

Impact Education Trust

SEN Policy and Report



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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.

Our aims:

- 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 is 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

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Matthew Titherington, he can be contacted on 01484 976216 or office@hillviewacademy.co.uk)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

As pupils move through the year groups and phases at Hill View we ensure that the old and new teachers work collaboratively to make the process as smooth as possible.

When pupils move schools, e.g. at the end of Year 6, we will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- NELI for speech and language
- Individualised interventions linked to targets
- Thrive interventions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when they require a much more individualized approach to help them access the curriculum.

Teaching assistants will support pupils in small groups when children need extra support in an area, such as literacy or numeracy.

We work with the following agencies to provide support for pupils with SEN:

- Education Psychology
- SALT
- School Nurse
- SENACT team
- ETHOS - Engage Academy
- Northorpe Hall/CAMHS
- Complex communication and interaction (CCI) Outreach
- QTHI (Qualified Teacher of the Hearing Impaired)
- QTVI (Qualified Teacher of the Visually Impaired)

5.9 Expertise and training of staff

Our SENCO has 3 years' experience in this role and has 11 years' experience as a classroom teacher.

They are allocated 2 days per week to manage SEN provision.

We have a team of 12 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

In addition to EHC plans, the school provides through its own budget and Element 3 funding equipment and resources to help pupils access the curriculum.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a predetermined number of weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress

- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips e.g. to Robin Wood.

All pupils are encouraged to take part in sports day/school plays etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Our accessibility policy can be found on our [school website](#)

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Part of our whole school approach is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE and indirectly with every conversation that adults have with pupils throughout the day
- The SENDCO, with the consent of parents/carers, may feel it is appropriate to coordinate additional support for children to access for example, a key person, time with member of SLT or leadership team, an external referral to CAHMS (Child and Adolescent Mental Health Service), or an external therapeutic intervention. The school is not funded to provide specialist therapeutic support 'in house'.
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

As a school, we actively promote the ethos of 'a team around the child'. We have established links with key services aimed at promoting the well-being of our children and their families. We strongly advocate a person-centred approach in order to achieve the best outcomes. We therefore work closely with colleagues from the NHS, children's and adults' social care teams as well as the many other professionals who work to support our children and their families

5.15 Complaints about SEN provision

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 SENDIASS Service to support them.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

- Kirklees Parent Partnership <http://kirkleesparentpartnership.co.uk>

- PCAN (Parents of Children with Additional Needs) <http://pcankirklees.org>
- Huddersfield Down Syndrome Support Group www.hdssg.org
- North Kirklees Autism Support Group and Friends - contact Kath Woodhouse on 07772534625
- FEDS Kirklees (families of Eating Disorder Sufferers) <http://www.fedskirklees.org/>
- Huddersfield Support Group for Autism <http://www.autismhuddersfield.co.uk/>
- Kirklees Family Information Service - telephone service for parents to call (01484 414887) or you can email them on FIS@kirklees.gov.uk
- Northorpe Hall Child and Family Trust: a charity supporting children's mental and emotional health in Kirklees <http://www.northorpehall.co.uk>
- Ruddi's Retreat - West Yorkshire charity offering a break away <http://ruddisretreat.org/>

5.17 Contact details for raising concerns

Concerns should be made in the first instance to the school office:

01484 976216 / office@hillviewacademy.co.uk

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.kirkleeslocaloffer.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by the Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions