

HEMLINGTON HALL ACADEMY



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy details how Hemlington Hall Academy identifies, and provides for, children with Special Educational Needs and Disability.

Introduction

Hemlington Hall Academy is an inclusive school. 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 are committed in providing all of our children with a quality education appropriate to their individual needs. All children follow a broad and balanced curriculum, modified where appropriate to meet their individual needs. This includes:

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In line with our school aims, this policy will have regard to the Special Educational Needs and Disability Code of Practice: 0-25 years when carrying out its duties toward all pupils with special educational needs.

We will:

- Publish information on its SEND policy and SEND information report which will be available to parents.
- Ensure that SEND provision is an integral part of the school's development plan.
 - Ensure that the quality of SEND provision is continually monitored by the SEND governor, reporting back to the governing body.
- Share information with Middlesbrough Council as part of the LA local offer.

Partnership with Parents and Children

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

We will also make available information provided by the SEND Information, Advice and Support Service SENDIASS.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be

HEMLINGTON HALL ACADEMY



encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

The Graduated Response

The SEND Code of Practice refers to a process for identifying and meeting the needs of children with SEND. This is a continuous cycle of 'assess-plan-do-review' which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Children can be identified through the school tracking system and by teacher assessment.

In order to help children who have special educational needs, we will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We will record the steps taken to meet the needs of the individual children.

Special Educational Needs – Graduated Approach Areas of SEND as identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs Identification of SEN

Monitoring Stage – not placed on SEND Register.

When a teacher has initial concerns that a child has a Special Educational Need he/she will make a written note of this on the CPOMs system and discuss this with the SENDCo and the Head Teacher. This note includes, possible area of special need, observation notes and/or assessment information and details of strategies tried so far.

The SENDCo will then complete a classroom observation and offer advice on next steps. School staff will then liaise with the child and their parent/carer at the earliest opportunity to discuss such concerns and agree the best way forward.

SEN Support Plan

When a teacher has further concerns about a child he/she will produce an SEN support plan in partnership with the child and their parent/carer.

This will be with the support of the SENDCo. It will include the joint outcomes to be achieved and the support needed to meet those outcomes.

At this point, the child will be included upon the SEND register and school management information system.

HEMLINGTON HALL ACADEMY



Education Health Care Plan – EHCP

When the school and parents feel it appropriate to request an assessment for an EHCP, he/she will gather evidence, liaise with the child, parent/carer and outside agencies. This information will be submitted to the Local Authority as a request for further assessment.

Annual Statutory Review meetings will be held by a multi-disciplinary team, along with parents. Copies of the review will be circulated to all concerned. Wherever possible, the child will also take part in the review process and be involved in setting the targets, as well as presenting their own review of their provision.

Individual Health Care Plan

Children with medical conditions have an Individual Health Care plan. Plans will be drawn up with input from professionals e.g. a specialist nurse, in consultation with the school, the child and their parents.

Changes to the SEN Register

Following discussions with children and parents at termly reviews, children can be moved to a higher or lower stage or removed from the SEN Register.

Specialist Provision:

Hemlington Hall Academy is a mainstream school which houses 3 specialist 'High Needs Bases' (Reception / KS1, Y3 / Y4, Y5).

- Base 1 - The Infant Base Provision is currently a 16-place provision.
- Base 2 - The Junior Base Provision for Y3 / Y4 is a 12-place provision.
- Base 3 - The Junior Base Provision for Y5 is an 8-place provision.

Occasionally, short-term additional places are created in order to meet school or L.A. need. Where this occurs, staffing is increased accordingly.

Places are allocated by the Local Authority according to the specific needs of children across Middlesbrough.

All three Bases provide a nurturing, needs-led environment, enabling detailed assessment to take place on a day-to-day basis in a small group setting to ensure that children make the best possible academic, communicative, social and emotional progress from their starting point.

HEMLINGTON HALL ACADEMY



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.

Staff Roles

Provision for children with special educational needs is a matter for the school as a whole - with some staff having specific responsibilities.

Class Teachers have the following responsibilities to:

- Provide Quality First Teaching and a graduated approach of assess, plan, do, review.
- Have high aspirations for every pupil: set clear progress targets for all pupils.
- Use the Head Teacher and SENDCo strategically to support the quality of teaching.
- Work with external agencies to support the quality of teaching following and implementing the advice provided.
- Work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

The SENDCo has the following responsibilities to:

- Work in partnership with the Head Teacher to secure strong SEND provision at the school.
- Liaise with external agencies.
- Contribute to the in-service training of staff.
- Support in the organising of annual reviews.
- Monitor and review SEND provision – in partnership with the Headteacher, to ensure all Code of Practice requirements are being fully met.
 - Co-ordinate provision for children with SEND.
 - Oversee the records of all children with SEND.
 - Liaise with parents and children with SEND.
 - Liaise with the Trust and other LA SENDCos to seek guidance and support when required.
 - Liaise with the Local Authority in ensuring the best outcomes for Children.

The Head Teacher has responsibility for:

- The day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will keep the governing body fully informed and also work closely with the school's SEND co-ordinators.
 - The Head Teacher, in partnership will support the SENDCo with their responsibilities when required. They will also:
 - ✓ Oversee day to day operation of the SEND policy.
 - ✓ Co-ordinate provision for children with SEND.

HEMLINGTON HALL ACADEMY



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- ✓ Liaise with teachers and liaising with and managing support assistants.
 - ✓ Oversee the records of all children with SEND.

The Governing Body.

- The governor with specific responsibility for SEND will have regard to the SEND code of Practice and will oversee the implementation of the reform and provide strategic support to the Head Teacher and SEND co-ordinator. The SEND governor will also ensure that the governors are aware of the school's SEN provision.

Other documents to support the school approach to SEND

- SEND information report (published on the school website)
- Lingfield Education Trust's SEND Policy
- Middlesbrough Council Local Offer - <https://www.middlesbrough.gov.uk/children-families-and-safeguarding/childrens-social-care/local-offer>

This policy is monitored by the governing body and will be reviewed every year or before if necessary.

Date of Implementation:
Review Date: