

HEMLINGTON HALL ACADEMY



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Introduction:

This policy has been created following discussions within our 'Discovery Alliance' family of schools. In conjunction with the creation of our SEND Information Report, the Governor with responsibility for SEND and parents were also invited to contribute.

It reflects the statutory guidance given in the 'Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years', which came into force on 1st September 2014.

When deciding whether a pupil has a special educational need and / or disability, we take account of the definition of SEND used in the new code.

These states:

- 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 / her
- A child of compulsory school age has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him / her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream settings.

Aims:

At Hemlington Hall we value all our pupils. We believe that all children have an equal right to an education that enables them to fully develop their personal, social and intellectual potential. We have a commitment to high achievement and we strive to provide all of our children with a quality education appropriate to their individual needs.

In our school each team, and class, operate a cycle of planning, teaching, review and assessment. Our arrangements take account of the wide range of abilities, aptitudes and interests that children bring to school. The majority of children learn and progress within these arrangements. Those who have difficulty in doing this may have special educational needs and / or a disability (SEND). Any pupil identified as needing SEND support is the shared responsibility of all staff, parents and the Governing Body.

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Our policy and procedures for SEND are known, understood and adhered to by all members of staff and the Governing Body.

SENCO / SEN Team:

The SEN coordinator (SENDCo) for the school is Miss S Lovatt, who is also a Middle Leader at Hemlington Hall Academy. The Head Teacher, Mrs Edmenson, works closely with the SENDCo to keep the Governing Body and Senior Leadership Team informed on all aspects of SEN provision.

Specialist Provision:

Hemlington Hall Academy is a mainstream school which houses a specialist 'High Needs Base'. The High Needs Base (HNB) is currently a 15-place provision. Places are allocated by the Local Authority according to the specific needs of children across Middlesbrough. The HNB provides a nurturing, needs-led environment, enabling detailed assessment to take place on a day-to-day basis in a small group setting.

We place an emphasis on the integration of these children into mainstream environments, such as their own year group, whole-school assemblies, the dining hall and playground, at appropriate times and with relevant support.

Additionally, at Hemlington Hall we provide a predominantly Key Stage 2 Nurture Room – an Inclusion area called “The Learning Zone” - specifically to target those children whose personal, social and emotional well-being is impacting massively on their learning.

There will be a strong emphasis on LEARNING in the zone. By providing a nurturing environment, we aim to encourage improved learning attitudes for this group of pupils through fostering positive, trusted relationships.

Objectives:

- To work within the guidance provided in the SEND Code of Practice 2014;
- To identify early and provide for pupils who have additional needs;
- To ensure access to the curriculum for all pupils;
- To develop and maintain partnerships and high levels of engagement with parents
- To operate a 'whole pupil, whole school' approach to the management of and support for special educational needs and disabilities.

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Identification and Assessment:

All children are taught a broad and balanced curriculum. Their progress, including the personal, social and emotional development of all pupils, is monitored. Progress in English and Mathematics is formally measured at the end of every term.

Teacher assessments and data are used to identify pupils who may be working below age-related expectations in particular areas, e.g. academic, communication, personal or physical development. We recognise that it is important to identify additional needs at an early stage in order to help children to achieve their full potential.

When children require extra support, the class teacher takes initial responsibility and parents are kept informed. It is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils. Pupil progress meetings, with senior members of staff, are held termly and provide opportunities for teachers to discuss any children that they may be concerned about.

Additional provision is made for these pupils and their progress is carefully monitored by senior leaders. If progress continues to be a cause for concern, the class teacher will liaise with the SENDCo and further intervention(s) and / or other professional services may be accessed as a more in-depth analysis of a child's particular needs, and how best to meet them, may be required.

Categories of Need:

Additional needs are categorised according to the following four broad areas:

- Cognition and Learning Needs:
 - Moderate Learning Difficulty
 - Specific Learning Difficulty, e.g. Dyslexia, etc.
 - Severe Learning Difficulty
 - Profound & Multiple Learning Difficulty
- Communication and Interaction Needs:
 - Physical speech production problems
 - Central language and communication difficulties
 - Social communication difficulties
 - Social and emotional skills
- Sensory and / or Physical Needs:
 - Coordination and physical difficulties
 - Sensory needs
 - Hearing impairment
 - Visual impairment

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NB: A child may have additional needs in one or more of these areas.

