



The University Academy Holbeach

Principal: Ms Sheila Paige

Special Educational Needs, Disability and Inclusion Policy

This Policy was adopted by the University Academy Holbeach: October 2020

To be reviewed annually: Review Date: October 2021

Head of Department: Dr S Milne, Assistant Principal/SENCO

Assistant SENCO: Ms Edwina Hall

Assistant SENCO: Ms Rebecca Daw

INTRODUCTION

The Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015), defines children as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- or
- b) 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.

Children have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Special Needs and Disabilities Register at the Academy (September 2019) shows that just over 27% of pupils have significant learning difficulties in cognition and learning (such as in acquiring literacy or numeracy skills); sensory and/or physical difficulties; social, emotional and mental health difficulties; or communication and interaction difficulties. For some pupils these difficulties can co-occur.

Learners with a low level of underlying ability or moderate learning difficulties will find much of the work at the Secondary School difficult to access. They are likely to need a differentiated curriculum and extra in-class support to enable them to access the curriculum.

Some learners have an average or even above average underlying ability but have been unable to acquire literacy skills. These learners are described as having specific learning difficulties and require one-to-one or small group teaching of our multi-sensory, structured and cumulative phonic scheme.

Some learners have difficulties in acquiring skills to allow them to interact with adults and /or other learners and may have a history of emotional or behavioural problems at Primary School. Others may develop such problems as they move up through Key Stage 3, 4 and Key Stage 5 curriculums. These learners often require close one-to-one support and an alternative timetable, at least in part, if they are to access the curriculum and reach their full potential.

Some learners have difficulties with social, emotional and mental health which can lead to difficulties with managing lessons and with day-to-day learning. These learners often require careful support in the classroom as well as support outside the classroom from Learning Coordinators, teaching staff, teaching assistants or other professionals.

A relatively few number of learners have a sensory or physical disability who may need extra support from an adult or adults during movement times.

The SEND Department endeavours to support and include all SEND learners to encourage self-esteem, self-confidence and independence, as well as having an understanding of their learning problems.

RELATIONSHIP TO OTHER POLICIES

This SEND and Inclusion Policy should be read in conjunction with the following Academy policies:

- Anti-bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy for Schools (LCC)
- Equality and Diversity Policy
- Health and Safety Policy
- Literacy Policy
- Medical Treatment Policy
- Pupil Premium Policy

MEETING THE LEARNERS' NEEDS

Our SEND Policy aims to meet those difficulties by:

- Identifying pupils with SEND.
- Involving learners in their own target setting and review processes.
- Enabling all staff to meet identified needs.

- Making the curriculum accessible to all learners through recognising the need for differentiation and employing a range of teaching techniques.
- Working closely with parents and outside agencies.
- Working with colleagues, as a team on 'support plans'.
- Working on alternative timetables.
- Catering mainly for SEND learners in the mainstream class, but recognising that some learners may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom.

We believe there are considerable benefits for all learners in catering for SEND in the mainstream class. Where in-class support is provided, teachers are better able to focus on the differing levels of ability within the group. Learners with very poor literacy/mathematical skills require more specialised teaching which can be provided within a small group situation, working on an individualised scheme of work.

As learners begin to learn basic skills, self-esteem and self-respect begin to grow and in many cases more appropriate behavioural patterns develop.

We encourage all learners with SEND to recognise their successes and take pride in their achievements so that they can feel part of a purposeful school achieving in the same way as other learners.

THE CODE OF PRACTICE

The Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015) applies to all schools and contains statutory guidance on duties, policies and procedures they must observe in relation to SEND pupils on their rolls. These relate to the Children and Families Act 2014 and associated regulations and apply to children with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16.

SPECIAL NEEDS PROVISION

Responsible Person

The responsible person is Ms Paige, the Principal. She has overall responsibility for:

- Managing the provision for learners with special educational needs.
- Keeping the governing body informed of all matters relevant to this policy.
- Working closely with the SENCOs to ensure adherence to the policy.

The Governing Body

The Governing Body must:

- Do their best to secure that the necessary provision is made for any learner who has special educational needs.
- Report annually to parents on the school's policy for learners with special educational

needs.

- Have regard to the Code of Practice when carrying out their duties towards all learners with special educational needs.

The Governor for SEND is Jenny Worth.

