




HORNCHURCH ACADEMY TRUST

Hornchurch Academy Trust is a company limited by guarantee
Registered in England: Company Number 10760863
Registered Office: Whybridge Junior School, Rainham, Essex, RM13 7AH
www.hornchurchacademy.org

		Hornchurch Academy Trust
	Policy review Date	1 st July 2019
	Date of next Review	31 st August 2021
	Who reviewed this policy?	Mr C W Hobson
	Date approved by Board of Trustees?	11 th July 2019

SEND Policy

Rationale

- The Hornchurch Academy Trust SEND Policy reflects the approach to special educational needs, as defined in the *Special educational needs and disability code of practice: 0 to 25 years [September 2014, updated January 2015]*.
- This policy sets out our vision for how the HAT works together to support, advise, challenge and intervene so that the best outcomes can be realised for Special Educational Needs and Disabilities [SEND].
- We follow a continual cycle of plan, adapt and improve, in order that the leadership of SEND can focus on raising standards for all pupils with SEND.
- The SEND Policy outlines how our vision, aims and objectives of this policy are implemented in our academies.

The policy complies with section 19 of the Children and Families Acts, 2014, and is written with reference to inclusive education under:

- Equality Act, 2010
- SEND Code of Practice 0-25, 2014 & 2015
- The Children and Families Act, 2014
- Race Relations, Amended Act 2001
- Statutory guidance on supporting pupils at school with medical conditions, 2014
- Safeguarding Policy
- Teachers Standards, 2012
- Sex Discrimination, SEND Discrimination Act and Disability Discrimination Act

The HAT Vision, Values and Aims for SEND and Equality

- All pupils in the HAT are entitled to support for their learning to enable them to develop the skills, knowledge and understanding to reach their full potential.



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- Our expectations for pupils with special educational needs or disabilities (SEND) are the same as for other pupils.
- They deserve the right to an outstanding education. The progress, development and outcomes for pupils with SEND is central to the HAT's mission.

Equalities Statement

The HAT is committed to ensuring equality of provision for all. Equality is enshrined in our mission.

The HAT is committed to the principle and practice of equality of treatment and opportunity for everyone, including those with Special Educational Needs and Disabilities.

Whilst valuing and recognising diversity in abilities, strengths and needs, we believe that every SEND child has the right to:

- feel they belong to their school and the HAT;
- feel valued and respected as an individual;
- Feel safe and free from bullying and teasing related to their needs, strengths and abilities;
- have their needs met;
- be given opportunities to mix with children with a variety of needs, strengths and abilities;
- a curriculum that fully supports their spiritual, moral, cultural, mental and physical development;
- a high standard of provision that is appropriate to their needs, and enables them to fulfil their potential;
- get the support they need and are entitled to;
- be given support to build their confidence and self-esteem;
- be able to participate in all aspects of school life alongside their peers;
- support in reaching their full educational potential.

Principles:

- All pupils in the HAT are entitled to a broad, balanced and differentiated curriculum that meets their individual learning needs.
- Pupils are entitled to access the national curriculum, adapted as required;
- A pupil's learning and their physical, emotional and spiritual development is supported through a quality first differentiated curriculum.
- The HAT believes in early dialogue with pupils, parents and professionals in exploring how different needs can be met effectively, whilst promoting disability equality and accessibility.



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- The HAT will anticipate and make reasonable adjustments to ensure that provisions and aids are in place so that pupils with disabilities are not placed at a disadvantage.
- The HAT works closely with and supports Havering LA to assist them in fulfilling their obligations to our pupils and families.
- The voice of the pupils will inform the development of effective support.

Definition and Identification of SEND

In line with recommendations within the Code of Practice, the HAT defines special educational needs & disabilities where a child of compulsory school age or a young person has one or more of the following:

- a significantly greater difficulty in learning than the majority of others of the same age;
- a disability that limits or prevents their access to teaching, learning and wider school life;
- significant social and emotional barriers to learning

Provision for meeting special educational needs, for those aged two or more, is defined as education or resource that is additional to or different from that made for other children of that age.

The HAT abides by our duty to meet the needs of students with disabilities, through making reasonable adjustments and arrangements to cater for medical, sensory or physical conditions.

We recognise that disabilities take many forms, both hidden and visible, and are committed to identifying the disadvantages the disability causes and removing any barriers to learning or involvement in school life.

The HAT recognises that pupils learn at different rates, and many may experience difficulties at some point in their education.

There are also additional factors that can influence a pupil's learning, wellbeing and attainment that do not necessarily mean that there is a special educational need or disability.

A holistic approach is therefore vital in identifying and determining levels of need, with analysis of the causal factors relating to that need.



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The HAT works with its schools and other professionals to secure services for pupils. We also seek advice from other professionals when a pupil is making less than expected progress, despite relevant support being put into place.

