Lostock Hall Academy
Educating the Future

Special Educational Needs and Disability (SEND) Policy
Version 3.0

Associated Policies Include:

- **Children Looked After Policy**
- **Health and Safety Policy**
- **Inclusion Unit Policy**
- **Child Protection and Safeguarding Policy**

Date effective from:	**20th July 2016**
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Version Control

Version	Date Effective	Changes	Consultation/Approval
1.0		New Policy	

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<u>**SECTION 1 – CONTEXT**</u>

This policy sets out Lostock Hall Academy's aims and objectives in relation to Special Education Needs and Disability (SEND).

1.1 Introduction

The Governing Body and all members of staff, in conjunction with the Local Authority, have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEND)

Students have special educational needs if they have a difficulty in accessing the curriculum, temporarily or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.

- Have a disability[1], which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

- Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

- Special Educational Provision may be triggered when a student fails to achieve adequate progress, despite having had access to a differentiated programme. Parents[2] and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.

- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.

- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.

- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.

- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

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[1] See some example of definitions of disability in Appendix 1

[2] Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers

1.3 Curriculum Support [Provision] is achieved by:

1. Identifying and assessing individual students' needs.

2. Reporting of students' needs to all members of academy staff.

3. Providing an appropriate curriculum, taking into account:

   - National Curriculum and examination syllabuses

   - Continuity and progression

   - Departmental development plans.

4. Delivering an appropriate curriculum, taking into account:

   - Suitable teaching materials

   - Effective, differentiated teaching strategies

   - A supportive learning environment

   - Encouraging a positive self-image

5. Providing learning support through:

   - Curriculum development

   - Support teaching

   - Bespoke training

   - INSET

6. Using outside agencies where necessary and appropriate.

7. Monitoring individual progress and making revisions where necessary.

8. Ensuring that parents/carers understand the process and involving them in the support of their child's learning.

9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.

10. Making regular reports to the Governing Body regarding SEND issues to raise awareness and to aid implementation of processes and procedures, which in turn enables them to monitor and review the SEND provision at the Academy to ensure that it is effective.

11. Teachers and Teaching Assistants collaborating effectively.

SECTION 2: STRUCTURAL ARRANGEMENTS

2.1 Roles and Responsibilities

The roles and responsibilities of academy personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014)[3] guidelines and academy job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the academy's general policy and approach to meet the needs of students with SEND.

- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the academy development plan, which includes provision for SEND.

- Monitoring the policy through the academy's self-review procedures to ensure it is effective.

- All governors are informed of the academy's provision, including funding, equipment and staffing.

- Reporting annually to parents on the academy's policy through the website.

The Headteacher:

- Setting objectives and priorities in the academy development plan, which includes SEND.

- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the academy's overall financial resources.

- Reporting to the Governing Body.

SEND Coordinator:

Lostock Hall Academy promotes an environment where all staff have responsibility for supporting students with SEND. Within this, some staff have additional responsibilities and overall day-to-day responsibility for SEND rests with a SEND Co-ordinator (SENDCo).

Currently this is Vicky Gregson. She is responsible for:

- Disseminating information and raising awareness of SEND issues throughout the academy.

- Is responsible to the Headteacher and Deputy Headteacher for the management of SEND provision and the day-to-day operation of the policy.

- Managing and developing the roles of Teaching Assistants, through training and appraisal.

- Screening and identifying students.

- Co-ordinating provision for students.

- Supporting the teaching and learning of students with SEND.

- Keeping accurate records of all students with SEND.

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[3] DfE publication DFE 00205-2013 'Special Educational Needs and Disability Code of Practice: 0 – 25 years'

- Drawing up, reviewing and monitoring Student Profile Sheets for those with SEND and others, as required.

- Monitoring departmental delivery of the SEND Policy.

- Recruiting and deploying the Academy's Learning Support Team, which includes Teaching Assistants.

- Being responsible and accountable for the whole-academy SEND resources and sharing with the Headteacher and Finance & Business Manager responsibility for the allocation of funding devolved directly from the Local Authority (LA).

- Liaising with parents and carers of students with SEND.

- Liaising with and advising fellow teachers and support staff.

- Liaising with academy's including feeder primaries and specialist settings.

- Liaising with other SENDCos, both locally and nationally.

