

# Hill View Academy SEN & Inclusion Policy



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<b>LGB</b>	
<b>SLT Member Responsible</b>	Kate Eastwood
<b>Equality Impact Check</b>	

## **Inclusion Statement**

At Hill View Academy we believe that all children should have their needs met within a safe, secure and caring environment so that regardless of their race, gender, religion, background or abilities, they flourish and develop into valued members of the community.

## **Special Educational Needs Policy and Inclusion Policy**

### **Introduction**

At Hill View Academy, we are committed to providing an inclusive, caring education that serves the needs of our community. We care about the children in our charge and want them to become exemplary role models who can make a positive contribution to society and make their families proud.

### **Aim**

- To listen to children as individuals and ensure that we are meeting all their needs
- To work with parents as partners to ensure that the views of the child and the family are an integral part of any SEN decision making process
- To ensure the early identification of learning difficulties
- To provide the appropriate resources and support to enable all children to access education
- To make all reasonable adjustments to help a child overcome any barriers to learning, enabling them to close any academic gap with their peer
- To monitor the outcomes and progress for all children
- To ensure that all children can participate fully in all aspects of school life, including off site visits and residential trips
- To regularly review the accessibility arrangements
- To ensure that all children develop life skills, confidence and social skills to enable them to become successful and independent adults
- To ensure that SEN provision at Hill View Academy follows the requirements of the Children and Families Act 2014, the 2014 SEN Code of practice and the Equality Act 2010

### **Principles**

Every child has an entitlement to quality first teaching and a stimulating curriculum, which is appropriately differentiated to meet their learning needs within the classroom. For some children with Special Educational Needs (SEN), additional support is required over and above this to ensure that they fulfil their potential. The provision for SEN is the educational provision that is put in place which is in addition to that made for others of the same age and goes beyond differentiation.

Some children with SEN are able to flourish without much additional support, some will require intermittent intensive support, and others will require on-going specialist support. It may include access to additional resources and interventions as appropriate for their needs.

Parents of children with SEN should be aware of the additional support provided and be involved in shaping what this additional support looks like, through regular meetings and updates. They should also be aware of any external agencies that may be involved e.g. external health care, education services and social services.

Targets should be identified for all areas of need for pupils with SEN. The effectiveness of the SEN provision put in place to address those needs will be measured against the progress made towards these targets.

### **Admissions**

All admissions to Hill View Academy, including for children with SEN, are co-ordinated through Kirklees Local Authority (see website).

### **Accessibility**

Hill View Academy is a small primary based in a one story building. We are proud to serve the local community and have provision for children with a wide range of need, including visual impairment, physical impairment and autism. All new build is DDA compliant and any access needs are addressed as issues arise.

## **Roles and Responsibilities**

### **The Child**

In accordance with the SEN Code of Practice, we believe that young people have the right to be involved in decisions about their SEN provision. Pupil's views are given due weight according to their age, maturity and capability. Children should be aware that any decisions made/actions taken will always be made with their best interest in mind.

Children will be supported to develop skills to enable them to become independent adults. This will involve supporting their emotional and social development as well as their academic skills, communication skills and physical development. In planning appropriate provision for pupils with SEN we focus on the strengths and interests of the child rather than difficulties.

Through inclusive teaching and learning, children with SEN will be expected to

- Access all areas of the curriculum
- Be fully involved in the everyday life of the school, including clubs, school council and educational visits
- Be aware of their own strengths and weaknesses and feel positive about what they can achieve
- Develop strategies for working as independently as possible.
- Be involved in assessing/reviewing their needs and progress towards their targets
- Be aware of the school policies for keeping themselves safe and happy

Transitions are planned carefully for all pupils, and particularly those pupils with SEN. The child's views and needs are of paramount importance in these arrangements. External service providers are involved, where appropriate, to ensure successful transitions.

### **Parents/Carers**

Parental support is vital to the effective education of all children, and especially those with SEN. At Hill View we recognise the importance of parental contribution to the decision-making process.

Staff will

- Liaise with parents as soon as there are any concerns about their child
- Encourage parents to discuss any concerns they might have about their child's educational progress or other needs
- Invite parents to regular meetings to review their child's progress
- Value parents as partners in their child's education
- Request consent, when necessary, for external advice and support to be obtained
- Support parents to take their child to appointments with external agencies

### **Class Teacher**

All pupils have an entitlement to teaching which is inspiring, well-structured and which meets their learning needs.

Teachers are responsible and accountable for the good progress and learning of all the pupils in their class, including those pupils with SEN. As such they are responsible for ensuring that any additional staff support is deployed effectively to enable the child to make maximum academic progress.

Teachers are also responsible for providing a learning environment that is inclusive and caters for different learning style. This will involve the effective use of resources and keeping up to date with current thinking.

Progress is regularly monitored, especially for children with SEN. Interventions are measured for impact. Dated records of visits from any support agencies and the advice given is kept.

Teachers meet regularly with parents to discuss the needs and progress of children in their class, including those with SEN, and keep parents up to date with what is happening in the classroom and with progress.

