

Trinity Academy Halifax



Special Educational Needs and Disability Policy

1. Guiding principles

- 1.1. The academy is committed to providing an ethos, environment and culture that are sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with special educational needs.
- 1.2. The academy accepts that some students have special educational needs that will range in severity and in origin either throughout, or at some time during their academy careers, and that these needs must be addressed and provided for in a wide variety of ways.
- 1.3. The academy accepts that all students, including children with special educational needs, should have an entitlement to the greatest possible access to a broad and balanced education, including the National Curriculum.
- 1.4. The academy accepts that students with special educational needs should be integrated fully into all aspects of the academy, and this should be done without stigma, prejudice or discrimination.
- 1.5. The academy follows the agreed guidelines in the SEND Code of Practice. The academy accepts that in order to identify, assess and provide effectively for students' special educational needs there should be the greatest possible degree of partnership between staff, the academy, and other outside agencies.
- 1.6. The academy, in meeting the special educational needs of its students, will have full regard to the views of the parents and the child.

2. Principles into practice: a whole academy approach

- 2.1. Putting the general principles into practice necessitates that all subject teachers, tutors and College Managers have a role to play in meeting the special educational needs of our students. The following factors all contribute to successful special needs education and it is the responsibility of all staff individually and collectively to bring them about:
 - A curriculum differentiated to meet individual needs
 - Appropriate resources and equipment
 - Specialist teaching of basic skills
 - Extra support, time and attention
 - Positive environment and organisation
 - Positive attitudes
 - Working with parents to ensure effective monitoring and reviewing of needs
 - Identification and assessment procedures
 - Advice, support and training from specialist teachers and external agencies engaged in special educational needs
 - Understanding of special needs, and their educational, social and personal implications

3. Related documents

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

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- The Code of Practice for SEND 0-25 Years (Jan 2015)
- Children and Families Act 2014
- The Equality Act (2010)
- Calderdale's Local offer for SEND
- Trinity Academy Halifax's SEND Information Report (2015)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Supporting Students at School with Medical Conditions (2014)
- Teachers Standards 2012

4. Aims of the policy

- 4.1. The SEND Policy seeks to support the guiding principles of TAH by recognising the need to provide the structure for a student-centred process that engages students, families, the academy and other professionals in planning for and implementing high quality, needs led provision that is consistent across the academy.
- 4.2. TAH will ensure that all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or abilities, as a result of everyone working together.

The aims of this SEND policy are:

- to ensure that TAH complies with the requirements of the Children's and Families Act 2014, the SEND Code of Practice Jan 2015 and other statutory guidance
- to ensure the Equality Act of 2010 duties for students with disabilities are met
- to ensure that students with SEND are identified early as possible
- to implement a graduated approach to meeting the needs of students using the Plan, Do, Review process
- that teachers and staff monitor the progress of all students; continuous monitoring of students with SEND by their teacher's will help to ensure that they are able to reach their full potential
- to take into account the view of the students with SEND
- to work closely with parents and support agencies, other external agencies including those from Health and Social Care, to ensure clear communications and sharing of expertise in the best interest of the student
- to set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- to encourage high standards of achievements and rapid and sustained progress by all students
- to create a climate of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- to share expertise and good practice across the college and local learning community
- to make efficient and effective use of academy resources
- to provide curriculum access for all
- to ensure students with medical conditions will have a medical diagnosis but not all students with medical conditions will have special educational needs. Where students with medical conditions also have SEND their provision will have regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions'
- to enable all staff to meet identified student needs through efficient communication systems and CPD.

5. Definition of SEND

- 5.1. A child or young person has a SEND if they have a learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:
- (a) have a significantly greater need in learning than the majority of others of the same age
 - (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.
- 5.2. A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (Special Educational Needs and Disability, Code of Practice: 0-25 years, Jan 2015).
- 5.3 Students on the SEND register will have needs that cut across the following four broad areas of SEND. As stated in the Code of Practice for SEND 2015 these are:
- Cognition and Learning
 - Social, Emotional and Mental Health Difficulties
 - Communication and Interaction
 - Sensory and/or physical

6. Differentiated curriculum pathways

- 6.1. Vulnerable and challenging students will need additional support. These students will have been identified at primary school and their particular support planned before they join the academy.
- 6.2. Children with learning difficulties will be placed in a pathway from the start of Year 7 where they will follow the normal curriculum but with greater literacy or numeracy intervention. This curriculum will be developed and monitored by the SEND department. The nurture group will have additional work in literacy and numeracy as well as a focus on life skills.
- 6.3. Students with challenging behaviour will be identified and monitored closely in normal teaching groups.