Planning Intervention, Monitoring and Tracking Progress:

The majority of support is provided by the class teacher and support staff within a child's immediate environment. Each child's additional needs will be met on an individual basis. Initially, class teachers decide which strategies will be used in the context of the classroom to meet a child's particular needs, e.g. providing different activities and / or levels of tasks to make them more accessible or enabling a child to work with an increased level of adult support.

A pupil may be provided with an intervention programme, e.g. Lexia, to help him / her to make progress in his / her area of difficulty: these can be short-term or long-term. The progress made by pupils receiving specific interventions is monitored by senior members of staff, so the effectiveness of interventions in meeting the needs of pupils can be reviewed. A different intervention will be used when it is evident another is not helping a particular child in his / her learning.

If close monitoring and assessment identify that a child is not making adequate progress, despite additional support being put in place, the SENDCo will be consulted.

Following discussion with parents, the pupil may be registered as needing 'SEN Support'. A SEND Support Plan identifying future outcomes and support may be generated for a child. These targets and progress made towards them will be reviewed regularly with the child and their parent(s) or carer(s), by the class teacher. Ways that a child can be supported at home will be discussed, too.

The SENDCo also monitors SEND Support Plans to check that the targets set are meeting the needs of each particular pupil and allowing him / her to progress in their learning.

If a child has social and emotional or mental health difficulties he / she may also have a 'Pastoral Support Care Plan' which will be shared with pupils and parents in the same way as above.

If a specialist service makes recommendations for a child, we will put the appropriate intervention in place, e.g. the Speech and Language Team may recommend some regular therapy to complement the work they are doing with a pupil.

If a child has significant and sustained difficulties despite ongoing intervention, we may apply to the Local Authority for some additional funding to enable us to meet his / her needs. The SENDCo, in consultation with the Head Teacher and class teachers, will decide when an application for High Needs Funding will be made. Information regarding the support a child has had previously in school will be collated and

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presented to the Local Authority. They will then make a decision as to whether any additional funding will be allocated to enable a particular pupil to access support in school that will help him / her to access the curriculum more effectively.

For pupils with more complex needs, the school may initiate an application for an Education and Health Care Plan (EHCP). This will be done in full consultation with parents / carers and will involve a 'coming together' of all services or agencies involved with a child, e.g. Educational Psychologist, Social Services, Health Care professionals, etc. The process involved in deciding whether or not an EHCP should be awarded to a particular pupil will involve a 'multi-agency panel', which will look at all of the evidence collated from the professionals involved to decide how best to meet the needs of that pupil in the future.

Parents:

We promote positive partnerships with parents and actively work with them to enable their children to achieve their best. Parents are invited to meet their child's new class teacher prior to their transition to a new class / environment. We recognise parents as the main educators of their children and operate an 'open-door' policy to share information, as well as more formal consultation evenings.

At all stages, we work with parents to agree on the best decisions and provision for their children. Parental consent is obtained prior to pupils being added to the register of Special Educational Needs and/or Disabilities. When pupils are registered as needing SEND support, their progress and targets are shared with parents in the form of a SEND Support Plan. These meetings take place on a termly basis. Every effort is made to strengthen home / school links and to encourage parents to work with their children and staff in order to overcome learning difficulties or barriers to learning.

At Hemlington Hall, we operate a continuous cycle of planning, monitoring and assessment. We will regularly review your child's targets to ensure that they are achievable, are being supported and are allowing him / her to progress in their learning. If your child is registered as needing SEND support, we will do this by sharing a SEND Support Plan with you and your child. The outcomes set will encourage small-steps in learning for your child, particularly in relation to his / her area of difficulty. The plan will also state how progress towards the outcomes will be supported in school. Parent / child consultation meetings will take place on a termly basis.

In addition, the SENDCo and other senior members of staff will monitor the progress your child is making through regular discussion with his / her class teacher and by

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analysis of assessment data. At all stages, we will work with you to agree on the best decisions and provision for your child.

At Hemlington Hall, we regularly invite parents / carers into school to share in their child's learning journey, e.g. for reading sessions and 'World Book Day', context activity afternoons, Science Day, and lots more. Our school website and notice boards within the school grounds provide information about the curriculum and activities specific to each year group.

