



Hinckley  
ACADEMY



Hinckley  
ACADEMY

# Special Educational Needs and Disability (SEND) Policy

<b>Date of last review:</b>	<b>September 2021</b>
<b>Reviewed by:</b>	<b>Azizah Pathan, Vice Principal</b>
<b>Approved by Governors on:</b>	<b>October 2021</b>
<b>Frequency of review:</b>	<b>Annually</b>
<b>Date of next review:</b>	<b>September 2022</b>

### **Introductory Statement**

We believe at Hinckley Academy and John Cleveland Sixth Form Centre that all students should be given equal opportunities to succeed and live fulfilling and meaningful lives. In accordance with the 0-25 SEN Code of Practice (2014), we have “high aspirations and expectations for children and young people with SEND”. Underpinning this is the belief that:

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

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

### **As a staff we aim to:**

- provide equal opportunities for every person in our care in a safe and fully equipped learning environment which caters for the needs of every child as an individual
- be committed to ensure all students can access the curriculum and participate in all aspects of school life.

### **The key responsibilities of the SENDCo (Johanne Mungovan)**

- Overseeing the day to day operation of the school’s policy
- Co-ordination of the provision for students with SEND
- Advising on the graduated approach to provide SEND support
- Liaising with parents/carers of students with SEND
- Liaising with outside agencies
- Ensuring the SEND Record is kept up to date.

Background Information about the School and its provision for students with Special Educational Needs and Disabilities (SEND)

Most students at Hinckley Academy are White British; the proportion of students from minority ethnic backgrounds, or with English as a second language, is considerably lower than found nationally but is increasing. The proportion of students known to be eligible for free school meals is lower than the national

average; as is the proportion of students who are disabled, have special educational needs or a statement/Education Health Care Plan for their particular needs.

Students who have previously been on a SEND register at Primary School are initially placed on the register at the Hinckley Academy and John Cleveland Sixth Form Centre, and will be assessed to see if they should remain on it. Further details of individual students and their needs can be found on the Register. These students are identified in line with the graduated approach to SEND as being SEND K.

Those identified with SEND are placed under four named categories:

- Sensory and/or physical difficulties e.g. hearing impaired, some medical issues
- Communication and interaction e.g. autism, speech and language difficulties
- Cognitive and learning e.g. mild learning difficulties, dyslexia
- SEMH (social, emotional, mental health) e.g. anxiety, attachment disorder, ADHD

### **SEND Staff**

The SEND Team consists of the SENDCO (Johanne Mungovan), and Assistant to the SENDCO, Higher Level Teaching Assistants, Teaching Assistants and Learning Support Assistants. The department works as a team, led by the SENDCO working in conjunction with the Director of Inclusion.

Teachers are responsible for Quality First Wave Teaching adapting the curriculum to meet the needs of their students, supported by the SEND team. Students on the SEND list will be assessed, monitored and supported in a variety of ways during their school career. Quality of provision will be discussed and implemented through the OB2L (Overcoming Barriers to Learning) meetings.

The SENDCO and Teaching Assistants will also consult with colleagues regarding the needs of students who are not on the SEND list but who may be a concern to teaching staff or present themselves with learning difficulties.

As set out in the school's local offer, the SENDCO aims to establish close working relationships between students, staff, parents and outside agencies so that students can be helped in a fully supportive and inclusive environment.

### **Aims of the School's SEND Policy**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the 0-25 SEN Code of Practice (2014).

## **Objectives of the School's SEND Policy**

### **The objectives of our policy are to:**

- ensure SEND students make good progress in all aspects of school life.
- ensure that SEND students make good academic progress in line with other students at the school.
- organise activities to ensure that all students are included in the life of the school
- work closely with parents, sharing information on student's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our students whether this be in Quality First Teaching, by intervention programmes or support for individual and groups of students (2<sup>nd</sup> and 3<sup>rd</sup> have interventions).
- meet the requirements of the 0-25 SEND Code of Practice (2014).
- facilitate students' learning by identifying their individual needs and take steps to address those needs within the context of the National Curriculum and the school curriculum as a whole, taking account of the 0-25 SEND Code of Practice (2014) support students' learning without making them feel different or inferior to their peers
- enable each student to become an independent and confident learner.
- create an environment where students feel safe to voice their opinions regarding their own needs.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives. The school's provision for students with SEND is further set out in the school's SEND Report/Local Offer.

