



Heath Lane Academy

The best in everyone™

Part of United Learning

SEND Policy

REVIEWED BY: United Learning

DATE REVIEWED: May 2024

DATE OF NEXT REVIEW: May 2025



Our Ethos/Vision

At Heath Lane Academy, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our academy. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our academy community.

Definition of Special Educational Needs and Disability (SEND)

At our academy, we use the definition for SEND and for disability from the SEND Code of Practice (2015). This states:

SEND: *A child or young person has special educational needs if he/she/they has a learning difficulty or disability which calls for special educational provision to be made for him/her/them. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘.....a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’*

Key Roles and Responsibilities

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The Primary SENDCO is a member of the leadership team.

The SENDCO is: Sue Mitchell (sue.mitchell@heathlaneacademy.org.uk)

The SEND Governor is Phil Harris-Bridge. He has responsibility for monitoring policy implementation and liaising between the SENDCO and the Governing Body.

Aims and Objectives

Aims

At Heath Lane Academy, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider academy community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, 2015.

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long term outcomes for children with SEND. The purpose of identification is to work out what action the academy needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction – these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning – children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with severe learning difficulties (SLD).

Specific learning difficulties (SpLD) affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health – children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

A Graduated Approach to SEND Support

How the academy decides whether to make special educational provision

A process of ongoing teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The academy's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the academy about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the academy may seek advice from external agencies such as:

- Educational Psychology Service (EPS)
- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service (SALT)
- Specialist Support Service (SSS)

If the support needed can be provided by adapting the academy's core offer, a child might not then be considered SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the academy, the child will be placed on the SEND register using SEND Support code. The academy will seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. A pathway plan, which includes a Pupil Passport, may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEND, including their response to interventions. Where a child and family would benefit from coordinated support from more than one agency, an Early Help Assessment (EHA) may be used to identify help required and to prevent needs from escalating.



The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupils. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND support is required, the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with him/her/they using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he/they will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Parents/Carers and Pupil Involvement in the Process

We believe in a person-centred approach to information gathering and the cycle of *assess, plan, do, review*. Regular reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

SEND Provision

SEND support can take many forms. This could include:

- an individual learning program
- evidence based interventions

- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a nurture group

Managing the Needs of Pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly (2/3 times a year) with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the academy budget.

The class/subject teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- identifying on planning QFT information and the provision they are making for pupils with SEND
- writing and reviewing of targets for pupils with SEND with support from the SENDCO

Teaching Assistants are responsible for:

- ensuring that day-to-day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and following advice from specialists
- running small group interventions
- record keeping
- resources
- maintaining specialist equipment
- regular communication with the class teacher and SENDCO

The SENDCO is responsible for:

- the SEND policy and its implementation
- coordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- keeping up to date with developments in SEND
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- coordinating annual reviews

- supporting staff in identifying pupils with SEND
- mapping provision throughout the academy
- maintaining links and information sharing with receiving schools

Students with EHCPs – reasonable adjustments to our Behaviour Policy

While we recognise that students with SEND may need additional support to meet the school's behaviour expectations we are clear that the school's behaviour policy applies fully to all students including those with SEND. We follow the DFE Guidance regarding permanent exclusions. For example, 'schools should, in partnership with other agencies involved, consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEND.

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The academy will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care Plan (EHCP) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the academy's own resources. For these pupils, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs. The SENDCO is responsible for initiating this process, liaising with all other professionals involved. Parents have the right to apply for an EHCP for their child by contacting the local authority.

Supporting parents/carers and children

We provide support in the following ways:

- the welfare team can signpost additional support/information available for families in Leicestershire
- additional time and special arrangements for SATs and KS4 GCSEs
- support for transition between nursery and reception classes
- a transition group for vulnerable Year 6 pupils transferring to our secondary academy
- inviting the secondary SENDCO to the final Review in Year 6

Supporting pupils at the academy with medical conditions

The academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the academy will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the curriculum for pupils with a disability, for example, an extra adult to accompany a child on a school trip/residential.

Monitoring and Evaluation of SEND

The Senior Leadership Team monitor and evaluate the quality of provision for all pupils. The academy aims to use interventions that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress
- progress against national data and based on their age and starting points
- interventions baseline and exit data
- progress against individual targets
- monitoring success towards pupils' individual targets (academic and personal targets)

The SENDCO maps provision for each class/year group and decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and, if necessary, make changes to our provision.

The SEND Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENDCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in academy activities

Training and Development

Training needs are identified in response to the needs of the pupils currently on the SEND register. Academy staff have specific training and expertise in literacy and numeracy interventions and supporting children with hearing impairment and Dyslexia.

The SENDCO attends network meetings to share good practice with colleagues and has links with other United Learning SENDCOs. United Learning SEND advisors support SENDCOs to continue to improve provision and outcomes.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools or colleges when pupils leave Kettering Buccleuch Academy.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Date of next review: May 2025



Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Heath Lane Academy to speak to us as soon as possible. In the first instance, please speak to the class teacher or form tutor. If parents/carers feel their child's needs are still not being met, they should make an appointment to see the SENDCO.

If concerns are still unresolved, parents may wish to contact the Information and Advice Support Service (IASS) who are independent support providers for the families of people with SEND in Leicestershire.

Email: info@sendiassleicestershire.org.uk

Telephone: 0116 305 5614 (Monday to Friday from 9.00am to 3.00pm)



Access to this policy

You can get a copy of our policy via

- the academy website
- a hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010
- The National Curriculum in England: framework for key stages 1 to 4.
- Safeguarding Policy
- School SEND Information Report
- School Disability and Accessibility Plan 2021
- Teachers' Standards 2012

Appendix 1: Key Documentation

The following documents have informed this guidance, which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Leicestershire Local Offer

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>



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How Parents can apply for an EHCP

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/send-support-in-schools/supporting-children-with-send>



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APPENDIX 2: Related School Policies/Documents

Safeguarding Policy
Accessibility Plan
Admissions Policy
Anti-Bullying Policy
Behaviour Policy
Complaints Procedure
SEND Information
Report Curriculum policies