Head of Special needs / SENCO

The Head of the Special Needs Department / SENCO is Dr. Stephen Milne, supported by Ms Edwina Hall, Assistant SENCO and Ms Rebecca Daw, Assistant SENCO. They are responsible for:

- Writing and reviewing the SEND policy.
- The day-to-day running of the Academy's SEND policy.
- Liaising with and advising teaching staff.
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the learners themselves.
- Co-ordinating provision for learners with special educational needs.
- Making/adjustments when necessary to include learners with special educational needs in all aspects of the curriculum
- Maintaining the Academy's SEND register.
- Liaising with the learner.
- Liaising with parents/guardians
- Liaising with Teaching Assistants.

Provision for learners with special educational needs is a shared responsibility between subject teachers and Head of Special Educational Needs who will keep teaching staff informed of any change in provision to enable maximum success in supporting these learners. This also involves liaising with the SEND team at Lincolnshire County Council.

An important part of this process will be the effective development of staff, both teaching and support staff, to give the maximum opportunity for learners to learn and achieve.

Other Duties of Head of Special Needs Department

- Advise the Principal and staff on pertinent SEND issues.
- Attend Head of Department meetings and convene Departmental Meetings.
- Liaise with Special Needs staff.
- Arrange 'settling in' meetings for Year 7 parents/guardians and learners to establish a working relationship between parents/guardians and teachers, to explain the work of the Special Needs Department and explain the need for parents/guardian to help support their child.

- Visit Y6 learners at primary school and liaise with Head Teachers, class teachers, primary school learning support assistants, and Learning Coordinators to work on transition plans and ease secondary transfer and ensure learners are placed in appropriate teaching groups.
- Attend Annual Reviews for Year 6 children transferring in Year 7.
- Test learners and arrange for exam concessions when necessary.
- Arrange timetables for special needs teachers and teaching assistants.
- Devise alternative timetables for disaffected learners with special needs.
- Work on Support Plans.
- Work on Support Plans for pupils who may be excluded.
- Work towards full integration of learners with English as a foreign language.
- Ensure learners with sensory impairment have appropriate lesson materials, magnifying screens for computers, large print dictionaries etc. as necessary.
- Work with teaching assistants and subject teachers to improve subject differentiation.
- Developing and maintaining the records on all learners with special educational needs, Annual Reviews of Education and Health Care Plans (EHCPs), and drawing up of Transition Plans for pupils of 14 plus.
- Maintaining records on all pupils on SEND Register which will include Support Plans.
- Evaluating teaching and support methods of learners with special educational needs.
- Ensuring high standards, equal opportunities and inclusion for all learners with special educational needs.
- Recording and monitoring the progress of learners with special educational needs.
- Contributing to the in service training of staff and appraising SEND teachers.
- Liaising with and appraisal of support staff to ensure efficient use of time and continued excellence of the support given.
- Following LEA directions for arranging reviews of Annual Reviews and Transition Reviews.
- Arranging and recording reviews of Support Plans.
- Liaising with external agencies, including the Educational Psychology Service, the Sensory Support Services, health and social services and other support agencies involved in supporting the learner.
- Acting as Line Manager to all permanent and temporary teaching assistants involved with supporting SEND pupils.
- Acting as Performance Manager for all permanent and temporary teaching assistants involved with supporting SEND learners.

- Co-ordinating any training and/or development needs of members of the SEND Department including Teaching Assistants.

Co-ordinating Provision

The SENCO is responsible for co-ordinating educational provision for learners with special educational needs. This process will involve:

- Assessment of needs.
- Maintaining the SEND register.
- Developing and maintaining records.
- Arranging reviews, including annual reviews for learners with EHCPs.
- Developing an appropriate communication system with colleagues.
- Liaising with Year 7 Learning Coordinator, Learning Co-ordinators Key Stage 3 (KS3) and Key Stage 4 (KS4), Sixth Form and Senior Leadership Team.

Heads of Department will:

- Monitor implementation of the SEND Policy.
- Ensure differentiation in schemes of work.
- Ensure effective use of in-class support.
- Ensure discussion of SEND learners at departmental meetings.
- Liaise with SENCO in relation to parental issues.
- Identify disaffected learners at KS3/KS4 and refer for alternative curriculum/core support.
- Improve the delivery of written information in an accessible way for disabled learners.

Subject teachers will:

- Identify learners requiring support in their classes and consult SEND staff for advice and/or support.
- Differentiate activities for all learners.
- Monitor individual progress.
- Raise concerns about learners with SENCO.
- Contribute to behaviour support plans.
- Contribute to Annual Reviews of EHCPs by reporting on the progress made on the

objectives on the EHCP and Pupil and Tracking.

