

Hummersknott Academy



44 – Special Educational Needs Policy

Review Date: February 2023

| Adopted/V1 | V2 | V3 | V4 | V5 | | | |
|------------|----------|----------|-----------|----------|--|--|--|
| Feb 2013 | Mar 2015 | Mar 2017 | June 2019 | Feb 2021 | | | |

Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy and procedure applies to all schools equally. This policy relates to Hummersknott Academy only.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for academies DfE (Feb 2013)
- SEND Code of Practice 0-25 (September 2014)
- Academies SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at the academy with medical conditions (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- This policy was co-produced by the Academy's Special Educational Needs Co-ordinator (SENCo) with the SLT, Directors and Governors

PURPOSE

Hummersknott Academy Trust is committed to providing outstanding inclusive learning for all students regardless of their ability. All students are of equal worth and have equal rights to an education which enables them to develop their personal, social and intellectual potential to their fullest extent. The academy needs to take positive action to ensure its values, organisation and curriculum offer equal opportunities for all students generally within mainstream groups, and those students with SEND receive appropriate support. The academy recognises that there is a continuum of need and provision for students with SEND. Every teacher is a teacher of every child or young person including those with SEND.

SCOPE

The Academy is committed to providing outstanding, inclusive learning for all students regardless of their ability. Success is built upon partnership between parents, students, staff, local community groups and global link academies. The Academy believes in developing every aspect of the people within the Academy community so that they can live successful and fulfilled lives.

Objectives of the SEND policy

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a 'whole student, whole academy' approach to the management and provision of support for special educational needs
4. To provide full access to a broad and balanced curriculum for all students within the Academy at a level that is appropriate to their ability and needs, and which supports them to achieve their best as confident individuals
5. To ensure the Academy uses its best endeavours to support children with SEND, enabling them to engage in the activities of the Academy alongside students who do not have SEND
6. To identify and assess the special needs of students during transition from feeder primary schools and within Hummersknott Academy itself across the whole ability range and to make appropriate provision in order to meet these needs
7. To assist departments in the identification of students with additional needs and provide guidance for them in terms of advice, resources and appropriate teaching strategies which will help staff develop to the full the potential of all students in their care
8. To work closely with departments in the regular assessments and monitoring of student progress to identify students who are making less than expected progress given their age and individual circumstances
9. To prepare students with special needs to make a successful transition into adulthood through the development of strong links with employers, further and higher education and training providers

10. To develop the understanding and skills of the staff to meet the needs of students with special educational needs through partnership in and out of the classroom and through INSET and focussed professional development
11. To fully involve parents or carers of students with additional needs in all aspects of their child's education and to implement the graduated approach as laid down in the SEND Code of Practice 2014
12. To build on the pastoral and academic links within the academy to enable progress for SEND students in other areas such as the development of social and life skills
13. To develop strong links with the governing body, and so involve them in the development and monitoring of additional needs provision in the Academy

Definition

The 1996 Education Act states that a student has a special educational need if she or he has:

- Significantly greater difficulty in learning than the majority of children of his or her age
- A disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions

Disabled children and young people

Many children and young people who have SEND may have a disability which under the Equality Act 2010 is described as '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'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Provision to meet the needs of children and young people with SEN

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

The Academy's accessibility plan supports our Equality, Diversity and Community Cohesion Plan in making sure students can access all aspects of the Academy and are fully included in the life of the whole Academy. The Academy has a duty under the Equality Act 2010 towards individual disabled children and young people, and wider duties to prevent discrimination and to promote equality of opportunity and foster good relations. In addition to this, this policy should be read alongside the Academy Discipline Policy and Anti-Harassment and Bullying Policy available on the Academy's website.

Special Educational Provision

According to the 1996 Education Act, Special Educational Provision applies to children of 2 or over who receive educational provision which is additional to or otherwise different from the educational provision made generally to children of the same age.

Students of all abilities have individual needs, the more able as well as those with learning difficulties. However, some students cannot fulfil their potential without the provision of extra resources, either for a limited time or for the whole of their Academy life.

The Academy welcomes all students, from those with a multiplicity of additional needs who may need specialist support, to those who require a more significant challenge to achieve all that they are capable of. All of our students are encouraged to reach their full potential through excellent teaching and targeted support.

We have formal procedures to ensure that all students have access to the curriculum and can thrive within the Academy. We believe that Hummersknott is an inclusive Academy and, in addition to formal procedures for meeting the needs of all of its students, we have many informal procedures within the wider pastoral network that support students.