7. The SEND Department: Roles and Responsibilities

- 7.1. The Inclusion Area of the academy has a pivotal role to play in facilitating and coordinating the whole academy approach to special educational needs. The SEND Team, which includes a combination of specialist teachers and trained Learning Assistants, works in partnership with all staff in their various roles as subject teachers, form tutors and College Managers to ensure the effective and efficient implementation of the academy policies on special needs.
- 7.2. It is the responsibility of the Assistant Principal (inclusion) and SENCO working with their team, to ensure the day-to-day operation of the academy's SEND Policy. In fulfilling this responsibility the Inclusion Area will carry out a wide variety of roles and services which are explained in the policy statements that follow. They include:
- Supporting students in a variety of ways
 - Direct teaching of basic skills programmes

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- Coordination provision across curriculum areas ensuring continuity across key stages
- Identifying and assessing student's needs
- Planning, monitoring and reviewing progress
- Registering, special needs and keeping records
- Liaising with external agencies and institutions
- Liaising with parents
- Liaising with and advising fellow teachers

8. Use of financial resources

- 8.1. The provision of SEND is funded through the main revenue budget for the academy. Funds are deployed to implement the SEND Policy. Resources are allocated to support students with identified needs. Each year we map our provision to show how we can allocate resources; this is reviewed regularly and can change during the academic year, responding to any change in need.

9. Areas of work in terms of SEND

- 9.1. There are 8 major areas of work in terms of SEND support within the academy:

- Identification, Assessment and Recording
- Access and Provision
- Planning, Monitoring and Reviewing
- Continuity and Transition
- Personal and Social Integration
- Working with External Agencies
- Working in partnership with Parents
- In-service Training

10. Identification, assessment and recording

- 10.1. Whole Academy Objectives:

- to ensure that the identification and assessment of students with special educational needs takes place as early as possible and as quickly as is consistent with thoroughness
- to keep an academy register of students with special educational needs in accordance with the SEND Code of Practice Jan 2015, and to maintain all records relevant to decisions made in relation to any student's registration.

11. Statement of policy

- 11.1. To ensure early and accurate identification of special needs, the academy will aim to have a range of procedures in place to cover the following:

- Registering concerns about students.
- Collection evidence from a variety of sources.
- Using relevant assessments.

12. A graduated approach to SEND support

- 12.1. TAH is committed to the early identification of SEND and adopts a graduated approach to meeting SEND in line with the Code of Practice Jan 2015.

12.2. The SENCO, Deputy SENCO and pastoral staff are fully involved in the transition of students from KS2 to KS3, liaising with primary SENCOs to ensure that the needs of students transferring into Year 7 are, as far as possible, fully met. This is also the case from KS4 and students progressing on to post 16 education. This process involves:

- Meeting regularly with primary colleagues
- Arranging individual visits for students prior to transfer
- Attending Statement/ EHCP Review meetings
- Reviewing students' prior attainment data
- Additional information is gathered from parents/carers and external agencies as appropriate

13. Registering a concern

- Before primary transfer, members of the SEND department will visit each partner primary school and collect information and note any concerns of Year 6 class teachers, SEND Coordinators, and the head teachers about students with special educational needs.
- Any concerns about additional students that emerge after primary transfer will be raised through the following academy procedures.
- **Subject teacher referral:** subject teachers can refer concerns about a student's learning difficulties directly to the appropriate SEND tutor, and ask for advice, support or further investigation.
- **Parental concerns:** parents' concerns about their children's special needs may be passed on by them, either directly or indirectly, to the SENCO.

14. Collecting evidence

- Before primary transfer evidence will be collected from the primary schools' SEND Coordinators and any other relevant services.
- During a student's time at the academy, evidence will be collected in a variety of ways: by the SEND department who have regular contact with students across subject areas by special meetings about students with SEND/subject/pastoral staff.

15. Assessments

- 15.1. The academy will make use of the following procedures for students with special needs:
- 15.2. The academy data base provides useful information for analysing a range of special educational needs.
- 15.3. In addition, for diagnostic purposes, the SEND department may need to implement additional skills assessments.
- 15.4. Appropriate subject assessments will provide general guides to the difficulties these students may be experiencing across the curriculum.
- 15.5. Where there is clear indication that an assessment from an outside specialist is necessary to diagnose a student's problem, the SEND Coordinator will review relevant pathways with outside agencies.

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- 15.6. The academy is committed to carrying out its **statutory duties** for those students who are being formally assessed under the 1993 Education Act.

