



Hamilton
Academy

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

March 2018

1. Information about the school's SEND Policy

1.1 Overview:

The Special Needs and Disability (SEND) Policy is based on the SEND Code of Practice 0-25 (2015). This document has been written in reference to the following documents:

- Equality Act 2010: Advice for Schools DFE 2013
- SEND Code of Practice 0-25 July 2015
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

The aim of this policy is to promote a consistent approach to meeting the Special Education Needs of the students.

1.2 Aims and Objectives of this Policy:

Hamilton Academy is committed to providing an appropriate and high quality education to all of the pupils living in our local area. We believe that all children and young people, including those identified as having additional, special educational needs and/or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.

We recognise, however, that there will be times when the curriculum will need to be modified or differentiated in order to take account of individual needs and that some students will need to receive a more individualised approach to help them progress.

Our Objectives are:

- to identify and provide for students who have special educational needs and additional needs at the earliest opportunity
- to work within the guidance provided in the SEND Code of Practice, 2015
- to provide support and advice for all staff working with special educational needs students
- to provide a constructive working partnership with parents/carers of students with SEND so that they feel informed about and involved in their child's education

1.3 Admissions Policy

Students with Special Educational Needs follow normal admissions procedures. The only criterion for priority is a student with an Educational Health and Care (EHC) Plan that names Hamilton Academy.

2. Identification of Special Educational Needs

In line with the SEND Code of Practice (2015), we identify students as having needs that fall into one or more of the four following categories:

- Physical and sensory
- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them. Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the

child has special educational needs and appropriate provision identified to meet the student's individual needs(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 and 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

3. A Graduated Response to SEND support

At Hamilton Academy all teachers are responsible and accountable for the progress and development of the pupils in their class, including whereby students access support from teaching assistants or specialist staff.

3.1 Identification and Assessment

Hamilton Academy staff liaise with our local feeder primary schools at transition from Year 6 to Year 7. The transition team spend time in primary schools and in collaboration with the SENDCO. The SENDCO also attends the annual reviews and multi-agency reviews of Year 6 students where appropriate. The SEND faculty also offer enhanced transition packages, as well as summer opportunities to add maximum support for the most vulnerable SEND students.

All students complete screening assessments, including MIDYIS, reading and spelling on entry to Hamilton Academy. There may also be personalised assessments, such as classrooms observations and individual diagnostic assessments if necessary. These assessments are used to inform the SEND faculty of which children may need extra interventions to support learning.

All children with SEND are reviewed termly and an assessment of the level of support is adjusted accordingly. Heads of faculties and the SEND faculty monitor tracking and interventions are then provided and monitored to enable an informed analysis of progress.

3.2 Curriculum Access and Provision

All students on the SEND register have a bespoke Pupil Profile, this includes their voice and what they feel helps to learn. Teachers receive advice, guidance and training to support SEND students in accessing the curriculum and ensuring the most effective provision. All staff have access to the pupil profiles and can plan their learning on this.

Some students, due to their needs, will require modification to their curriculum and a small percentage qualify for access arrangements to support them when taking external examinations.

The SENDCO and faculty liaise with post 16 provision to ensure that students with SEND have effective and positive transitions.

3.3 Bespoke Student Profiles

The strategies that will be employed at SEN Support and students with EHC Plans are recorded on Student profile forms in the staff shared area reflecting provision that is additional to, or different from, normal quality first teaching differentiation.

The student profile includes:

- What teaching strategies best support the learner
- Additional provision to be put in place
- The student's views on their learning

The Pupil profile is communicated to all staff who support the student's learning, and to the parents of carers and the student. Student profiles are constantly reviewed and updated, but also form part of the formal review process. Teachers submit written feedback for the review process to inform the discussions in the review process.

3.4 The Graduated Response

As the starting point of the graduated response, high quality teaching is at the forefront and is seen as a whole school approach at Hamilton Academy. Teachers assess, plan and deliver high quality differentiated lessons, then evaluating its impact so that students can make progress. The majority of students will make good progress through these arrangements.

If a student is still not making adequate progress, then the SENCO will take the lead in, although this provision will be provided by class teachers and support staff, the following:

- Planning future interventions for the pupil in discussion with colleagues
- Ensuring details of student needs are accessible to staff through the student profile
- Monitoring and tracking the academic progress of each SEND student
- Monitoring and reviewing the action taken

Universal Provision: Quality First teaching by all teaching staff.

SEND Support: Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1.