- Liaising with outside agencies.

- Contributing to in-service training and external training (as appropriate).

- Being involved in preparing the SEND report, which the Headteacher forwards to the Governors.

Subject Leaders:

- Departmental Practice to include the writing of EHC (Education, Health and Care) plans according to the academy's SEND Policy.

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.

- Ensuring appropriate teaching resources for students with SEND are purchased from academy capitation.

- Raising awareness, of academy's responsibilities towards SEND.

Other Teaching Staff: "All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.

- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.

- Ensuring Student Profile Sheets are considered in lessons.

- Monitoring progress of students with SEND against agreed targets and objectives.

- Be fully aware of the academy's procedures for SEND.

- Raising individual concerns to SENDCo.

Teaching Assistants

- Support students with SEND and the wider academy population.

- Monitor progress against targets using Student Profile Sheets.

- Assist with drawing up individual plans for students and supporting information sheet development, as required.

- Contribute to the review progress, either in person or with a written report.

- Work with small groups in or out of the classroom, under the direction of the class teacher.

- Support students on Educational Visits, as required.

- Jointly plan with teachers, where appropriate.

- Communicate SEND issues to and from the Academy.

- Raise awareness of SEND issues at Departmental meetings.

- Keep departmental documentation up to date.

- Attend meetings as required.

2.2 Admission Arrangements

Admission arrangements are outlined in the academy's prospectus.

2.3 Inclusion

At Lostock Hall Academy all students, irrespective of any special educational need or protected characteristic including, but not limited to, age, disability, gender, race or sexual orientation are respected and valued as individuals. This is reflected in the academy's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEND are integrated and included fully into the life of the academy as a whole, including its social and cultural activities. The academy believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;

- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;

- the SEND student's family and academy community should work in partnership to achieve the best possible outcomes.

2.4 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENDCo, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined on the academy's website may be followed.

PART 3: IDENTIFICATION, ASSESSMENT AND PROVISION

3.1 Identification

The academy uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area.

New Intake Students in Year 7.

a. Primary Liaison

Partner primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC plan is referred to the SENDCo. Contact is then made with the primary academy.

The LA notifies academy about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENDCo attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENDCo becomes the Lead Professional for the child with an EHC plan. The transition coordinator frequently attends Year 5 and Year 6, when notified. Relevant information is disseminated to teaching staff before transfer.

b. Initial Screening

A range of tools and opportunities are available to assist in the identification of SEND for new students. These include:

- KS2 tests

- Reading, spelling, writing tests

- Core subject baseline tests

- Tests undertaken by the SENDCo as identified

- Screening in Other Year Groups

- Other screening tests are administered when required

General Identification

Staff Observation

- Members of staff consult with the SENDCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.

- The SENDCo may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.

- All parental referrals are acted upon.

3.2 Provision

Teaching students with SEND is a whole academy response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Lostock Hall Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but is planned and delivered by teaching and support staff.

<u>Graduated Response</u>

Wave 1:   Quality First teaching by all teaching staff.

Wave 2:   Is initiated where students have failed to make adequate progress as identified by the SENDCo through the assessment arrangements as in 3.1. Criteria for Wave 2 includes:

- Low Numeracy / Literacy scores

- Level 3 or below in Key Stage 2 SATs

- Teacher's observations

- Primary Teachers' comments

- Concerns from staff or parents

Provision from within the academy's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy.

- Smaller group sessions.

- Appropriate teaching groups / sets.

- Group support on a regular basis.

- KS3 Numeracy, Literacy and science booster classes, where appropriate.

- Additional staff training.

Wave 3:   Where students fail to make adequate progress, despite additional provision at Wave 2, the academy seeks advice and involvement from external support services. These services are requested to:

- Provide specialist assessments.

- Give advice on teaching strategies or materials.

- Provide short-term support or training for staff.

The Student Profile Sheet is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the academy will apply for additional resources. The application will be evaluated against criteria established by the LA.

<u>Statutory Assessment / Statements</u>

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the academy and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Educational Healthcare Plan (EHP).

The SENDCo is responsible, on a daily basis, for providing support and mentoring, allocates students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

3.3 Student Profile Sheets and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Student Profile and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have a Student Profile, their progress is closely monitored.