These include but are not limited to:

- speech and language therapy;
- physiotherapy;
- educational psychology;
- occupational therapy;
- mental health services;
- counselling & therapies;
- school nurse, specialist nursing and health teams;
- other health and social care professionals.

The four defined categories of SEND are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory &/or Physical Needs.

Graduated SEND Support

The four categories of SEND are utilised when assessing needs, making plans and reviewing progress. When a pupil is identified with a need, they will be placed on the SEND register

A pupil will be removed from the SEND register if they do not have a diagnosis and once they are progressing in line with pupils nationally.

In line with the SEND Code of Practice, the HAT adopts a graduated approach in provision to meet pupil's needs, planned through provision mapping and where appropriate, individual support plans

This process is designed to enable pupils and their families to express their views and aspirations for the future and be integral to the decision making process.

The HAT employs rigorous systems of monitoring progress and evaluating teaching and learning.



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The graduated approach for SEND works in partnership with whole school policy and practice so that the first and main approach to supporting SEND pupils is differentiated quality first teaching.

If this does not meet the pupil's needs, support will gradually increase utilising:

- Targetted group interventions;
- Individualised support and / or individualised intervention programmes;
- Social, emotional and family support;
- Advice and support from outside agencies;
- Adaptations as required.

Should the needs be so profound that the school cannot meet needs, an Education, Health and Care Plan EHCP may be required.

Education, Health and Care Plans

EHCPs were introduced in 2014 to replace 'Statements of SEN'. The process and design of EHCPs ensures that all services work together to fully assess A pupil's educational, health and care needs from birth to 25 years.

Statutory assessment is applied for by academies in response to thorough assessments of a pupil's needs, skills and progress, working in partnership with parents, health and social care to determine whether a new EHCP is required.

As a general guide, only young people in the highest 1-2% of complex needs will receive an EHCP. For further advice, please refer to the HAT schools websites which hold details of the current Havering LA SEND offer.

EHCPs are forward looking, designed to raise aspirations and outline the provisions required to meet education, health and social care needs. They also determine which services the Clinical Commissioning Group (CCG) will commission to meet the health needs. The ultimate responsibility for ensuring provision is made rests with Havering LA.

An application may be generated by the school, parent, health or social services.

Roles and Responsibilities

Special Educational Needs Co-ordinator (SENCo)



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The SENCo is responsible for co-ordinating provision for pupils with SEND by overseeing the day-to-day operation of the HAT SEND policy.

The central role of the SENCo is to challenge and engage with teachers, initiate evidence led practice and influence pedagogy to secure improvements for pupils with SEND.

It is a statutory requirement that the SENCo in all schools is a qualified teacher, recognised by the DfE.

The HAT has agreed the key functions of SENCo as:

- To ensure all pupils with defined SEND make expected or accelerated progress, taking needs into account.
- To monitor quality of impact of quality first teaching
- To diminish the difference between our SEND pupils and non-SEND pupils nationally
- To maintain accurate up to date register so that all pupils are identified
- To maintain records of SEND pupil's progress including provision mapping
- To ensure all statutory and local paperwork is completed comprehensively and on time
- Deploying and managing SEND support staff
- To ensure statutory requirements for pupils to EHCPs are met
- To provide CPD to staff to ensure all staff understand what is required to ensure they meet the needs of SEND pupils

Teachers and support staff

Effective partnerships between teachers and support staff is central to ensure teaching & learning, achievement and progress meet the needs of SEND pupils.

To offer the best opportunities for all pupils in the HAT, teachers:

- Deliver an appropriate curriculum that will engage and challenge;
- Implement effective differentiated teaching and learning strategies.
- Use a assessment to set targets that are challenging and motivating;
- Provide evidence of impact of teaching on SEND progress;
- Provide a supportive learning environment;
- Clearly focus on reading, writing, communication and maths skills
- Foster good relationships and encouraging a positive self-image.

The support assistants support pupils by:

- Delivering individual or group where appropriate;



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- Monitoring progress against targets, curriculum objectives and the SEND support plans;
- Assisting in drawing up support plans;
- Contributing to review processes;
- Working with small groups, within or out of the classroom, under the direction of the teacher
- Planning with or adapting teacher plans.

The HAT Board of Directors and CEO

It is the role of the HAT Trust Board and CEO to ensure that the HAT's Policy complies with current legislation and is maintained in line current legislation as required.

The Board ensures that all schools comply with the agreed policy and monitors provision and outcomes for young people with SEND.

There should be a nominated Trustee for SEND.

The Local Standards Boards

The local standards boards ensure that HAT policy and practice is implemented within the academy and monitors, through reports and data, the provision and outcomes for young people with SEND.

Governors ensure that the SEND provision is an integral part of the school's development plan and that the quality of the SEND provision is continually monitored.

Pupils

Pupils are actively encouraged to take an active role in decision making and planning learning.

