



**Hanham  
Woods  
Academy**

Hanham Woods Academy  
Special Educational Needs and  
Disability Policy

March 2017

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**

<b>Policy Title</b>	Special Educational Needs and Disability Policy
<b>Function</b>	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.
<b>Status</b>	Approved
<b>Audience</b>	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
<b>Ownership / Implementation</b>	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
<b>Implementation Date</b>	Approved
<b>Review period</b>	Annually
<b>Last Reviewed</b>	March 2017

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

**SENCO/ Curriculum Lead SEND** – Elizabeth Dytham

Post Graduate Certificate in Education

National Professional Qualification for Headship

National Award for SEN Co-ordination

Currently studying a Post Graduate in Language, Literacies and Dyslexia

**SLT Advocate** – Steve Kneller**SEND Councillor** – Sally Rouch

Hanham Woods Academy SEND Department supports pupils 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 recent 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 21<sup>st</sup> century.

**OBJECTIVES**

1. To identify and provide for pupils 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 (SEND Regulations 2014)

The majority of the special needs that can be met at Hanham Woods Academy 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 pupil 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  
Gifted and Talented  
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 pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teaching and Learning is regularly monitored through lesson observations, learning walks, work scrutiny and pupil voice. An 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 pupil'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 pupil 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, Primary Mental Health Specialist. External professional advice will only be sought with the consent of parents/carers unless the need relates to a specific Safeguarding issue.

### **Managing pupils' 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 SEND will review the register on a termly basis. 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 pupil profile or be part of a group profile which teachers can use to use to inform lesson planning and delivery. Pupil 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 and one full written report in term 6.

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 individual provision map, drawn up by 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 and Curriculum Lead SEND are available at all parents' evenings to discuss progress with parents/carers.

In addition to parents' evening SEND students who are on the SEND register, but do not have a Statement/ Education Health Care Plan will have two further opportunities a year to discuss progress with the SENCO/ Curriculum Lead SEND. This can be a face to face meeting or via telephone call.

All students with a Statement or 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 pupil 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/ Governors.

### **Managing resources**

Pupils who are statemented/ EHC Plan and receive more than 106 units benefit from their own Matrix funding. Units allocated which are less than this mean that funding is delegated in the school budget. 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.

The SEND budget will cover additional staffing, SEN equipment/resources, staff training and where necessary, non-contact time for teachers to allow them to attend various meetings such as Annual Review, progress meetings, meetings with the Educational Psychologist or Speech and Language Therapist.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block.

### **Criteria for exiting the SEN register**

A termly 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 can be accessed by following the following link  
<http://www.southglos.gov.uk/health-and-social-care/local-offer-education/>

**Supportive parents** provide Special Educational Needs and Disabilities information, advice and support for Bristol, North Somerset and South Gloucestershire. They can be contacted via the following link  
[www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)

**South Glos Parents and Carers** offer advice and support to families in South Glos who have children or young people with a disability or additional needs. They can be contacted via the following link [www.sglospc.org.uk](http://www.sglospc.org.uk)

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

- Hanham Woods SEN Information Report (School Offer)
- Supporting pupils with Medical Conditions policy
- Disability and Access Policy

### **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.

### **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. All students who have been offered a place at Hanham Woods Academy are visited in their primary school by a member of the transition team. This visit also provides an opportunity for the sharing of relevant information between the primary class teacher, the SENCO and the member of staff from Hanham Woods Academy. In the summer term, Year 6 students who have been offered a place in the academy are invited to attend a coffee morning/ afternoon with their parents/ carers to meet key staff. In addition, students have the opportunity to participate in a transition day. This is followed by an information evening for parents.

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 couples with the candidate's normal way of working and evidence of need.

### **Supporting pupils at school with medical conditions**

Hanham Woods Academy recognises that pupils 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 disabls 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 I school to support pupils with medical conditions. These are overseen the SENCO. For further information, please refer to the school's policy for supporting pupils with medical conditions.

### **Monitoring and evaluation of SEND**

The Curriculum Lead SEND/ SENCO draws up a Raising Achievement Plan (RAP) each year which outlines the SEND department's development priorities for the coming year. The RAP is shared with 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 promotes an active process of continual review and improvement of provision for all pupils. 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 I 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 pupils. 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 pupils.

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 Supportive Parents and the South Gloucestershire Parent Partnership group.

### **Roles and responsibilities**

Role of SEND Governor – 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
- Duncan Mathers is responsible for Safeguarding
- Assistant Principal is responsible for managing PPG/ LAC funding
- SENCO is responsible for managing the school's responsibility for meeting the medical needs of pupils

### **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 mSection16: 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.