any enlarged work that is required, where is most suitable for a learner to sit. <p>Targeted in class support if necessary for practical subjects.</p> <p>If needed access to SEN instead of particular lessons.</p> <p>Individual risk assessment in place if needed.</p>

		<p>Access to Occupational Therapist if this is required.</p> <p>Support offered with catching up of missed work after time off due to medical needs.</p> <p>External support from hearing and visual impairment service.</p>
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The Academy’s team of Teaching Assistants are supported through a range of specialised support services e.g. Physiotherapy, Speech and Language, Educational Psychologist, Sensory Impairment and Health. They ensure that pupils receive the support they need and that parents are aware of their child’s progress.

Staff have been trained in the Administration of Medicines and key staff are trained to support specific health care needs e.g. epilepsy, severe allergies and diabetes. The Academy has access to a range of Universal (e.g. school nurse, speech and language therapy) and specialist (e.g. Educational Psychology, ASD outreach team, Behaviour) support services.

The New Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next. Most children starting Hans Price Academy in Year 7 transfer from primary schools in Weston Super Mare. During the summer term in Year 6 they will attend structured transition days where they meet their new teachers, have a tour of their new school and start to build friendships with the pupils from other schools who are also joining Hans Price Academy.

The SENCO and Assistant Principal for Inclusion will meet with primary school teachers to discuss the needs of the new year seven pupils and to ensure that these needs will be met both during and after transition.

There will be a Year 7 information evening when parents will have the opportunity to meet Academy staff and discuss individual needs. Parents can also make an appointment to meet with the SENCO to discuss individual needs and how these will be met.

For children transferring within the school year parents/ carers and pupil will be invited to visit the school for an information gathering meeting and guided tour. This will be an opportunity for both the pupil and their parents to discuss any SEND concerns. Information from the previous school is referred to as soon as possible.

For children moving on to Post 16 study, there will be opportunities to visit their new college and take part in “taster days”. The SENCOs from both Hans Price Academy and the Post 16 college will liaise and if the child has SEND, additional meetings will

be arranged as necessary. The SENCO from the college will be invited to a transition meeting to prepare the pupil for Post 16 study. If a child has particularly high needs a transition package will be put in place and will be personalised to meet individual requirements.

All SEND information is shared with settings the young people transfer to. Parents will be fully involved in the transition process and invited to make contributions.

9. Supporting pupils at school with medical conditions

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions. Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEND Code of Practice will also apply. All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

The Academy 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 pupils may have a Statement of SEN or Education, Health and Care Plan (EHCP) which brings together health and social care needs with their special educational provision. Refer to our policy: Supporting pupils at school with medical conditions for further information.

10. Monitoring and evaluation of SEND.

The Academy regularly monitors and evaluates the quality of provision offered to all pupils. SEND learning walks enable the SENCO and SLT to audit the quality of provision for children with both special and additional needs in the classroom setting.

All teachers use inclusive teaching strategies and share good practice on a regular basis. The SENCO meets informally with staff to discuss the needs of individual children and to adapt provision as required. A more formal meeting is held to monitor progress of all pupils across a year group and identify further allocation of resources and training needs.

The quality of Teaching Assistants support is monitored through a rigorous process of performance management. As part of this process relevant training needs are identified.

It is the Academy's aim to involve both pupils and parents in the co-production of this policy. Parent views are gathered through termly meetings and pupils contribute via

regular pupil voice sessions and these directly influence our policy for SEND children.

Evidence, as a result of monitoring is used to inform best practice; a strategic plan for SEND is developed through a cycle of provision planning, implementation and review. Through robust evaluation and monitoring arrangements the Academy is able to promote an active process of continual review and improvement of provision for all pupils.

SEND provision and support for vulnerable learners is a focus of every academy council meeting. An SEND report is shared with the Academy Council who monitor and evaluate the progress of SEND across the academy.

11. Funding of SEN support

Schools receive funding for all young including those with Special Educational Needs and Disabilities and additional needs are met from this, including equipment. Funding allocated to schools enables early intervention and appropriate provision for all pupils with SEND. Most children will have their needs met from the core education budget which includes additional support for pupils with higher levels of need up to a notional amount of £6,000.

If review of pupil's progress and evaluation of provision made shows that further, additional support is needed the Academy may consider applying for further funding directly from the local authority.

Through the process of school based reviews, the Academy will provide evidence to show that the provision made through the school based funding will have been evaluated, pupil progress monitored and impact demonstrated. The evidence will indicate the additional provision which may be required for these pupils in order to access a broad and balanced curriculum.

12. Training and resources

In order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all pupils, Academy staff undertake regular and appropriate training and development.

All teachers and support staff undertake induction when first in post at our Academy and this includes a meeting with the SENCO to explain the procedures in place around the school's SEND provision and to discuss the needs of individual pupils. The Academy's SENCO regularly attends the CLF SENCO network meetings in order to keep up to date with local and national updates in SEN.

13. Roles and responsibilities Ellie Street, SENCO, is:

- Member of staff responsible for ensuring that all staff are aware of the individual needs of each pupil
- Line Manager for all Teaching Assistants

Nicky Munro, Assistant Principal, is:

- Member of staff with specific Safeguarding responsibility.
- Member of staff responsible for managing LAC funding

Steve Holland, Assistant Principal is:

- Member of staff responsible for managing Pupil Premium Grant funding

Jan Fairchild is our Parent Support Worker with specific Safeguarding responsibility (jfairchild@hansprice.org.uk).

The SENCO updates information about pupils on SEND register twice a year when whole school pupil data is discussed and in line with the School Census.

The SEND link Governor Joanne Harper, liaises with the SENCO to monitor the Academy's work for children with SEND; supports the SENCO in monitoring appropriate staffing and funding arrangements and in deciding the general policy and approach to meeting children's SEND.

14. Storing and managing information

All SEND paperwork is kept in a locked filing cabinet in the SENCO's office.

On transition all relevant SEND information is forwarded to the pupil's new placement. The Academy does not keep any copies. Information at the Academy is stored in line with CLF policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis. All information is shared via SIMS as this ensures that staff can access the most recent and relevant documents whilst maintaining confidentiality.

Medical care plans are available for relevant pupils via SIMS and in the school medical office in case of emergency.

15. Reviewing the policy

The Academy's SEND policy will be reviewed annually in line with the SEND Code of Practice and shared with the school governors, all school staff and placed on the school web site.

16. Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The Academy have an access policy in place, this is found on the website alongside our other policies.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. The Academy works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

All pupils have access to school trips and visits around the local area; where necessary reasonable adjustments will be made. Visits are chosen that are accessible to all. Parents are invited to discuss individual needs and access requirements with a member of staff.

In addition interpreters are regularly used and we have a Polish speaking Teaching Assistant who is also fluent in other Eastern European languages including Russian and Slovakian and Czech.

17. Bullying

The Academy is committed to taking steps to ensure and mitigate the risk of bullying of vulnerable learners at our school. Our aim is to work together to stop bullying and create safe environments in which young people can live, grow and learn. Bullying and harassment is behavior that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. The ethos at our Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. For further information please refer to our anti-bullying policy.

18. Dealing with complaints

If there are any complaints relating to the provision for pupils with SEND which have not been resolved these will be dealt with firstly by the SENCO and then the Academy Principal. If issues have not been resolved, the Associate Principal will arrange a meeting with the Executive Principal or Chair of the Academy Council. Please refer to the academy's Complaints Policy available on the academy's website.