16. Registration/Recording

- 16.1. Once a student's special needs have been identified and assessed, the academy will place the students on to the **SEND Register** under the following headings:

- Educational Health Care Plan/Statement – E/S
- SEND Support - K

- 16.2. For each registered student the academy will maintain a **special need file** that will include all records relevant to decisions made on the registration of that student.

17. Access and provision

- 17.1. Whole Academy Objectives:

- to provide access to a broad and balanced curriculum that is differentiated to meet individual needs and deliver quality first teaching and learning
- to provide learning support to help students with special educational needs to have access to, and make progress within the academy curriculum
- to provide teaching of basics skills for students with significant learning difficulties with aspects of literacy or numeracy to ensure a greater degree of learning independence.

18. Statement of policy

Differentiation

- 18.1. Academy policy emphasizes the requirements for all teachers to ensure that the curriculum is differentiated to meet the needs of all students so that they may receive quality first teaching and learning. This will ensure the greatest possible degree of access for students with special educational needs to ensure that they can develop and make progress at their own level and are motivated to learn.
- 18.2. The academy accepts that by employing appropriate teaching and learning strategies, and by giving special consideration to curriculum delivery and resources, many of the students' needs can be met in the classroom. In the methods of differentiation all aspects of the learning process will need to be considered. There needs to be a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.
- 18.3. In many subject areas curriculum planning and differentiation may be aided by the use of setting to enable personalised learning. In this way the curriculum content and pace of lessons can be adjusted appropriately. However, schemes of learning across all subject areas should include a range of resources and strategies to reflect the range of need within each class. Individual students may progress at different rates in different subject areas and so consideration of placement in a set will be made subject by subject.

Learning Support

- 18.4. In addition to a differentiated approach, students with SEND will often require extra attention and support for their learning difficulties. The main focus of this learning support

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from Learning Assistants will be in the mainstream classroom where these students will be taught alongside their peers.

- 18.5. It will be the responsibility of the SENCO to establish a framework of learning support across the curriculum. The allocation of Learning Assistants to classes will depend both on student priorities – to meet the requirements of EHCP/Statemented students and to meet the needs of other registered students at SEND support level; and subject priorities – where priority will be given to the core subjects of English, Maths and Science and then to areas where students require the most help with reading, writing and conceptual understanding.

19. Education Health Care Plans

- 19.1. Students with a statement of educational needs (pre September 2014) or an Education Health Care Plan (EHCP post September 2014) will have their needs met in accordance with the objectives outlined in their Statement/Plan.

- TAH holds Annual Review meetings for our students who have a Statement/EHCP and we complete the appropriate paperwork for this process.
- The aim of the review will be to assess the student's progress in relation to the objectives on the EHCP, review the provision made to meet the student's need as identified on the EHCP. Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it.
- Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice Jan 2015 and with local policy and guidance - particularly with regard to the timescales set out within the process.
- Students who are still on a statement at TAH will over the course of the next two years transfer across to EHCP's if the student continues to require an enhanced level of support.

20. Planning, monitoring and reviewing

Whole Academy Objectives:

- to ensure that all processes have the student at the centre and also provide the opportunity for parents/carers to voice their hopes and aspirations for their child
- to set up effective procedures to monitor and review the progress of students with SEND students.

21. Statement of policy

Planning

- 21.1. The academy acknowledges that planning for SEND is an essential prerequisite for meeting those needs. At academy level it is important to plan and develop courses that will meet the continuum of needs which exist within the student community, and to provide the flexibility of courses needed to meet the students' individual needs. At **departmental** level it is important to plan in advance schemes of work in such a way as to match the learning potential of each group of students. At **classroom** level it is equally important, as part of lesson planning, for subject teachers to anticipate the individual problems that students with SEND may face.

Do

- 21.2. The academy agrees that the monitoring of students with SEND should be a SEND Policy

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proactive process which aims at not only checking students' progress, but managing it in a positive way. The academy also recognises the importance of involving the students and parents in the monitoring process. SEND Parental/Carer Consultation Evenings facilitate this process.

- 21.3. The process of all students with SEND is subject to the normal monitoring procedures of subject departments. When necessary they may also be subject to pastoral monitoring through guidance and the report system. The depth and extent of this monitoring will reflect the complexity and/or severity of the students' learning difficulties. Pen portraits provide a passport to learning for relevant students with additional SEND needs. Parents/carers are invited to consult on this process.
- 21.4. It is essential that effective communication channels between subject, pastoral and SEND staff are created and maintained in this process.