### **Management of SEN**

At Hill View Academy, the SENDCo is Patrick Kennedy.

Management of SEN involves

- Ensuring all practitioners understand their responsibilities to children with SEN

- Monitoring the progress of children with SEN to ensure that they are not being disadvantaged in any way or treated less favourably than their peers
- Offering advice regarding appropriate support, differentiation and intervention for pupils with SEN, in accordance with the school's graduated approach to SEN
- Ensuring that the school can meet the access needs of any child at or wanting to attend Hill View Academy.
- Monitoring the effectiveness of SEN interventions by tracking the progress of pupils of pupils with SEN
- Engaging children and parents in discussions and ensuring that their opinions inform the outcomes and provision for their child's needs
- Providing a key point of contact with external agencies, including the Local Authority and Local Authority support services (See the School Local Offer and the Kirklees Local Offer for the range of support available)
- Liaising with other schools, where needed, to ensure a smooth transition for children with SEN
- Liaising with the relevant designated teacher where a looked after pupil or a pupil with intensive social service involvement has SEN
- Collating information regarding SEN and prepare reports around SEN issues
- Meeting the SEN Governor of the School and keeping them updated on developments and progress
- Liaising with the headteacher to ensure that appropriate resources/staffing is made available

### **Role of the SEN Governor**

The SEN Governor is the representative of the governing body who has been elected to liaise between the SEN manager and the governing body. As such, the SEN Governor will have enhanced knowledge and insight into how the provision for SEN is operating within the school.

The SEN Governor will

- Be involved in the monitoring of the policy
- Monitor and review SEN provision within the school
- Meet regularly with the SEN manager
- Inform all other governors of SEN issues following discussions with the SEN manager
- Ensure that SEN provision is an integral part of the School Improvement Plan
- Act as the 'Champion' for the children with SEN

The SEN Governor at Hill View Academy is: TBC

### **Graduated Approach to SEN Provision**

To meet the diverse needs of our children, the school is organised into small classes. As a result, most needs can be met most effectively through differentiation and class-based interventions.

Close monitoring and tracking of the progress of all children enables the early identification of pupils who may require additional support. Early identification plays a key part in enabling children to become successful learners. However, pupils are not automatically identified as having SEN on the basis of lack of progress. Initial discussions will take place between the parents, child and teacher to identify potential issues impacting on learning.

Once it has been established that there is a SEN need, we operate a 'graduated approach' to SEN provision. This ensures that provision, support and intervention are appropriate to the needs of each individual child. Progress towards outcomes/goals is regularly reviewed so that the impact and success of strategies can be measured (see Cumulative Graduated Approach document).

A child may be identified as having SEN when they have a greater difficulty in learning or significantly struggle to do what others of a similar age can do or have a disability which prevents or hinders them from making use of the educational facilities provided or has severe social/emotional/behavioural needs.

Pupils with identified SEN will be placed on the SEN register at Hill View Academy. Progress against agreed outcomes will be reviewed termly in discussions between the class teacher and parents with support from the SEN team. Support may be targeted to address the needs of specific groups of children across a year group.

Some children may benefit from specialist interventions from external agencies, such as the Speech and Language Services or the Autistic Spectrum Support Service who run individualised programs within the school. The School works closely with all education, health and social services agencies to provide a coherent program of support for its children. For details of these, please refer to the School's Local Offer. Specialist advice will be followed with regards to helping children with more complex needs.

### **Education, Health and Care Plans (EHCP)**

When children have significant, complex and long-term needs, in addition to those funded through school resources, Statutory Assessment may be necessary to gain additional support for the child. Statutory assessment is undertaken in collaboration with the child, parents, health services, social services or educational services working with the child. Statutory Assessment may result in an Education, Health and Care Plan (EHCP) for the child being provided by the Local Authority. This gives children a statutory right to support in order to achieve specific outcomes and ensures a co-ordinated approach from the services working with the child, to address their needs.

Where a child with SEN also has a Child in Need (CIN) or a Child Protection (CP) plan, the school works with the social workers to ensure that social care assessments are aligned with EHCP assessments and reviews wherever possible. The school also works with the services of the Virtual School to access appropriate support for Children Looked After (CLA).

### **Reviewing progress towards outcomes**

In accordance with the Statutory Requirements, progress towards the outcomes of EHCP will be reviewed on a termly basis and more formally, on a yearly basis. Reviews of progress are undertaken in partnership with the child and their parent, and take account of their views, wishes and feelings. Clear goals are set, and strategies to support success are identified.

### **Reporting SEN Information**

The range of support and the SEN provision offered to pupils with additional needs at Hill View Academy is presented within the School Local Offer. We also access SEN support, advice and provision available in the Local Authority (Kirklees' Local Offer).

### **Procedure for Concerns**

Parents who are concerned about the SEN provision that their child is receiving should initially meet with the class teacher and the SEN team. The Headteacher may be consulted and the SEN Governor. All parents and carers are encouraged to use the SENDIAS Service to support them.