### **Roles and Responsibilities**

The Local Governing Body and the SEND Link Governor (Janet Thompson) will:

- liaise with the Head of School to establish and publish the school's local offer and approach to provision for children with SEND
- establish the appropriate staffing and funding arrangements
- maintain a general oversight of the school's work.

## The Head of School

- has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND as detailed in the local offer
- keeps the Local Governing Board fully informed
- works closely with the school's SENDCo and the SEND Team.

The Director of Inclusion (Graeme Price) together with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) are the lead for SEND and are responsible for the implementation of the SEND Policy.

The SENDCo and the Director of Inclusion are responsible in particular for:

- overseeing the SEND staff and ensuring that the SEND policy is applied on a daily basis and for co-ordinating provision for students through a graduated response with special educational needs, particularly through Education, Health and Care Plans (EHCP), as well as other students on the SEND list and monitoring these as detailed in the school's local offer
- liaising with and advising other members of school staff
- managing provision and tracking data within the resources available through OB2L meetings
- monitoring the progress of students with SEND and collating this information
- liaising with the parents of children with special educational needs
- liaising with external agencies, including the Access to Education Team (including Educational Psychology Service and former Pupil and School Support Service), Autism Outreach Team, Specialist Teaching Services, Social Care Services and CAMHs
- liaising with the Year Leaders and Pastoral Leaders particularly regarding those students with social, emotional and mental health difficulties
- report on the effectiveness of provision to the Senior Leadership Team and through them, to governors.
- keep up to date with new initiatives to support students with SEND and share good practice with teachers – First Wave Teaching
- determine if students need a statutory assessment, in consultation with parents/carers
- maintaining the school's SEND Register and overseeing the records of all students with special educational needs and disabilities
- co-ordinating individual Student Passports and carrying out the assessments of students to ensure that students with SEND are identified and that progress is recorded

- keeping up-to date with new initiatives and share good practice with teachers
- assessing students for examination access arrangements
- ensure Student Passports and inclusion information, including teaching advice, are updated and available to relevant teaching staff.

### **Teaching and Non-Teaching Staff**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years states that

“High quality teaching, differentiated for individual SENDs, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching”

Teaching staff therefore:

- are made aware of the school's procedures for identifying, assessing and making provision for students with special educational needs through the SEND register and other information distributed by the SENDCo.
- have a responsibility to bring to the attention of the SENDCo any student for whom there is a concern.
- should be aware of the varying needs of students in their classes, delivering quality first teaching to meet these needs and to liaise with the SENDCo, for suggested strategies for individual students.

### **Year Leaders**

Year Leaders will work with the SENDCo and Director of Inclusion to identify additional support and monitor impact through OB2L meetings.

### **Admission and Identification Arrangements**

To ensure that students with SEND are effectively identified; students are transferred to the SEND register from their feeder school. A team of staff, including the SENDCo, will visit feeder schools and collect information about students with SEND. The SENDCo will attend Annual Reviews and liaise with parents/carers as required, organising any additional transitional work. Relevant information will also be collected about the student's educational history from their previous school including any educational support services who may have been involved with the student. Once students arrive at Hinckley Academy and John Cleveland Sixth Form Centre:

- CAT tests are used to aid in ability setting students for core subjects
- reading tests are completed to identify students requiring targeted support
- a range of further assessments may be carried out to clarify the needs of individual students and establish their strengths and areas of difficulty
- information about students' SEND is collated and shared with school staff.

### **When students leave the school**

- information about the students' educational history is passed on to the receiving school, Colleges of Further Education and Higher Education providers.
- other transfer documentation is passed on as required

### **Identification, Assessment, Monitoring and Review Procedures**

Provision for students with SEND is based on the underpinning principles of the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

The code of practice sets out a graduated approach to students with SEND.

This approach is consolidated by the following procedure:

### **SEND Support Monitoring**

- Class teachers monitor the progress of students.
- Students whose progress may be a concern are discussed with the SENDCo using the Initial Concerns form or through OB2L meetings.

### **Students on the SEND register**

- Appropriate assessments will be made of the students' strengths and support required.
- SEND students have an input into the information that is provided on the student SEND passports and when the passports are reviewed.
- Keyworkers regularly meet with students to discuss progress and support that are detailed in the student's support passport.
- Progress is reviewed at the identified assessment points.
- Students may be involved in small group or individual intervention work.
- Referral to support agencies as appropriate, including: – Educational Psychology Service, Autism Outreach Team, and Inclusion Team.
- SEND students on the register will be integral to any student voice that is carried across the school.