Reviewing

- 21.5. The process of registered students is subject to general reviews which take place at least three times per year. Reviews may take place at SEND Parental/Carer Consultation Evenings, or individual reviews. At some stage or other these reviews may involve the following parties:
- Inclusion Leader, SENCO, Deputy SENCO, SEND LA, Lead LAs, students, parents, and external agencies/LA representatives.
 - The academy is committed to carrying out its duties for EHCP/statemented students who are subject to the Annual Review procedures set out in the new Code of Practice.
- 21.6. Students are able to share their views in a number of different ways; these views are welcome and acted upon, they are specially sought as part of their Annual Review, as part of any student progress meetings and at the end of a targeted intervention.

22. Continuity and transition

Whole Academy Objective:

- 22.1. To provide continuity of advice and provision for students with SEND throughout their academy life, especially at the transitional points of between key stages and in preparation for post 16 education/training.
- 22.2. In order to make the most effective provision for students with SEND the academy appreciates the importance of providing continuity of advice and provision for students as they progress through the academy. The academy has procedures to fulfil the following:
- effective transfer of information
 - consistency of approach and provision
 - special consideration at transition points

23. Transition at KS2/3

- 23.1. The academy will achieve continuity across these stages by liaising with all those parties who have knowledge of the students with SEND prior to transfer. This will include the primary school's SENCO and class teachers, Curriculum Support Service, special units, educational psychologists, and any other relevant external agencies. Based on this 'primary'

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information a summary for each registered student is provided for all the teachers to help them plan their lessons via strategic seating plan software.

- 23.2. Early in Year 7 subject teachers are also provided with base-line information for all Year 7 students. This includes relevant KS2 results, Cognitive Ability Tests scores and Reading scores. This data will also help curriculum planning and student target setting.

24. Transition at KS3/4

- 24.1. The transition between these two stages for students with SEND can be enhanced by:
- advice on subject options for relevant year groups
 - Information Advice and Guidance from C&K Careers
 - collaborative working between SLG; Pastoral and Inclusion leaders; Progress Leaders and SEND staff.

25. Transition at KS4/5

- 25.1. The academy closely monitors all students, including SEND students, throughout KS4 and with special reference to their estimated grades at GCSE.
- 25.2. The tracking and monitoring of 6th form student progress is carried out by the relevant staff. Personal Progress Tutors provide additional support for SEND student.

26. Personal and social integration

Whole Academy Objective:

- 26.1. to ensure that students with special educational needs are not segregated, but fully integrated into the personal, social and academic life in the academy, and have every opportunity to participate in the sporting and extra-curricular activities of the academy via the INVOLVE and Achieve programme.

Statement of policy

Personal and social

- 26.2. The academy will ensure that all students, including those with special educational needs, are fully integrated into the personal and social organisation of the academy through the tutorial system. All students join a vertical tutor group and will remain together as a tutor group throughout their time at the academy, unless there are exceptional circumstances. Tutors will care for, support and monitor the personal, educational and social needs of all their students; and where appropriate, will seek additional support and advice.
- 26.3. Students with special educational needs will receive their personal and social education alongside their peers within their tutor groups.
- 26.4. Through the same pastoral/PSHE organization, all students will receive careers advice and planning, and their entitlement to work experience. **Special advice and consideration** is given to students who have special needs which may affect their career options. At the beginning of Years 8, 9 and 10 teachers will be provided with an update of the progress of SEND students and their present registration stage.

27. Working with external agencies

Whole Academy Objectives:

- 27.1. To seek advice and help from agencies, and work in partnership with them to meet the special educational needs of the students.

Statement of policy

- 27.2. To help meet the needs of individual students there will be occasions when the academy will need to seek special advice and support from agencies outside the academy. In this endeavour, the academy is committed to the principles of the partnership and close working relationships with Calderdale Children's Services Department, the Health services, etc.

Child Health Services

- 27.3. A child's difficulty at the academy may be related to a medical condition or disability, or to medical treatment which affects the ability to participate fully in the academy curriculum. The academy will work in partnership with parents and the relevant health services to ease anxieties and provide the necessary conditions for the child to prosper. If the academy is the first to suspect a medical problem, it will either advise the parents or consult their general practitioner or, with parental consent, will consult the School Nursing Service.

Child and Adolescent Health Services

- 27.4. Children's progress may be significantly affected by emotional and behaviour difficulties that may be related to mental health problems. Children may also have major difficulties with peer relationships, associated with a range of emotional and social difficulties, which have a potentially serious effect on the child's future health, development and education. In these cases the academy will ensure that it liaises with the family and the relevant external specialists to provide maximum support for the child. If the academy initiates the process, it will either advise parents to seek help through general practitioner or, with parental consent, will refer the child to the educational psychologist through the academy's relevant Inclusion Team member.