We also have a Family Liaison Officer, Mrs Harrison, who can be contacted via the school office.

Pupils:

At Hemlington Hall, we believe that all pupils should have equal opportunities and should be enabled to attend school and receive their entitlement to education.

Children registered as needing SENDD support will have full access to the National Curriculum in keeping with our Equal Opportunities Policy. We recognise that it is important to identify additional needs at an early stage in order that positive strategies may be put in place to help particular children to enjoy a broad and balanced curriculum, equal to that of their peers, and to overcome potential barriers to learning. Senior members of staff observe teaching and learning in school on a regular basis and report on 'inclusive' practice within the classroom context.

Our school sets suitable learning, personal and social challenges that are responsive to every child's diverse needs. Teachers are monitoring the progress of pupils all of the time. If they think that a pupil is having some difficulty, they might ask an adult to work alongside him / her. They might give a pupil different tasks and activities or provide him / her with some specialist equipment to help them in their learning. With parental consent, they may also ask a 'specialist' to come and provide some additional information on how to best support a pupil.

The teachers will talk to pupils about things they are doing well and work they might be finding difficult. Pupils should be clear about what they need to do to improve in their learning, attitude or behaviour, etc. Pupils are expected to make as much effort as they can to improve.

Teachers will challenge them to be more independent as they become more confident with the things they find difficult. Teachers will regularly tell pupils how well they are doing towards their targets.

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Pupils are encouraged to be open about their concerns or worries. All members of staff are ready to listen and respond to the needs of individual pupils.

NB. More information for parents / carers and pupils, regarding what our school has to offer pupils needing SEND support (our 'SEND Information Report'), can be found on the school website.

Transition arrangements:

Foundation Stage:

Before starting Nursery, your child will be visited by Nursery staff at home or invited to a welcome session. Prior to transition to Reception, you will be invited to a meeting to share information about starting school and to give you the opportunity to ask questions. You will be able to accompany your child for a 'trial lunch' in the school dining hall.

Key Stages 1 / 2:

As your child transfers to a new year group he / she will be given the opportunity to meet their new class teacher on a number of occasions prior to their transition to a new class / environment.

If your child has particular difficulties in coping with change, additional provision may be made, e.g.

- They may visit their new class teacher / environment on a greater number of occasions to enable them to feel more prepared and less anxious;
- They may be provided with a visual support to help them to prepare for the change;
- It may be possible for a key supporting adult to make the transition to a New Year group with him / her to provide continuity for your child.

Transition to Key Stage 3:

When your child is ready to make the transition to Key Stage 3, his / her class teachers and the SENDCo will arrange to meet with staff from the relevant Secondary

Schools to discuss any additional needs your child may have. Key Stage 3 settings now provide additional induction arrangements for pupils who require extra support, whether this be a need relating to their academic or personal, social and emotional

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development. You will also be invited to Open Events where you will receive the information you need to support your child in their transition.

Transition from High Needs Base:

High Needs Base (HNB) pupils may be taught within the unit for up to 3 years, or until they are 7 years old and due to make the transition to Key Stage 2. In preparation for this, HNB staff work closely with parents / carers, Educational Psychologists and other professionals, and forwarding schools to provide a smooth and successful transfer of pupils to their new placement. It is our aim to work with the Local Authority to ensure HNB pupils move to a setting that will best meet their particular needs during the next phase in their education.

Expertise of staff:

At Hemlington Hall Academy, we continuously seek to improve our provision for all pupils and, as such, are committed to ongoing professional development. Training in key SEN support areas, such as dealing with medical needs and managing challenging behaviours, is regularly updated for all staff. In addition, staff working closely with SEN pupils, such as those employed in the High Needs Base, are provided with training in other more specialist areas. The Senior Leadership Team and other key members of staff have access to training that enables them to effectively monitor the provision for SEND pupils, etc. (For a more comprehensive list of recent staff training, see 'SEND Information Report' on the school website : a paper version can also be found in the school entrance.)

Resources used to support pupils:

The SEND budget is used to provide additional support staff and to purchase appropriate resources and equipment to allow our pupils with additional needs to make progress in their learning. When it is necessary to do so, the SEND budget will also allow us to buy in external specialist services to work with particular children.