Form tutors will:

- Monitor individual progress through homework diaries and Individual Action Plans.
- Help liaise with parents/guardians and external agencies where appropriate.
- Work on Behaviour Support Plans/Pastoral Support Plans and attend review meetings as appropriate.

SUPPORT PROVISION

At KS3, most learners with general or specific difficulties are placed in a smaller teaching group with differentiated lesson material and in-class support. Others can work successfully in larger, faster moving teaching groups, supported by the SEND Department using small group work or with in-class support. Regardless of the teaching group, all learners with special educational needs have access to a broad balanced education and all children follow the National Curriculum.

At KS4, a few learners will continue to experience difficulties in accessing basic skills and will continue to receive small group support.

A few learners may require an individualised and alternative timetable to take into account extreme learning difficulties, mental difficulties, physical difficulties, emotional or behavioural difficulties, or problems with communication and interaction within the classroom.

Some learners may need to be placed on a short-term Support Plan to target and improve behaviour, which is drawn up and supported by the learner's parents/guardians, Senior Management Team, Learning Coordinators, SENCO, Form Tutor, teaching staff and external agencies where applicable.

Despite the efforts made, some learners continue to find it extremely difficult to conform to normal Academy classroom expectations and often experience a number of days in the Isolation Unit. Where Senior Managers consider the learner's continued education is in jeopardy a further Support Plan is drawn up by agreement with learner and parents/guardians, Senior Management Team, Learning Co-ordinator, SENCO, form tutor, teaching staff and outside agencies where applicable. It is hoped the Support Plan targets will be achieved and a permanent exclusion averted. The Support Plan is reviewed regularly, every two weeks in some cases. The SEND Department acts in a supportive role for the learner, which could include one to one teaching and learning, being part of an alternative timetable, acting as a safe haven etc.

In-class support will be essential for some learners, and where possible we meet these needs by liaison with teaching staff, learners and support staff. Teaching Assistants liaise with teaching staff prior to the lesson so that they can co-operate most efficiently and prepare modified teaching resources for delivery at the beginning of the lesson when required and remain in the classroom to support individuals throughout the lesson. Homework and lunch clubs are also run to support learners with their work and learning.

Details of learners' difficulties, their current objectives and the strategies used to try and address the difficulties are highlighted for all learners with EHCPs, and for learners on the SEND Register. This information is recorded and can be accessed on the T-Drive. The objectives are reviewed by all staff at least twice a year.

For learners with EHCPs, teachers are informed about the objectives on a learner's EHCP and are asked to comment on the progress made before each annual review. Parents/guardians are required to comment on the support supplied at the schools to help the learner to set new long-term targets.

Our literacy scheme of work for low ability learners is called Fresh Start (Read, Write Inc.) and is a synthetic phonics programme designed to accelerate learners' reading, writing and comprehension.

Learners are taught in small groups as part of the normal curriculum until their reading ages have risen to allow them to better access the National Curriculum at secondary level. A meeting for parents of learners in the Fresh Start programme is held in the autumn term.

All Fresh Start tutors follow the same order of work and therefore learners can be moved between groups and continue on the point of the scheme that has been reached. All learners work at their own pace, and care is taken to ensure they have achieved the teaching point before another is started. We work to a structured lesson plan which involves a number of faster moving activities to teach each sound. Learners are also taught to develop strategies to improve their visual and auditory memories. In addition, individual and/or small group support for SEND learners is provided by staff qualified in teaching learners with specific learning difficulties.

Arrangements are made for some learners on the SEND register to receive appropriate support in end of unit tests, end of Key Stage tests and GCSEs or other vocational qualifications.

Additional catch-up, enrichment and/or intervention support following periods of time out of school, following for example, illness or for any other reason will, where appropriate, be implemented to address pupil needs. Initial assessment followed by targeted support to address gaps in learning will, where appropriate, ensure that all pupils with SEND continue to make good academic progress.

Meetings for parents/guardians of Year 7 learners receiving support from the SEND Unit is set up during the autumn term. We endeavour to explain the possible reasons why their children have not acquired literacy skills. We emphasise that it is our experience that poor literacy skills are not linked only to poor underlying ability. Many of our learners with specific learning difficulties have a very good level of underlying ability. We also emphasise that it is our experience that traditional methods of remediation do not always work but we are able to assure parents/guardians that our scheme of work does have a very good level of success.