Criteria for SEND Support include:

- Low Numeracy/Literacy scores
- Working Below in KS2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

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

- Variety of reading interventions targeted to particular aspects of literacy and reading including: Inference, Spelling, Handwriting interventions and Writing development.
- Targeted Maths interventions
- Interactive Play, Social Communication
- Anxiety Project
- Nurture and friendship groups
- Restorative Justice

High Level Needs: Where students fail to make adequate progress, despite additional provision at

SEND Support the school seeks advice and involvement from external support services. Hamilton Academy makes full use of the specialist agencies in the area who can offer support and advice on special educational needs.

If, following a process of **Assess, Plan, Do, Review**, a student still falls below expectations, the SENDCO, in consultation with subject/pastoral staff and parents, will ask for advice and guidance from external services, Teachers and the SENCO are provided with advice or support from outside specialists. Additional or different strategies are put in place and often involve consultation with our link professionals.

With the agreement and support of parents/carers, referrals are made to relevant agencies. Detailed reports and data are gathered from staff which is included on the referral form and a student may be assessed within the classroom or individually by a specialist. The recommendations made by the agency will be shared with parents and the staff at Hamilton Academy. Should the assessments carried out by external agencies identify that the student requires additional provision on a regular basis or for an extended period, then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

3.5 Continuous Monitoring of Individual Progress:

The monitoring progress of students on the SEND register is rigorous and informs the review process. The review process monitors individuals, as well as the completion of screening tests and as part of Hamilton Academy's assessment policies. Members of the SEND team attend all parents' evenings to enable this monitoring to continue with the support of parents.

3.6 Provision of an Appropriate Curriculum

Through their departmental development plans, the SIP and in conjunction with Education Health and Care Plans, provision for students with SEND is regularly reviewed and revised. As part of Quality First Teaching, it is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND faculty.

3.7 Provision of Curriculum Support

The Learning Support Faculty can help subject areas in the following ways (although this is not an exhaustive list):

- 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
 - Support with the preparation of relevant and differentiated materials
 - Team teaching for a period of time
 - 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 Hamilton Academy's inclusion ethos.

d) In-service training:

- The SENDCO provides INSET for NQTs and other new staff at the school on the Code of Practice procedures at Hamilton Academy.
- Individual faculties can ask for INSET from the SENDCO as required, for specific purposes or generic training
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.8 INSET

All staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff have on-going professional learning opportunities, and CPD is available to support their performance management and their role in supporting students with SEND.

CPD and expertise is cascaded throughout the school to enable all staff to work with a diverse range of needs, working in collaboration with outside agencies to maximise the support offered to students.

The SENDCO regularly attends the Local Authorities SENDCO Network meetings in order to keep up to date and is part of a local SENDCO Hub. This information is then cascaded to staff to enable them to provide quality first teaching and implemented through the Pupil Profiles and interventions.

3.9 Allocation of Resources

Staff are deployed to maximise the support for students with an Educational Health Care Plan and those on the SEND register. Teaching Assistants are used to run effective, time limited and personalised programmes of support for both individual students and groups. These are regularly reviewed and analysed to ensure all interventions are appropriate in meeting the needs of students. The faculty manages and deploys resources in the most effective way within the SEND budget.

3.10 Special Provision

In line with current legislation the school building complies with current legislation. Adaptions occur to meet individual's needs.

4. Supporting pupils at school with medical conditions

At Hamilton Academy we recognise that students 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, where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education Health and Care Plan, which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2015) is followed.

5. Monitoring and Evaluation

Monitoring of achievement and progress is through analysing pre and post intervention data. Annual Reviews and multi-agency meetings provide evidence for those on the SEND register. This is in addition to the tracking and reporting systems already used by the whole school. The SEND faculty in line with

all other areas of the school have annual evaluations, improvement plans and the implementation of the SEND faculty action plan.

5.1 Monitoring and Evaluation of this Policy

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 other faculties and outside agencies
- Number of complaints received
- In association with the Head teacher, the SEND Faculty produces an annual report which is provided to the Governors.

6.0 Working in Partnership

6.1 In School

The SENDCO liaises closely with individual members of the Senior Leadership Team, the pastoral support team, subject teachers, tutors, support staff and Faculty Heads as appropriate. Information and concerns are always discussed with the appropriate member of staff.

6.2 Parents

At Hamilton Academy we work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment where all our differences are valued. We value the input of the family and believe that this has a crucial bearing on a student's educational progress and on the effectiveness of any action the school may take.

