



Hanham Woods Academy

SEND Policy

February 2024

For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: Approved

HWA SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy Title	Special Educational Needs and Disability Policy
Function	For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
Status	Approved
Audience	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
Ownership / Implementation	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
Implementation Date	3 rd November 2021
Review period	Annually
Last Reviewed	February 2024

Hanham Woods Academy
Special Educational Needs and Disability (SEND) Policy

SENCO/ Curriculum Lead SEND –Nicola Hathway

Post Graduate Certificate in Education
National Award for SEN Co-ordination

SLT Advocate –Krisha Hendra

SEND Councillor – Rodrigo Munoz

Hanham Woods Academy SEND Department supports students with a diverse range of needs across the school. It includes a Resource Base for students with specific language and communication difficulties, where places are allocated through the Local Authority and not through the normal admissions process.

At Hanham Woods Academy we are committed to providing an engaging, innovative and supportive environment, which encourages all our young people, including those with SEND, to be ambitious, resilient, and responsible, both for themselves and the wider community.

At Hanham Woods Academy we adhere to the principle stated in the SEND Code of Practice 0-25 guidance, that every teacher is a teacher of every child or young person including those with SEND.

This policy has been developed by the curriculum lead for SEND and the SENCO following consultation with staff and parents. It reflects the changes to the SEND Code of Practice 0-25 guidance 2014.

AIM

At Hanham Woods Academy we aim to provide a personalised and inclusive approach to learning for all students with SEND. We aim to treat students as individuals and develop their self-worth, giving them the confidence to embrace challenge. We strive to seek out the best in everyone and celebrate the hard work and success of all our students. We aim to enable all students with SEND to leave school with a passion for life-long learning and the skills and confidence to succeed in the 21st century.

OBJECTIVES

1. To identify and provide for students 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 and additional needs
4. To provide a suitably qualified/ experienced Special Educational Needs Co-ordinator (SENCO) to oversee and uphold the objectives cited in the SEND policy
5. To embed the understanding that all teachers are teachers of all students including those with SEND
6. To provide the necessary support, guidance and continuing professional development (CPD) opportunities to enable all teachers to meet the needs of all students with SEND

7. To develop and maintain strong working relationships and high levels of engagement with parents/ carers
8. To effectively work in partnership with a range of outside agencies, including health and social care.

Identifying special educational needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

“A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- Has significantly more difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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” (SEND Code of Practise)

Special educational needs fall broadly into four areas. These areas are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

However, the purpose of identification is to work out what action needs to be taken, not to fit student into a category. The needs of students with SEND are assessed by considering the needs of the whole child and not solely the special educational needs of the child or young person. Other issues that may impact on progress and/ or attainment, but are not considered SEND include:

- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a serviceman/ woman
- Having a parent in prison

Hanham Woods Academy has in place systems and procedures to support all students in the above-named categories as and when needed.

In line with the SEND Code of Practice 2014, at Hanham Woods Academy we do not identify behaviour as an acceptable way of describing SEND. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which we will work on identifying through observation, mentoring and liaison with parents and outside agencies where necessary.

A Graduated Approach to SEND support

At Hanham Woods Academy teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Teaching and Learning is regularly monitored through lesson observations, learning walks, work scrutiny and student voice. An Associate Assistant Principal has responsibility for quality assurance in Teaching and Learning.

When a subject teacher has a concern about a student's progress they will complete an initial record of concern, stating the nature of the concern and what measures they have taken to address the issue. The subject teacher and SENCO will then consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. In addition, the students' and parents'/ carers' views will be sought to give a full picture.

A student will then only be identified as having SEN and placed on the register with parental agreement if they are not making adequate progress with good quality personalised teaching and when all reasonable interventions/ adjustments have been implemented.

When higher levels of needs are recognised as above the expertise of professionals in school, the SENCO will draw on more specialised assessments from external agencies and professionals e.g. Educational Psychologist or Speech and Language Specialist. External professional advice will only be sought with the consent of parents/carers unless the need relates to a specific Safeguarding issue.