IDENTIFICATION AND ASSESSMENT

Identifying learners with significant learning difficulties, emotional and behavioural problems, problems with communication and interaction skills and mental or physical impairment is essential.

Information from Primary Schools:

School records from primary school will be received by the schools, which will include details of learners with special educational needs. Once offered a choice of school, many parents/guardians visit the school of their choice and bring detailed information about the learners' difficulties.

The SENCO or a delegated member of the SEND team visits feeder schools with learners with special educational needs to talk to primary school SENCO, class teacher or Head Teacher, who have detailed knowledge of the background of the learners and their difficulties. These learners are likely to be on the primary school's SEND Register or have been taken off the register only recently. SEND learners are also tested on Year 6 Induction days in June and pupils' needs are discussed with Learning Coordinators in order to inform curriculum groupings.

The SENCO is often invited to attend Year 6 annual reviews which helps ensure a smooth transition and appropriate planning of the learner's curriculum.

Identification at Secondary level:

Learners giving cause for concern are referred to the Learning Coordinator who may consider it appropriate to liaise with the SENCO to plan a programme of support.

Records are kept where SEND Support programmes of work are put in place. This will form the evidence that the school would put before an LEA Area Referral Meeting to request a multi-disciplinary assessment which is an essential requirement to move towards an EHCP.

An EHCP may be considered appropriate if a learner does not progress and significant problems remain.

Those problems may be:

- A history of significant difficulties in acquiring literacy skills and reading ages and spelling ages remain 4/5 years below chronological age.
- A history of very significant difficulty in acquiring basic skills which inhibit learning and the learning of others.
- A history of significant difficulties with communication and interaction skills.
- Significant sensory or physical difficulties.
- Significant social, emotional and mental health needs.
- Lack of progress in acquiring literacy or numeracy skills.
- Marked low ability in numeracy, literacy or reasoning.
- Poor short term memory.
- Difficulties with following instructions, or sequencing events or tasks.
- Poor listening and attention skills.
- Short concentration and high level of distractibility.
- Poor gross or fine motor control.
- Clumsiness/lack of co-ordination.
- Visual or hearing problems.
- Speech and language difficulties.
- Communication problems.
- Delayed physical development.

SOCIAL INCLUSION POLICY

Support Plans are drawn up for pupils whose behaviour is unacceptable to help them set targets to manage their behaviour and avoid further detentions, isolations, fixed term exclusions and permanent exclusions.

IDENTIFICATION

Learners who need to be put on a Support Plan will have been identified by Learning Coordinator/Senior Management following:-

- Excessive complaints from staff recorded on the behavioural log
- On daily report for a period of time without success
- A number of unacceptable or violent incidents outside the classroom
- A large number of detentions
- Punishment in the Isolation Unit or Fixed Term Exclusion

SEND SUPPORT

- A Support Plan may be drawn up, particularly when permanent exclusion is a real possibility.
- Plans are drawn up with close liaison between parents/guardians, learners, Senior Management, Learning Coordinator, Form Tutor, SENCO and any other person closely concerned with the learner. If necessary, the Local Authority is invited to attend.
- Each plan is individualised and may include an alternative timetable, withdrawal from some lessons to the Learning Coordinator or SEND Unit, individual support from a Teaching Assistant or Learning Mentor, supervision at breaks and lunchtimes, daily report which may be monitored before school, lunchtime and after school.
- Plans may also be supported by Early Help and/or referral to external agencies such as the School Psychology Service, the Child and Adolescent Mental Health Service (CAMHS) or to one of the school counsellors.

- Support Plans are reviewed regularly.

Learners may be placed on the SEND Register if they have input from any of the following services:

- Educational Psychology Service
- Speech and Language Therapy Service
- Sensory Impaired Service
- School Medical/Wellbeing Services
- Child and Adolescent Mental Health Service
- Autism Outreach
- Dyslexic Outreach
- Physiotherapy Service
- Occupational Therapy
- An alternative reduced timetable. The learner may have to remain at home to complete some subjects.

REVIEW MEETINGS

- Whenever possible all agencies will attend all review meetings.
- SENCO will contact all agencies involved, let Senior Management know to allow for Learning Coordinator cover, and book a suitable venue.
- The meeting will cover progress, continued concerns and target setting.
- All agencies involved with the learner will receive copies of the minutes.