### **Students with a Statement/Education Health Care Plans (EHCP)**

The production of an EHCP is the responsibility of Leicestershire Education Authority. The majority of students will have an EHCP before reaching the

secondary education stage, however, when appropriate, the school may request or respond to a parental request to initiate the process of statutory assessment. The provision set out in a student's EHCP will be closely monitored by the SENDCo and reviewed annually. Parents/carers and the student will be invited to contribute to the review and attend the review meeting.

#### Assessment

The SENDCo will refer students when appropriate to support services as listed earlier if further assessment and support is required. Such referrals will always be discussed first with parents/carers.

External agencies will carry out relevant assessments and will offer further advice and strategies to support a student.

All students' attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

#### **Student Participation**

Staff will involve students in discussions about their individual programmes. Students with an EHCP, will be encouraged to contribute to their reviews either verbally or in a questionnaire, with support from their Key Worker, if required.

#### **Supporting Students and Families**

Hinckley Academy values the views and contributions of parents/carers.

- Parental views from Annual Review Meetings are recorded
- Parents' evening SEND reviews, when the views of parents are sought
- Parents/carers are encouraged to support their child by supporting their Learning preparation, attending parents' meetings and signing their children's planners weekly
- Parent information meetings scheduled appropriately to support their child through school change, such as transition, prep and options.
- Effective communication is achieved through contact with home through letters, telephone calls, email, text or student planners.

Parents/carers are encouraged to contact SENDIASS for support.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website.

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)



The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Parents/carers can read the Local Offer at: [www.leicestershire.gov.uk](http://www.leicestershire.gov.uk)

Partnership with students:

- Students are encouraged to be involved in decision-making about their provision
- Students' views are recorded as part of the review process and are valued and listened to.

## **Monitoring**

The SENDCo, Director of Inclusion and Year Leaders will monitor the progress of students with SEND with reference to the SEND continuum. Further monitoring of progress of SEND students will take place at the identified Assessment points. The SENDCo will meet with Year Teams and the Director of Inclusion to discuss progress of students who are SEND.

## **Review**

Students Support Passports will be reviewed at each assessment point.

## **Arrangements for Providing Access to the Curriculum for Students with SEND**

We support access to the curriculum through Quality First Teaching, appropriate differentiation and intervention, student support passports and allocating extra support to an individual or group according to set criteria and availability of resources.

The self-esteem of students is developed through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observations and assessments take place and provide regular feedback about the students' achievements and experiences to form the basis for planning the next steps of the students' learning. In addition to in-class support and intervention programmes, students may also receive support through 'one to one' provision.

In Years 7 – 10 some students may take part in additional Literacy and/or Numeracy intervention.

Provision will be provided on an individual basis. A risk assessment will be put in place if required. Identified students will be assessed for access arrangements for examinations, primarily in academic Years 9, 10 and 12 and applications made to JCQ or Edexcel for BTEC courses. An appropriately qualified Specialist

Teacher is bought in to complete testing for students who may require access arrangements for external examinations in order to apply for access Arrangements. The access arrangements will always reflect a student's normal way of working in accordance with JCQ guidance

We seek to be an inclusive school by:

- using the SEND review procedures to identify any issues experienced by SEND students and respond appropriately
- ensuring that all students have appropriate learning targets which are challenging
- valuing the diversity of our SEND students
- looking for opportunities to raise the profile of SEND issues
- seeking opportunities for students with SEND to work with other students
- encouraging students with SEND to socialise with other students
- raising the profile within the school e.g. focusing on ADHD/dyslexia assemblies
- continuing links with special schools to extend students' experience of diversity.

### **Complaints procedure**

Initially, any complaints from parents/carers about their child's provision should be made to the SENDCo, in the first instance, then the Head of School. However, if a parent/carer is not satisfied with the response given, the Complaints Procedure outlined in the school's website should be followed.

### **Monitoring and Evaluation of the Policy**

The success of this policy and its implementation will be reviewed annually using:

- Recorded views of students and parents/carers at parents' evening reviews
- Measurable achievements of students (data and student work)
- Feedback from departments/outside agencies
- Number of resolutions from complaints received