We gather their opinions through a pupil voice, specifically asking pupils to reflect on:

- What is important to me;
- What helps me to learn;
- How I help myself;
- What I'm good at;
- What I find difficult.

On learning walks, the following key questions may be asked:



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- What are you learning?
- Why are you learning it?
- How are you helped in your learning?
- How do you know if you're getting it right?

These are embodied in the Trust individual monitoring format.

Parents and carers

We actively seek to work with parents and /or carers and value the contributions they make.

The HAT has set out a Partnership Plan to welcome visitors to our academies, and to ensure that pupil's needs are central to all discussions. Parents / carers are encouraged to be fully involved with:

- Offering and including their views for statutory paperwork and procedures;
- Regular and effective communication between home and the school.
- Supporting their child with their learning and additional needs, as discussed in reviews;
- Attending school meetings and events;
- Discussing their child's learning with them.
- Sharing key information with the school that may affect their child.

Partnerships

In the HAT schools, pupils and parents/carers are part of the team that specifies provision and monitoring the effectiveness of that provision.

The HAT is committed to working with all agencies, local and national, to support pupils with SEND and their families

A UK network of Information, Advice and Support Services [IASS] is available for disabled pupils, those with special educational needs and their families.

Havering LA also provides a Parent Advisory Team to give information and advice to parents and carers of pupils with SEND.

Havering Local Authority

The Code of Practice places legal duties on Local Authorities to identify and assess the special educational needs and disabilities of pupils living and / or educated in the Borough.



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An LA must carry out an EHCP needs assessment if a pupils needs cannot be met by the school or a parent requests such an assessment

Once special educational provision has been specified in an EHCP, the LA has a legal duty to provide the specified support.

The provision that an LA provides is set out in a Local Offer which details all the services and support that are available pupils with SEND.

There is a link to the Local offer on each school's website.

Resource Allocation

The Trust devolves global and targetted SEND funding to individual schools. It is the responsibility of each school to make sure that the budget allocation is made to SEND meets the needs of the targeted pupils.

The school will also ensure that additional funds allocated through high needs funding or EHCs is targeted and used appropriately.

Details of local funding is included in appendix 1.

Admissions

The Trust follows all national and local guidance and legislation in the admission of pupils with SEND, both with or without a statutory assessment (statement or EHCP).

The policy and guidelines for admissions of all young people is outlined in the Admissions Policy for each HAT school.

Prior to admission of a pupil with SEND, the schools reserve the right within current legislation to defer admission for up to 4 weeks whilst reasonable adaptations are made.

Please see the Admissions Policy for further details:

Monitoring and Evaluation

It is the responsibility of the HAT board of trustees, delegated to the CEO, to ensure that the full statutory SEND offer is available in every school.



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This, in turn, is delegated to the leadership of each school. This is quality assured by the Trust central team; currently the Principal Lead for Trust Improvement.

Monitoring strategies include:

- analysing and interpreting Target Tracker data;
- work scrutiny;
- discussing learning, progress and attitudes with pupils and parents;
- identifying strengths and weaknesses in provision;
- raising awareness of special needs, and supporting all staff to develop their practice;
- ensuring that targets set are challenging, SMART, achievable and related to pupil progress and achievement;
- reviewing SEND planning and assessment;
- observing classroom practice and individual pupils' provision.

Provision will be regularly reviewed and quality of provision reported to the Board of Trustees.

Complaints

The HAT believes that the Special Educational Needs of young people are best met when there is effective collaboration and communications between the Academy, other agencies, families and young people.

We aim to foster good working relations with all of these groups especially parents.
Procedures at the HAT:

- There are opportunities throughout the year for parent/family consultation.
- Parents are requested to make an appointment with their pupils class or form teacher if a problem arises.
- If a satisfactory outcome is not achieved then a meeting is arranged between the parent, teacher and the SENCo;
- The complaint then escalates to the head of school;
- The complaint, if not resolved, then enters the HAT Trust complaints procedure;
- Complaints against an EHCP decision will be directed to Havering LA.



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Appendix 1.

The local SEND funding offer: 2019/20

Appendix 2

Stages of SEND Support – The Graduated Approach

As recommended in the SEND Code of Practice [2014], the HAT adopts a graduated approach in provision to meet young people’s needs:

Stage 1: UNIVERSAL APPROACH	High quality teaching and learning clearly differentiated to the individual needs of the child.	Responsibility of the class / subject teacher, supported by SENCo
Stage 2: TARGETED APPROACH	In addition to high quality teaching, provision to target skills gaps or other defined needs.	Responsibility of the class / subject teacher, and identified intervention staff, supported and monitored by SENCo
Stage 3: SPECIALISED APPROACH	Increasingly more intensive or longer term interventions.	As above, with increasingly more involvement of the SENCo and including appropriate commissioned services