Managing students' needs on the SEN register

The SENCO is responsible for keeping the SEND register up to date. This is done as and when an addition/deletion or change needs to occur. In addition, the SENCO and Curriculum Lead for SEND will review the register three times a year. The SEND register is kept electronically and is available for all staff to read.

When a student first joins Hanham Woods Academy, information from a range of sources is used to help identify SEND and other needs. Information on prior learning, attainment and additional needs is gathered from staff in the primary school and parents/carers.

Hanham Woods Academy staff are made aware of students with additional needs through their class registers on the school's information system. Each student on the register will have an individual student profile or be part of a group profile which teachers can use to use to inform lesson planning and delivery. Student profiles are reviewed annually or when there is a change in presentation.

All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress and attainment three times a year which is communicated to parents/ carers by two progress check reports.

An Assess, Plan, Do, Review system is in place:

- **Assess:** increasingly detailed formative assessment to identify individual barriers to learning. May involve assessment by external agency in exceptional cases.
- **Plan:** advice and recommendations incorporated into a Student Passport, drawn up by the SENCO in consultation with subject teachers and parents.
- **Do:** Interventions put in place, following recommendations. These will usually be time bound.
- **Review:** Effectiveness for increasing progress monitored and intervention adapted to meet individual need or further advice sought as necessary.

Parents' Evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps with subject teachers. The SENCO is available at all parents' evenings to discuss progress with parents/carers and at other times of the year by consultation via email, phone and meetings by appointment.

All students with an Education Health Care Plan have an Annual Review in accordance with statutory guidelines and an interim meeting if needed.

The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally, progress and attainment data for students is analysed for effectiveness and value for money.

All interventions are planned and monitored by the SENCO in consultation with other relevant staff and delivered by staff who have had appropriate training. Records of interventions are kept through the school provision maps and in delivering departments. The effectiveness of interventions is regularly monitored as specified in the initial planning. Individual student targets are assessed as part of the school's cycle of progress monitoring.

SEND provision planning is seen as a whole school responsibility shared between Teachers/ Departments/ Pastoral Team/ SENCO/ SLT/ Academy Councillors.

Managing Resources

Students who have an Education Health Care Plan usually receive additional funding, through banding, from either Bristol or South Glos Council. The funding is allocated according to the provisions on individual EHCPs.

While the needs of the majority of students will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support students is available from the LA High Needs Block. The Principal, Curriculum Lead SEND & SENCO and, where appropriate, outside agencies will meet to decide how the funding should be spent to best meet the needs of students on the SEND register.

Criteria for exiting the SEN register

A thrice yearly audit of the SEND register by the SENCO is undertaken to determine which, if any, students no longer meet the criteria of the definition of SEND. A range of data from all sources will be used in this process. Parents/ carers will be informed if their child is removed from the SEND register.

Supporting students and families

The South Gloucestershire Local Offer can be accessed by following this link:

<http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

Bristol's Local Offer can be accessed by following this link:

<https://www.bristol.gov.uk/bristol-local-offer>

The following information and policy documents are available on the school website:

- Hanham Woods SEN Information Report
- Supporting students with Medical Conditions policy
- Disability and Access Policy

Advice for parents can be accessed via SAY- a support group for parents, carers and students about SEND needs.

<https://www.sendandyou.org.uk/>

Admission arrangements

Applications to join Hanham Woods Academy in Year 7 are managed by South Gloucestershire Council. Parents/ carers receive a letter from the Local Authority containing their child's UID (Unique Identification Number). The UID

number can then be used to make an application on line. Alternatively, a paper application can be submitted which can be downloaded from the Local Authority's website.

Parents/ carers of students wishing to join the Academy during the academic year or after Year 7 should complete the admission form which can be found on the academy website and returned to reception.

Parents/ carers of students who have an EHCP access the academy after the Local Authority have sent a Consult to the academy and the academy have said that they can meet the needs of the student.

Places in the Resource Base are allocated by the Local Authority following consultation with the academy.