Contents of the Information Sheet include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

The Student Profile is communicated to all staff who support the student's learning, to the parents/carers, and student.

Student Profile Sheets are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet containing:

- The steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously and individual reviews, screening tests and through procedures described in the Academy's Assessment Policy.

3.5 Provision of an appropriate curriculum

Provision for students with SEND is regularly reviewed and revised through their departmental development plans, the academy's Self-Evaluation Form (SEF), and in conjunction with SEND statements.

It is the responsibility of individual department at the academy to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Learning Support Department.

3.6 Provision of Curriculum Support

The Learning Support Department can help subject areas in the following ways (but the list is not exhaustive):

a. Curriculum development:

- Planning with individual members of staff / departments.

- Selection / design and preparation of suitable materials

- Selection / design of teaching strategies.

b. Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCo can assist by:

- Planning appropriate programmes of work.

- Preparation of relevant and differentiated materials.

- Team and individual teaching.

- Helping to facilitate a wide range of teaching and learning styles.

- Evaluating and reviewing what has been achieved.

c. Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Lostock Hall Academy inclusive ethos.

d. In-service Training

The SENDCo provides INSET for newly qualified teachers (NQTs) and other new staff at the academy on DfE Code of Practice procedures at Lostock Hall Academy.

Individual departments can ask for INSET from the SENDCo as required, for specific purposes or generic training.

Whole-academy INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The academy is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:
- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs
- Delegated and designated budgets
- Also, in some part, the Pupil Premium
- Capitation:
  o The SENDCo is allocated a departmental capitation each financial year.

- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

SECTION 4: PARTNERSHIP

4.1 In Academy

- The SENDCo liaises closely with individual SLT members and Progress Leaders. Information and concerns are always discussed with the appropriate member of staff.

- Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

Lostock Hall Academy actively seeks to work with parents / carers and values the contributions they make:

- Parental views are recorded as part of the Annual Review procedures.

- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.

- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.

- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.

- Prospective parents can attend the Open Evening in the autumn term prior to transfer.

4.3 Students

Lostock Hall Academy acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.

- Student views are recorded as part of the Review process and their views are valued and listened to.

4.4 External Support

The academy aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Lostock Hall Academy include (this is not an exhaustive list):

- The Educational Psychologist

- The Child and Mental Health Service (CAMHS)

- Young Peoples' Service

- The Academy Nurse

- The Educational Welfare Officer

- Ethnic Minority Service

- Speech and Language Service

- Occupational Therapy

- Physiotherapy

- The Parent Partnership

- The Secondary Behaviour Support Service (BRS)

4.5 Between Schools

The SENDCo liaises with other SENDCos:

- From local secondary school's to discuss local and national SEND issues.

- At local cluster network meetings.

- Primary & Secondary schools, where appropriate, work together to ensure the transfer of a student with SEND needs is a smooth process.

4.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between school's. The SENDCo deals with specific enquiries.

Additional induction days are arranged as required for all students with SEND and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in academy.

SECTION 5: MONITORING AND EVALUATION

5.1 Monitoring and Evaluation Measures

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.

- Recorded views by teachers on students' competence, confidence and social acceptability.

- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.

- Evidence of planning and targeted expenditure for SEND.

- The SENDCo reviewing procedures in consultation with subject leaders, and outside agencies.

- Feedback from departments, outside agencies

- Any complaints received.

In association with the Headteacher, the department produces an annual report which is included in the annual Report to Governor's and which is also issued to parents and carers.

This policy will also be reviewed on an annual basis to ensure that it is up to date, relevant and reflects the law and best practice.

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Appendix 1

Some definitions of Disability and SEND for SEND Purposes

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia	Long-term motor impairment	Asthma
Emotional Behavioural	Learning difficulties	Diabetes
Difficulties –social factors	Hearing impairment / deaf	Cancer recovery
Mild Dyspraxia	Visual impairment / blind	Mental health issues
Minor speech impairment	Incontinence	Disfigurement
Mild learning difficulties	Significant dyslexia	Eating disorders
	Epilepsy	Lack of limbs
	Non-verbal	Sickle cell anaemia
	ADHD	Gross obesity
	Autism	Very short stature
	(other factors – medical / mental health)	

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