



Special Educational Needs and Disabilities Policy

Person in Charge - Mrs Sharon Richards - Headteacher

Sendco - Mrs Susan Kitchen

At Holley Park Academy we aim to support all our pupils, including those who have special educational needs and/or disabilities at any time during their school lives. We aim to ensure that children with SEND can access the curriculum, build on their achievements and develop their self-esteem through the implementation of the SEN Code of Practice. We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs.

Our policy complies with the statutory requirements laid out in:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 0 - 25 (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Teachers Standards 2012

We refer also to the following policies/guidance

- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Holley Park Academy Child Protection Safeguarding Policy 2014
- Holley Park Academy SEND Information Report 2014
- Equality Act 2010

AIM

Staff at Holley Park Academy are committed to working together in order to provide a high quality education in a safe, caring and stimulating environment. We want all children to fulfil their potential in all areas of the curriculum, develop skills, knowledge and attitudes which will enable them to learn and succeed throughout their lives. We encourage the development of confidence and self-esteem alongside care and respect for others.

OBJECTIVES

- To work within the guidance provide in the SEND Code of Practice 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs
- To be aware that any pupil at some time in their education may have special educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To be aware that every child is entitled to a sense of achievement
- To identify pupils as soon as possible who will need extra resources and / or teaching help within their school career
- To work in partnership with the child's parents/ carers and other external professional agencies to provide for the child's individual needs

- To provide a Special Educational Needs & Disabilities Co-ordinator (SENDCO) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils

Responsibility for the co-ordination of SEN provision.

SENCO: Mrs Susan Kitchen (National Award for SEN)

Mrs Kitchen is also Deputy Head Teacher

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Identifying Special Educational Needs

Holley Park Academy supports the needs of a range of pupils including those with SEND (Special Education Needs and Disabilities).

Such needs as defined in the Code of Practice (2014) include:

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

In consultation with parents, carers and other adults working with your child (e.g. teaching assistant, learning support assistant) a programme of support (also known as a Support Plan / Pupil Profile) appropriate to your child's needs is drawn up.

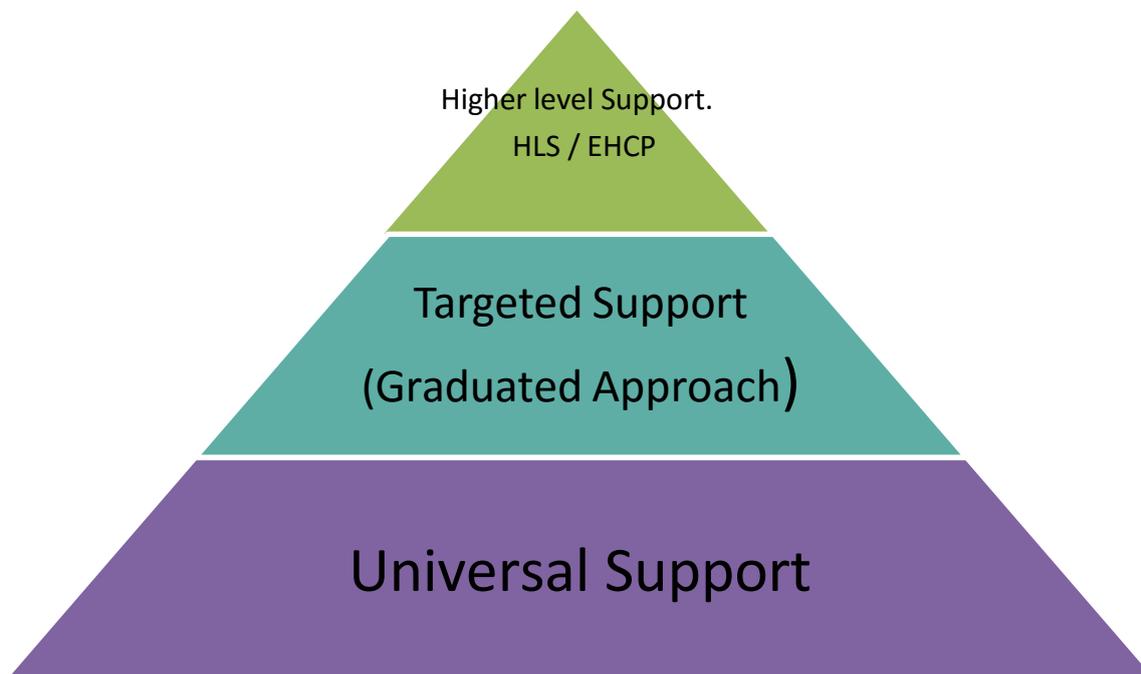
The purpose of identification is to work out what action the school needs to take rather than to fit a pupil into any specific category. At Holley Park we aim to identify the needs of our pupils by considering the whole child and taking into consideration a variety of factors which may also act as barriers to learning, such as

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Bereavement

Some pupils with disabilities or medical concerns may have learning difficulties that call for special educational provision however, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Identification of Special Educational Needs.