External Services, such as the Occupational / Physiotherapy Service, may recommend your child has some specialist equipment to enable him / her to access their learning more effectively. In all instances we will provide your child with the materials they need. If required, we will also ensure that your child takes this equipment when they move to a new year group / stage in their education in order that they may continue to be supported appropriately in their new environment.

Intervention Strategies

- Quality First Teaching Daily in-class TA support

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- Small group English and Maths support
 - MSL
 - PASS

 - Lexia
 - BLAST!
 - Speech and Language Therapy
 - Primary Movement
 - RM Maths
 - Numicon
 - 'ACE' dictionaries
 - Wave 2 Writing slopes and other specialist equipment
 - SENDCo support
 - Sound Training
 - Pastoral Support Care Plan
 - Toe-by-Toe
 - Power of 2
 - Fischer Family Trust
 - Family Liaison Officer
 - Learning Mentor 'Drawing and Talking'
 - Wave 3 CAMHS
 - Educational Psychologist
 - HI/VI Services
 - 'The Bungalow Project'
 - Occupational Therapy posture-enhancing equipment
 - Specialist Speech and Language support
 - Outreach support
 - Play Therapy
 - Learning and Language Team

*This is not an exhaustive list.

External Services:

We access the following specialist services and expertise externally:

- Local Authority SEND Team
- Educational Psychology Service
- Speech and Language Team
- Occupational and Physiotherapy Services
- School Nursing Service
- Health Visitors
- Social Workers

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- CAMHS / LDCAMHS
 - Daisy Chain
 - Outreach Support, e.g. from Holmwood and Beverley Schools, etc.
 - SENCo Network
 - Play Therapists
 - The Visually Impaired Service
 - The Hearing Impaired Service

Specialist Services staff liaise regularly with school staff about the progress of pupils they are involved with.

Roles and Responsibilities:

We are committed to ensuring the well-being of every child and keeping them safe from emotional, mental and physical harm. Policies and Procedures for Safeguarding Children and Child Protection can be accessed on our website.

Alternatively, ask at the Office for a paper version. The Designated Person with overall responsibility for Child Protection is Mrs K Edmenson (Head Teacher). In the event that Mrs Edmenson is not in school, the following staff have received

Designated Person Training and will respond to your concern:

- Mrs Lockney : Deputy Head Teacher
- Mrs Knox : Upper Key Stage 2 Leader
- Mrs Padgett : Key Stage 1 Leader
- Mrs Purvis : Early Years Leader
- Mrs Harrison : Family Liaison Officer
- Miss Lovatt : SENDCo and HNB teacher

A member of the Governing Body, Mrs Walker, takes a special interest in the provision for pupils with SEND, although the Governing Body as a whole has overall responsibility.

The Head Teacher, Mrs Edmenson, is responsible for managing the allocation of funds relating to 'Pupil Premium' and 'Looked After Children'.

Storing and Managing Information:

Privacy and confidentiality is of the utmost importance to us. SEND information is stored in a number of ways, and is usually held by the Class Teachers. Electronic records are stored on a secure online network and paper copies of documentation are held in named files and kept in a locked cupboard. Occasionally, if other services

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are involved with the child's family, such as CAF, documents may be kept in a red file in a locked filing cabinet in the Head Teacher's office.

A child's records would never be shared outside of school without the permission of a parent, and would only be for the benefit and safeguarding of the child concerned.

Guidelines for Parents Making a Complaint:

As identified in the School Prospectus, parents who have a concern in relation to their child should follow the procedures outlined below in order to achieve a satisfactory conclusion:

- Initially they should discuss the concern with their child's class teacher;
- If they feel the issue has not been resolved satisfactorily, parents should make an appointment with the Head Teacher via the school office;
- Should they feel the concern requires further consideration, they can contact the Chair of the Governing Body, in writing, via the school office;
- Matters will then proceed in line with Government guidance (a copy of which is available from school).
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NB: See Complaints Policy for more information.

Local Authority Support for Pupils with SEND:

Additional information about local provision (Middlesbrough Council's 'Local Offer') for pupils with SEND is available on the website: www.middlesbrough.gov.uk

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