Children's Services and Educational Welfare Services

- 27.5 The academy will cooperate at all times with the MAST Team and/or any relevant department within Children's Social Care provision when a child is either 'in need' or 'at risk' of significant harm. The Inclusion Leader is one of the designated teachers responsible for carrying out the necessary procedures in child protection cases, especially those pertaining to children with SEND.
- 27.6. If a child is being looked after by the local authority, as part of the child care plan the academy will help to provide educational arrangements, including provision for any special educational needs the child may have, in liaison with the support member of staff responsible for children who are looked after.

Special Educational Needs Support Services

- 27.7. In order to identify, assess and make adequate provision for students with special needs, the academy will work in close partnership with the following services:
- The Education Psychology Service

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- The Hearing Impairment Service
- C&K Careers
- The Visual Impairment Service
- Speech and Language Therapy Service

Special Educational Units

27.8. Liaison with special educational units will sometimes be necessary for advice, resources, or possible reintegration into mainstream for some students who have needed to spend time at another establishment. In all cases involving the above support services, the SEND Coordinator will aim to observe the following general procedures:

- Decisions will be reached by the SENCO in collaboration with the SEND team, College Manager, Vulnerable students manager and relevant senior leaders
- Parental permission will be sought and a formal request for specialist support will be made
- Arrangements will be made to collect relevant information about the explicit nature and extent of the student's problems, and pass it on to the agency
- Arrangements will be made in the academy for external specialists to meet and work with students/teachers/parents
- Educational plans and provision will be adapted to take into account the specialist advice and support offered

28. Working in partnership with parents

Whole Academy Objectives:

- 28.1. To ensure that the academy takes account of the wishes, feelings and knowledge of parents when making assessments and planning actions to meet their children's special needs.
- 28.2. To encourage parents to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the academy and other agencies to meet their children's special needs.

Statement of Policy

28.3. Parents of children with special needs will be given the same general information and chances to share in their children's progress as all parents. In addition to this, parents of children with special needs may require and expect information on the following:

- The academy's SEND policy
- The SEND support available from both the academy and the LA's Local Offer
- The SEND assessment and decision making procedures
- Other services provided by the LA for children in need
- Local and national voluntary organisations which may provide advice and counselling
- The work of the parent partnership services such as SENDIASS

28.4. The academy values highly a partnership with parents in obtaining the most effective provision for students with special needs. This partnership includes:

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- The academy explaining to parents its concerns about their children's special needs and strategies that may be used to meet their needs
- Parents working with the academy in monitoring special programmes and encouraging their children to take an effective part in them
- The academy responding effectively to parental concerns about the students' special education needs
- Parents responding effectively to the academy's request for their involvement in meeting their children's special needs
- Academy and parents/carers having joint reviews of students' progress where relevant

28.5. We will always try to ensure that parents' access to the dealings with the Academy over SEND matters will be easy and as relaxed and flexible as possible.

29. In-service training

Whole Academy Objective:

29.1. To encourage all staff teaching and non-teaching, through both external and internal in-service training, to develop their understanding of special educational needs and their expertise in providing for students with such needs.

Statement of Policy

29.2. Each year staff are asked to identify their training needs in terms of either implementing their departmental development plan, or enhancing their own personal and professional development.

29.3. Teaching staff, as a whole, are encouraged to:

- develop their understanding of special needs and the educational, social and personal implications for a student having special needs
- develop their teaching expertise in providing for students with such needs
- keep up with any new initiatives, procedures and legislation in the area of SEND

29.4. As the academy continues to develop the use of Learning Assistants, we are also aware of the need for them to benefit from the in-service training and for the teaching staff to be trained in the best ways of utilizing Learning Assistants as an important resource to the academy.

External Training

- courses aimed at the SEND department to develop policies and practices, and to examine new legislation and guidance in this area
- courses for teachers wanting to specialise in areas of special needs training
- courses for subject teachers wanting to develop special needs provision in a curricular context
- courses for Learning Assistants to develop their general understanding of SEND issues, and to be trained in support strategies and IT applications

Academy-based training

- All TAH teaching and support staff receive a full SEND induction
- The option of allocating specific INSET days or staff meetings to deal with

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- pertinent SEND developments
- SEND staff are involved in other Training Days and can give an SEND perspective on academy development issues
 - Learning Assistant training is a focal point of the development of a CPD programme at the academy.

Date adopted by Governing Body	12 January 2016
Date for full implementation	13 January 2016
Date for review	January 2018 (2 years)
Policy owner	TTR – Assistant Principal SLD - Inclusion Lead