



Special Educational Needs (Including) Disabilities

Introduction: Alec Hunter Academy has a named SENCo, Mr Mark Gilbert (mark.gilbert@alehunter.essex.com), who is a middle leader and currently undertaking the SENCo Award and a Governor, Mr Nick Cousins, responsible for overseeing SEND provision. They ensure that the SEND policy adheres to the guidelines of the local authority, other school policies and those set out in the Children's and Families Act (2014) and SEN Code of Practice (2014). This Policy was developed by the SENCo, under consultation with the senior leadership team and will be shared with Governors, parents/carers and families and it reflects the SEND Code of Practice, 0-25 guidance.

Aims: At Alec Hunter Academy we believe that each student has individual and unique needs. We acknowledge that a significant proportion of students will have special educational needs (SEN) at some time in their school career. Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these students are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all students with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum. In particular we aim to:

- Enable every student to experience success, therefore raising self-esteem.
- Promote individual confidence and a positive attitude.
- Ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning.
- Give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them.
- Identify, assess, record and regularly review students' progress and needs and use strategies and interventions as appropriate.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents/carers, other professionals and support services.
- Ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained.
- To provide a caring environment within which students can learn and develop to their full potential.
- To maintain a regular programme of review of its built environment to ensure that future development meets the needs of all learners.
- To maintain high expectations by staff for all students and emphasise the involvement of staff in responding positively to the needs of students.

Admission Arrangements: Admission arrangements for SEND students who do not have a Statement of Special Educational Needs or and Educational Health Care Plan do not differ from those of other students. Admission arrangements for students with a Statement of Special Educational Needs or and Educational Health Care Plan and Disability are in line with Government policy.

Inclusion: Alec Hunter takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school ('Living for Learning, Learning for Life') are the same for all students, whatever their abilities. At Alec Hunter Academy we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Identification, assessment and provision: The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them 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.

Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

For the majority of students, identification of students' needs begins towards the end of Year 6, at Primary transition. This process begins in Year 5 for students with a Statement of Special Educational Needs and for some students on Essex School Action Plus, as appropriate:

- the school collects data from the primary schools
- on admission all SEND students are assessed for reading and spelling skills in the first term of Year 7 all students complete MidYIS assessments
- data tracking enables student progress to be reviewed every half term and the SENCo meets regularly with the Head of Curriculum Area for English, Maths and Science along with the Achievement Co-ordinator for each year group, to discuss progress and to put interventions in place in line with the graduated response. The SENCo also meets fortnightly with the Pastoral Leaders for each year group.
- SENCo meets termly with Headteacher for a Standards Review to evaluate the progress of students with SEND
- students on any literacy, speech and language or social skills programme, have their progress regularly monitored and programmes adjusted accordingly. Parents/carers are kept informed of all interventions being offered and of progress made.

We work closely to furthermore identify the needs of students that are not SEN but may impact progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and Student Development Assistants, have important day-to-day responsibilities to adequately support the progress of any student with an SEN. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established. If the child already has an identified special educational need, this information may be transferred from other partners in our feeder schools who we will work closely with to support a successful transition to Key Stage 3. The SENCO working with other members of staff will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Roles and responsibilities: Provision for students with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Local Governing Body, in co-operation with the Headteacher and the Saffron Academy Trust, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative Governor (the SEND Governor), who takes particular interest in this aspect of the school.

- The **Headteacher** has responsibility for:
 - the management of all aspects of the school's work, including provision for students with SEND
 - keeping the Local Governing Body informed about SEND issues
 - working closely with the SEND personnel within the school
 - ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors.
- The **Local Governing body** will ensure that:
 - SEND provision is an integral part of the School Improvement Plan the necessary provision is made for any pupil with SEND
 - all staff are aware of the need to identify and provide for students with SEND
 - students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
 - they have regard to the requirements of the SEN Code of Practice (2014)
 - parents/carers are notified if the school decides to make special educational provision for their child
 - they are fully informed about SEND issues, so that they can play a major part in school self review
 - they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND
 - the quality of SEND provision is regularly monitored
 - they, and the school as a whole, are involved in the development and monitoring of this policy.
- The **Special Educational Needs Co-ordinator (SENCo)** is responsible for:
 - overseeing the day-to-day operation of this policy

- ensuring that an agreed, consistent approach is adopted
 - liaising with and advising other staff
 - helping staff to identify students with SEND
 - carrying out detailed assessments and observations of students with specific learning problems
 - co-ordinating the provision for students with SEND
 - supporting class teachers in devising strategies, drawing up Student Development Plans (SDPs), setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom
 - liaising closely with parents/carers of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
 - liaising with specialist teams, outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
 - maintaining the school's SEND register and records
 - assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information, e.g. class-based assessments/records and SATs and tailoring support for these students appropriately based on the data generated
 - contributing to the in-service training of staff
 - managing assistant SENCo's and Student Development Assistants
 - liaising with the SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
 - ensuring access arrangements for KS4 examinations, for those students who meet the criteria, are put in place
- **Class teachers** are responsible for:
 - including students with SEND in the classroom and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
 - making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEND
 - giving feedback to parents/carers of students with SEND
 - providing support for children who need help with communication, language and literacy
 - planning for children's full participation in learning, and in physical and practical activities
 - **Student development assistants** should:
 - be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
 - use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies

Monitoring Children's Progress: The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- prevents the attainment gap between the child and his peers from widening
- closes the attainment gap between the child and his peers
- better the child's previous rate of progress
- ensures access to the full curriculum

- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

In order to help children with special educational needs, Alec Hunter will adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a One Planning approach and an SDP (Student Development Plan) and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted after this time the child may be added to the school SEN register. The class teacher, after discussion with the SENCO, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning outcomes which will be applied within the classroom. These outcomes will be monitored by the class teacher and Student Development Assistants within the class and reviewed formally with the SENCO, parents and young person.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnership with parents: Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. We encourage parents to make an active contribution to their child's education and all parents will be invited to a termly parent forum in order for parents to have a platform through which to share their views and opinions on any decision making process. A leaflet detailing provision and the SENCO's contact details are also readily available. Parents will also be invited to regular review meetings in order to update the Student Development Plan.

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. They will be encouraged to contribute to the assessment of their needs, review and the transition process. The school website contains details of our policy for special educational needs, the School Information Report, including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved.

The Nature of Intervention: The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments with a focus on the graduated response. This may include:

- different learning materials or specialist equipment

- some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO, or with SDA support on targeted intervention programmes
- ICT support where required.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies. After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child ensuring delivery of individualised support in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child and of the outcome of any action. Parents will be invited to meet with the SENCO, or Assistant SENCO's, on termly basis and have the opportunity to discuss matters with the class teacher at parents evening.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies: These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SDP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of his peers

School Request for Education Health and Care Plans: A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- previous individual education plans and targets for the pupil
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

Student Development Plans: Strategies employed to enable the child to progress will be recorded within a Student Development Plan which will include information about:

- short term outcomes set for the child
- the provision to be put in place
- what they are responsible for
- how the child can be successful
- the review date
- assessment data
- student and parents views

Access to the Curriculum: All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff receive regular CPD on SEND.

By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a Student Development Plan with individual outcomes. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However, there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom, through our Numeracy and Literacy intervention programmes.

Exiting the SEN Profile: The SEN Profile is regularly assessed and updated by the SENCo and Assistant SENCo's. Students are monitored on exiting the profile and we work closely with teachers, Achievement Coordinators and the Pastoral team to ensure support and academic progress.

Supporting students with medical conditions: The school 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 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 and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. At Alec Hunter Academy we have a Physical Neurological Impairment Coordinator who ensures access and support where required. There is also a Wellbeing and Medical Officer who supports the medical needs of students.

Training and resources

- SEN is funded through the delegated budget managed by the Alec Hunter Academy Business Manager.
- Staff performance is regularly reviewed.
- 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 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 SENCOs regularly attend the LAs SENCo cluster network meetings in order to keep up to date with local and national updates in SEND.

Storing and managing information: All documents regarding SEN are deemed confidential and stored in a locked office. Any information to be disposed is destroyed and our files are regularly reviewed and files are

stored for a length of time in line with legal requirements and the Alec Hunter Academy policy on Information Management.

Reviewing the Policy: The SEN Policy will be annually reviewed by the SENCo in consultation with the LG, SEN line manager and Governors.

Dealing with complaints: Our **complaints procedure** is fully detailed in a document you can view under the 'Parents' tab on the school website: www.alechunter.com **OR** you can request a copy from the school office or at Reception. You can also access a Complaints Policy document in the same manner.

The majority of concerns from parents, carers and others are handled under the following general procedure.

The procedure is divided into three stages:

Stage 1 aims to resolve the concern through **informal contact** at the appropriate level in school, as described above.

Stage 2 is the first **formal stage**, at which written complaints are considered by the Headteacher.

Stage 3 is the next stage, once Stage 2 has been worked through. It involves writing to the Chair of Governors c/o the school, or by email to peter.whent@alechunter.essex.sch.uk

Concerns and complaints are usually resolved at Stage 1 or Stage 2. The Chair of Governors has the discretion to offer, or agree to, a **Stage 3** complaints review panel if it is felt that this will help move things forward. A review panel is **not an automatic right** for complainants and it is a time consuming and resource intensive process to set up.

Please note that this procedure does not include complaints about the **personal conduct** of members of the school staff, teaching or non-teaching, as these are handled under confidential arrangements in line with employment law. If you are concerned about the conduct of any member of staff other than the Headteacher, you should write to the Headteacher. If your concern is about the personal conduct of the Headteacher, please write to the Chair of Governors

Bullying: At Alec Hunter Academy we believe that everyone has the right to learn and work in an environment free from harassment and discrimination, where they feel safe. At Alec Hunter Academy, bullying will not be tolerated in any shape or form. Teachers, non-teaching staff, pupils, Governors and parents/carers are all involved in stopping bullying. Like all schools we experience bullying at some time. It is everyone's responsibility to tackle any incident to prevent the problem escalating. Our **Anti Bullying Policy** is fully detailed in a document you can view under the 'Parents' tab on the school website: www.alechunter.com

You can find further information regarding SEN under the 'Parents' tab on the school website: www.alechunter.com whereby you will also find a downloadable copy of the Alec Hunter Academy School Information Report.