We believe that the relationship between Hamilton Academy and its parents/carers is a partnership which involves a two-way process. We provide an open door policy where parents/carers are encouraged to contact the school whenever they have a concern. A convenient time will then be made for them to visit the school to discuss the matter further. By working with parents/carers we aim to provide the best opportunities for our students in a nurturing and safe environment where they feel listened to and respected.

We aim to ensure that parents/carers of children at Hamilton Academy are open and confident in working in partnership with us and with other professionals and we aim to ensure that we support parents/carers in this process.

- Parental views are recorded as part of the Annual Review procedures
- Parents are actively encouraged to help their child in many ways
- Providing interventions which can be accessed at home
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers
- Effective communication is achieved through contact with home, either through letters/emails or telephone calls.
- New parents can attend the Open Evening in the winter term prior to transfer and the Parents' Induction day for year 6 pupils in the summer term before transfer
- Visits to primary schools by key staff to get to know SEND pupils before primary transfer

- Extra visits for year 6 pupils who need more time to get to know the school to enable them to be confident

6.3 Students

We recognise that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2015). At all times students are engaged in their education and are encouraged to develop sustainable skills and strategies that enable them to overcome the barriers to their learning successfully.

Examples of this are:

- All students with an Education, Health and Care plan are fully involved in the annual review process.
- Student views are recorded as part of the Review process and their views are valued and listened to
- The SEND faculty run a lunch and break club daily to enable students to access support

6.4 External Support

The school 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 Rushey Mead include (this is not an exhaustive list):

- School counsellor
- The School Nurse
- Learning, Communication and Interaction Team (LCI)
- Behaviour Support Team
- Speech and Language Team
- The Educational Psychologist
- The Child and Mental Health Services (CAMHS)
- Children's Hospital School
- The Educational Welfare Officer
- Occupational Therapy

6.5 Support between Schools

The SENDCO liaise with other SENDCOs:

- From local secondary schools to discuss local and national SEND issues
- At Local Authority run SENDCO network meetings
- At Local SENDCO Hub Meetings
- On the transfer of a student with SEND from primary and to Secondary, as well as inter school transfers

6.6 Transfer Agreements

All documentation about a student's special needs included in a student's record, is transferred between schools. However, the SENDCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND and concerns around vulnerability. The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forward to Post 16 placements.

7. Storing and Management of SEND Information

All SEND documents and data are stored in line with the school's Data Protection Policy.

8. Management of SEND within School

The Head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENDCO and Assistant head teacher for SEND and Inclusion. In line with the new Code of Practice (2015) all staff in school have a responsibility for students with SEND. Current Teaching and Learning protocols within school promote Quality First Teaching.

8.1 Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance and to be used in conjunction with the SEND Code of Practice (2015) guidelines and school job descriptions.

Governing Body:

- In partnership with the Head Teacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Head Teacher sets objectives and priorities in the school development plan, which included provision of SEND.
- Monitoring the policy through the school's self-review procedures
- All governors are informed of the school's provision, including funding, equipment and staffing
- Reporting annually to parents on the school's policy through the website

The SENDCO:

- Is responsible to the Head Teacher for the management of SEND provision and the day-to-day operation of the policy.
- Setting objectives and priorities in the school development plan, which includes SEND
- Line managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Disseminating information and raising awareness of SEND issues throughout the school.
- Managing and developing the roles of HLTA's and Teaching Assistants, through training and Performance Management
- Managing the Screening and identifying students.
- Co-ordinating provision for students
- Supporting the teaching and learning of students with SEND
- Managing the keeping of accurate records of all students with SEND
- Monitoring the drawing up, reviewing and monitoring Pupil Profiles for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's SEND faculty, which includes the SEND officer, HLTA's and Teaching Assistants.
- Being responsible and accountable for the whole school SEND resources and sharing with the Head Teacher and Business Manager, the responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCO's, 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 Head Teacher forwards to the Governors.

Heads of Faculties/Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of Learning.
- Ensuring appropriate teaching resources for students with SEND are purchased from school capitation.
- Raising awareness, of school responsibilities towards SEND

Teachers:

“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 Pupil Profiles are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.
- Raising individual concerns to SENDCO through the referral system, using the graduated response

HLTA’s/Teaching Assistants:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets and outcomes
- Assist with drawing up Pupil Profiles for students, 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.

9. Complaints

If parents/carers have a complaint, this should be directed in the first instance to the SENDCO. If there continues to be cause for complaint, parents/carers should address their concerns to the Head Teacher or the Governing Body, as in line with the schools complaint procedure.