A Graduated Approach to SEN Support



All children in school receive universal quality first teaching from the class teacher, who is accountable for the progress and development of all pupils in their class. This means that activities are planned according to the level at which the child is currently working in order to ensure that they make good progress towards national benchmarks.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as **possibly** having SEN they will be closely monitored by class staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as necessary for support and advice and may wish to observe the pupil in class.

- e) Through (b) and (d) it will be determined which level of provision the child will need.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be fully informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share any information with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Termly parent's evenings are used to monitor and assess the progress being made by each child.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child's needs will be formally recorded. The aim of formally identifying a pupil with SEN is to help the Academy to ensure that effective provision is put in place and barriers to learning are removed. The support provided will consist of a four - part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention are matched to individual need, that barriers to learning are clearly identified and addressed and that the interventions used are flexible. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

If a pupil is not seen to be making the expected progress at any point in the year an Individual Learning Plan will be prepared in consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments to the Individual Learning Plan, and the next steps, in consultation with parents and the pupil.

Higher Level Support Plans (HLS plans)

If your child is in need of more specialist support from external agencies e.g. Speech and Language Therapy or the Educational Psychologist Mrs Kitchen, the SENDCO, will discuss this with your child's class teacher, obtain your permission and liaise with the appropriate services. A Support Plan will then be written using information from all the adults who work with your child. You will be invited to contribute to the plan and attend all reviews to discuss the outcomes and plan for any further support.

Referral for an Education, Health and Care Plan

If after following a support plan a child still requires further support or if your child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about outside agencies and EHC plans can be found via the SEND Local Offer:
<http://www.sunderland.gov.uk/index.aspx?articleid=9785>

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by the Sunderland Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other more flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group intervention is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Headteacher, SEND Governor and SENDCO oversee the school's policy for SEND and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils' needs from external support services.

Evaluating the success of provision

In order to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, as well as discussion during progress meetings with parents. A downloadable comments, compliments and complaints form is also available on the school website.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEND provision and interventions are recorded on the whole school provision map, which is updated as appropriate. School targeted intervention evaluations are used to monitor the effectiveness of each intervention.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by to speak to the child's class teacher. Should any issues remain unresolved appointments can then be made with in the first instance with either Foundation Leader - Miss Pearson, Key Stage 1 Leader Mrs Whyte, or Key Stage 2 Leader Mrs Gallant, followed by the Headteacher Mrs Richards.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENDCO attends relevant SEN courses, SEN Network meetings and signposts relevant SEN focused external training opportunities for all staff as required. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the school improvement plan (SIP).

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

Working in partnerships with parents

Holley Park Academy believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor David Haw may also be contacted via school in relation to SEN matters.

Strategies to support the four areas of need.

Cognition and Learning
Read Write Inc including assessment materials Daily phonics/SPAG sessions Awareness of learning styles - Visual, auditory and kinaesthetic approach Specific language intervention groups Specific maths programmes Basic skills checklists e.g. high frequency words/Phonics
Communication and Interaction
Small group speaking and listening sessions. Paired/group talk Barrier Games Word mats, topic glossaries Individual visual timetables TA support during whole class teaching time to engage each child and model/ elicit responses Discussion and scribing to promote quality responses Resources e.g. voice recorders, iPads Role play and hot seating Speech and Language Support
Social, Emotional And Mental Health Difficulties
Social stories Buddy System Friendship support groups Peer mentors to promote collaborative play Resources for outdoor play / playtime activities Clubs Circle time Celebration assemblies School Behaviour Policy and Strategies (The 5 R's)

Sensory And Physical/Medical Needs	
Pencil grips Specialist pencils Posture support Sloping writing boards Further differentiation of physical activity (fine and gross motor) Physical adjustments and support as necessary Provision of specialist equipment & resources eg. Special scissors Fine and gross motor skills Coloured Overlays Vision Rulers Enlarged text Health Care Plans Promotion of self-care and personal hygiene	
How Are These Monitored?	
Pupil progress meetings, plans and reviews TA logs and review meetings Targeted Intervention Reviews Book scrutiny Observations Learning walks	Pupil Conferencing Parent Conferencing School provision map Annual Reviews

Specialist support agencies

These may include:

- Paediatrician
- Autism Outreach Team
- Specialist Support Team for children with Physical needs
- Educational Psychologist
- School Nurse
- Speech and Language Therapy
- Sensory Service for children with visual or hearing needs
- Children's Social Services
- Child and Adolescent Mental Health Services
- CYPS
- Parent Partnership
- Occupational Therapist
- Language and Learning Team