In accordance with the SEND Code of Practice the Academy has a Local Offer and an updated SEND report that is available to the public and can be viewed on the Academy's website.

Context of the Academy

The SEN team consists of the SENCo, and seven Teaching Assistants (TAs), as well as one full time leader of the Achievement Centre and one full time leader of the Inclusion Base.

The SEN Department has a number of areas for the use of specific students. Specific areas are available for the use of students with additional needs and provide effective spaces for individual work, small group work as well as a social safe haven where students can spend quality time supervised by departmental staff or simply access resources or learning spaces.

Students who attend Hummersknott are predominantly from the ~~west-end~~ West End of Darlington, and the Skerne Park residential area. The percentage of students having learning difficulties and/or disabilities is below the national average.

Academy Profile as at January 2020 census

Male students - 628, Female students - 601

| Students on roll by first language | |
|------------------------------------|------|
| Arabic | 5 |
| Bangladeshi | 10 |
| Chinese | 1 |
| English | 1189 |
| Hindi | 2 |
| Kurdish | 2 |
| Lithuanian | 1 |
| Marathi | 1 |
| No response given | 2 |
| Other British | 3 |
| Other | 3 |
| Punjabi | 3 |
| Polish | 3 |
| Urdu | 4 |

Students on roll with SEND – 176

Identifying Special Educational Needs

The Code of Practice 2014 section 6.28 describes four broad categories of need. These four broad areas give an overview of the range of needs that must be planned for.

1. Communication and Interaction

This area of need includes students with ~~speech, language and communication needs~~ Speech, Language and Communication Needs (SLCN), and students with Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism

2. Cognition and Learning

This area of need includes Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD), which includes conditions such as dyslexia, dyscalculia and dyspraxia

3. Social Emotional and Mental Health Difficulties

This area of need includes anxiety, depression, self-harm, substance misuse, eating disorders. Included are students with Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder

4. Sensory and/or physical needs

This area of need includes students with physical disabilities (PD), visual impairment (VI), hearing impairment (HI) or students with a multi-sensory impairment (MSI)

The purpose of identification is to determine the action the Academy needs to take, not to fit a student into a category. Within the Academy setting, the needs of students are identified by considering the needs of the whole child, not just the special educational need of the student. Elements which may impact on progress and attainment, and which do not constitute SEND could include:

- Disability met by the 'reasonable adjustment duty' under current Disability Equality legislation
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a Looked after Child (LAC) or a child who has been adopted from Local Authority Care (PLAC)
- Being a child of a serviceman/woman

The Academy does not consider inappropriate behaviour as a manifestation of special educational need; however inappropriate behaviour may be a symptom or consequence of special need. Any concerns relating to a student's behaviour are described as a response or reaction to a need which is clearly recognised and identified via knowledge of the student.

Students with SEND are generally identified from information gathered during their transition into Academy and also through analysis of specialist assessment, internal school data and discussions with staff and students. The SENCo co-ordinates this process for nominated students and liaises closely with feeder primary schools and their SENCos.

Some children may be newly identified as having additional educational needs by staff and parental concerns. Staff can refer their concerns to the SENCo by completing a SEN referral form (see Appendix 2 of the Special Educational Needs Procedure). This form requests the nature of the concern as well as the evidence and strategies to date. New referrals are discussed regularly through the Academy's established pastoral and SEND monitoring meetings.

Special educational provision is co-ordinated by the SENCo in accordance with the SEND Code of Practice: 0-25 years [2014]. This includes a graduated approach to effective SEND support through a four-part cycle of Assess, Plan, Do and Review. The Academy's provision under each stage of the cycle is outlined in this document. However, support is provided, pupil progress is monitored to help the student reach the expected outcomes and to remove any barriers to learning.

This policy links with values 3 - Nothing but the best for all, 4 - Taking responsibility, and 5 - Foundations for future success of Hummersknott Academy Trust's Vision and Values.

RESPONSIBILITY

This policy will be reviewed and updated where necessary by the Special Educational Needs Co-ordinator and approved for adoption by the Curriculum and Standards Committee.

PUBLICISING THE POLICY

A copy of this policy and related procedure will be available on the Academy's website and the X Drive. Staff will be advised of amendments to this policy via the Staff Bulletin and are expected to familiarise themselves with the content.

POLICY STATUS

This is a statutory policy.