



SEN policy and information report

Howard Community Academy

Approved by: Headteacher

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Contents

1. Aims	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	8
7. Links with other policies and documents	8

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- Encourage an effective parent partnership to ensure that parents and carers are informed of their child's SEND and communication between parents and school is effective.
- Enable all staff to have a role in identifying students with SEND and to take responsibility for recognising and addressing their individual needs.
- Ensure that all students with SEN and disabilities are able to participate in all activities of the school (Equalities Act; Disability Discrimination Act 2010).
- Promote effective partnership and to involve external agencies where appropriate.
- Encourage the whole school community to demonstrate a positive attitude toward SEN.
- Ensure that all students with special educational needs and disabilities are identified at an early stage and that their needs are met.
- Ensure that quality first teaching, differentiated for individual students, is embedded in every class and that teachers are held accountable for the progress and attainment of all students whether or not they have additional needs.
- Ensure that all students have access to a broad and balanced curriculum.
- Ensure that all learners make the best possible progress and realise their full potential.
- Encourage and support learners to participate in decision-making which affects their education, seeking their views and taking them into account.
- Deliver a programme of staff training and team support which underpins work with SEND pupils.
- Ensure Class Teachers monitor and take responsibility for the teaching and progress of pupils in Support and Nurture Groups.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report .

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO position is currently held by Julie Wakeman, who is supported by Camila Saunders (Anglian Learning Director of Inclusion) and Lucy Millard (Specialist teacher for SEND, Anglian Learning) and can be contacted through the school office on 01284 766278.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Share leadership, responsibility and management of the School Nurture Unit, The Hive.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.
- Write reports as a record of visits, monitoring and discussions.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Report to The Governing Body and Trust.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class. They will report on the progress of SEND pupils as part of Pupil Progress Meetings, Annual Reviews and School Reports.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching and continued in class.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision or delivery.
- Reviewing and updating Assess, Plan, Do, Review cycles (APDRs) for each child with SEND and make sure that these are used as a working document.
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 SEND Provision:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate and multiple learning difficulties.
- Needs that would benefit from time in the Hive, our additional classroom.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

- Widens the attainment gap.
- Would benefit from physical or environmental changes.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The school provides emotional and social support in order to help pupils regulate their behaviour and access learning. This supports placements, behaviour and helps identification of underlying needs.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Everyone is clear on what this school can and cannot offer.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Preparation for transition to secondary includes a transition programme with induction sessions at the new school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions as deemed appropriate.

Interventions used include: Beat Dyslexia, Toe by Toe, Cued Spelling, 5 Minute Box, Accelerated, accelerwrite, Time to Talk, Socially Speaking, Social Stories, Lego Therapy, Language Link, Thrive.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, task planners, word mats etc.
- Hearing support systems.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when, decided in conjunction with the class teacher, a child requires additional support to access class learning. This may be the teaching assistant providing additional questioning and scaffolding or acting as a reader or scribing for the child, if necessary.

Teaching assistants will support pupils in small groups when guiding groups to access the class learning and tasks set by the teacher or to deliver specific intervention group work.

Teachers routinely work with support groups. Not all of this work is by teaching assistants.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Specialist Education Services (SES) for Suffolk LA
- Community Pediatricians
- Child and Adolescent Mental Health Services
- GP, School Nursing Services and Health Visitors
- Mental Health worker

5.9 Expertise and training of staff

Our SENCO has just finished studying for the National Award for SEN Coordination. The Trust is ensuring the school and pupils have the support and expertise needed.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We use specialist staff as and when appropriate to meet the needs of the child.

5.10 Securing equipment and facilities

Support is allocated on a needs basis and depending on children's progress which is discussed at termly pupil progress meetings. Resources, including staff, are reviewed and deployed as appropriate. The SEN

budget is used to deploy staff and buy appropriate resources. Suffolk County assessments are completed, evidence of children's needs collected and additional 'Higher Tariff Funding' is applied for following Suffolk County Council criteria.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term through the APDR cycle.
- Reviewing the impact of interventions.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are expected to take part in the PHSE curriculum
- Pupils with SEN are also encouraged to participate in class activities to promote teamwork and building friendships. At times we may run additional intervention groups to support specific aspects of the curriculum.
- Pupils participate in the Well Being Curriculum, where an individual characteristic is looked at each year and focused on with a well being day at the start of each term. These characteristics are also the subject of weekly class assemblies.

We have a zero tolerance approach to bullying. See our behaviour and anti-bullying policy for further details.

5.14 Working with other agencies

As a school we work in partnership with external agencies listed above to meet the needs of individual children. We invite parents to be part of this process before, during and after any referrals to outside agencies.

5.15 Complaints about SEN provision

The school looks to work in partnership with parents and works hard to maintain an open dialogue. If required, complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the SENCO and Head teacher through the school's complaints policy.

We are aware, the parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

- Our obligations and legal requirements.

Comments, suggestions and feedback are encouraged. It is hoped through good communication the school will deliver appropriate and high quality support, which is valued by parents and carers and complaints will be avoided.

5.16 Contact details of support services for parents of pupils with SEN

The Local Authority's 'Local Offer' for SEND can be accessed using these links:

<https://www.access-unlimited.co.uk/send-reforms> or
<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

5.17 Contact details for raising concerns

Should you have any concerns, please contact our SENCo or Head teacher through the school office.

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.access-unlimited.co.uk/send-reforms> or
<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo and Head teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour Policy
- Anti-bullying Policy
- School Values and Aims documentation
- Attendance Policy