Transition arrangements

At Hanham Woods Academy a designated transition team is in place to support the successful transition of students from primary to secondary school.

Additional visits can be arranged through the SENCO for students with SEND where it is felt appropriate and beneficial to the transition process.

Access arrangements

Access arrangements allow candidates/ learners with special educational needs, disabilities or temporary injuries or medical issues to access assessments without changing the demands of the assessment. At Hanham Woods Academy, where a student is assessed as needing access arrangements and where it is clearly evident that it is their normal way of working, the SENCO will apply for the relevant access arrangements through the JQC (Joint Qualifications Council). A candidate does not necessarily have to be diagnosed with a learning difficulty to be allowed an access arrangement.

A diagnosis will not automatically qualify a candidate for examination concession; the determining factor is the candidate's performance on standardised tests within the diagnostic specialist assessment coupled with the candidate's normal way of working and evidence of need.

Supporting students at school with medical conditions

Hanham Woods Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may have a Statement or Education Health Care Plan which brings together health and social care needs as well as their special educational provision.

Personalised arrangements are in place in school to support students with medical conditions. These are overseen by the SENCO and the Head of Year. For further information, please refer to the school's policy for supporting students with medical conditions.

Monitoring and evaluation of SEND

The Curriculum Lead SEND/ SENCO helps to contribute to the Academy Improvement Plan (AIP) each year part of which outlines the SEND department's development priorities for the coming year. This is validated by the Senior Leadership Team and is available for all staff to view. It is evaluated on a regular basis using a rigorous self-evaluation process which is overseen by the Vice Principal and Senior Leadership Team. This evaluation and monitoring process promote an active process of continual review and improvement of provision for all students. It is the responsibility of the Curriculum Lead SEND to report to the Principal on the progress of students with SEND.

Training and resources

The SEN department is funded through the school's delegated budget and topped up by the Local Authority for students with statements or EHC plans in accordance with the levels of support set out in the statement or plan.

Training needs of staff are identified through appraisal systems, curriculum areas or as whole school initiatives.

When an individual need is identified, training can be sought from in-school resources, including Federation Network Nights (FNN). Where the need cannot be met from existing resources or expertise, an external course can be accessed with the agreement of the line manager and Assistant Principal for Professional Development.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students. All staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO/Curriculum Lead SEND to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's SENCO regularly attends the Cabot Federation SENCO network meetings in order to keep up to date with local and national updates in SEND.

Hanham Woods Academy is a member of Nasen and as such has access to up to date information and guidance on issues relating to SEND.

Hanham Woods Academy works in partnership with SAY (Send and You).

Roles and responsibilities

Role of SEND Councillor – to ensure that the school makes the necessary provision for every student with SEND. To assist in the development and monitoring of the school's SEND policy and strategy.

Role of SEND Teaching Assistants – to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for students and are giving appropriate feedback on progress and future needs. At Hanham Woods Academy teaching assistants are not allocated to individual children. This is to promote greater independence in learners and to minimise the possibility of creating a culture of dependency. Teaching assistants are invited to attend and contribute to a student's Annual Review process.

- Curriculum Lead SEND/ SENCO is responsible for line managing teaching assistants
- The Designated Safeguarding Lead is responsible for Safeguarding
- An Assistant Principal is responsible for managing PPG/ LAC funding
- SENCO in partnership with the Heads of Year and the Health and Safety Officer is responsible for managing the school's responsibility for meeting the medical needs of students

Storing and managing information

The SEND register and other documents relating to students on the register are stored in line with school policies on Information Management and Confidentiality (See Section 16: Appendices). Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.

Reviewing the policy

The SEND policy will be reviewed annually by the SENCO, Curriculum Lead for SEND and the Senior Leadership Team. It will be ratified by governors in accordance with CLF policy and the 2010 Equalities Act.

Accessibility

At Hanham Woods Academy it is academy policy that whenever possible students should have access to the full curriculum in mainstream classrooms. It is the responsibility of subject departments and teachers with support from the SENCO and Curriculum Lead SEND to ensure that the curriculum is suitably differentiated to meet the needs of students.