



The Hyndburn Academy

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Part of United Learning

SPECIAL EDUCATIONAL NEEDS POLICY

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This policy takes into account the revised Code of Practice for Special Educational Needs and Disability 0-25 years. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

The Hyndburn Academy is committed to meeting the Special Educational Needs and Disability Needs of students to ensure that they achieve their full potential, academically, emotionally, physically and spiritually.

RATIONAL

The Hyndburn Academy is a mixed comprehensive school with no restrictions to entry. We accept students with a range of abilities and try to ensure that all our students have equal access to a full curriculum. Students with SEND are admitted to school in line with the Academy's **Admissions Policy**. The school is aware of the statutory requirements of the SEN and Disability Act and aims to meet their requirements.

All teachers at the Academy adopt a whole school response to student support. The Learning Support Team works with parents, students and subject staff to provide quality learning opportunities for all our SEND students. Students who are identified as requiring more specific support are given additional time from members of the Learning Support Team. This support supplements the various approaches to learning adopted by subject staff.

AIM

At The Hyndburn Academy we believe in Achievement For All. We want all adults and children to participate in learning and we celebrate effort, achievement and success. We work to create an inclusive culture in our school and we aim to be very responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

The Hyndburn Academy values high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our **Teaching and Learning Policy**.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, through half termly data captures and lessons in which staff continually assess students to ensure that learning is taking place. Our whole school system for monitoring student progress includes regular student progress meetings, home school liaison and half termly progress data. Staff engage in student coaching and mentoring sessions.

Through the Academy student voice, all students have the opportunity to contribute their views about provision for them and with regard to SEND, how they can be best supported. Student Passport documents are prepared with all students who are on our SEND record. These detail a 'story' of the student and make reference to how a student feels they can be best supported in school, alongside input from parents/carers and school staff.

IDENTIFYING OF SPECIAL EDUCATIONAL NEEDS

The new Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that must be planned for. In practice, students often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need ensures that the full range of a student's needs is identified, not simply their primary need. The support provided to a student with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age

Special education provision means provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Many 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'. 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. 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.

Students are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Identifying and assessing SEND for students whose first language is not English requires particular care and we will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether the lack of progress is due to limitations in their command of English or if it arises from a SEN or disability.

The Hyndburn Academy will have due regard for the Code of Practice when carrying out its duties towards all students with Special Educational Needs/Disability and ensure that parents are notified when SEND provision is being made for their child.

Early identification of students with SEND is a priority. The academy will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/assessment
- Their performance judged against level descriptions
- Student progress in relation to objectives in the academy's literacy and numeracy strategies
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations
- Records from feeder school
- Information from parents
- National Curriculum results
- External exam results

On entry to the academy each student's attainment will be assessed. For students with identified SEND the SENCo, in collaboration with other staff, will:

- Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

If a student is identified as having SEND, the academy will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners may fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At The Hyndburn Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires Special Educational provision will be identified as having SEND.

A GRADUATED APPROACH TO SEN SUPPORT

Where a student is identified as having SEND, the Academy will act to ‘remove barriers to learning’ and put effective Special Educational provision in place. This SEND support takes the form of a four- part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student’s needs and of what support they need to make good progress and secure good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

When identifying a child as needing SEND support the teacher, working with the SENCo, will carry out a clear analysis of the student’s needs. This should draw on the teacher’s assessment and experience of the student, their previous progress and attainment, as well as information from the Academy’s core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers’ assessments where relevant, the individual’s development in comparison to their peers and national data, the views and experience of parents, the student’s own views and, if relevant, advice from external support services. Parents’ views should be recorded and compared to the academy’s own assessment and information on how the student is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and addressed, and that a clear picture of the interventions are put in place and their effect monitored.

In some cases, outside professionals from Health or Social Services may already be involved with the child. These professionals will liaise with the school to help inform assessments. Where professionals are not already working with school staff the SENCo with parental permission will contact them where possible.

Plan

Where it is decided to provide a student with SEND support, parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the Academy’s information system.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge where possible.

Do

The teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for student progress. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Learning Support team supports the teacher in the further assessment of the student’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with an agreed review date.

The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The teacher, working with the SENCO, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

CRITERIA FOR EXITING THE SEND RECORD

If it is felt that students are making progress which is sustainable then they may be taken off the SEND record. If this is the case then the views of the teacher, SENCo, student and parents will be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the student off the SEND record, then all information will be kept until the student leaves the Academy (or passes on to their next setting). The student will continue to be monitored through the Academy's monitoring procedures. If it is felt that the student requires additional assistance, then the procedures set out in this policy will be followed.

SUPPORTING STUDENTS AND FAMILIES

The Academy's **Local Offer** will be available on the website via the SEND Information Report. This outlines the provision available at The Hyndburn Academy to support students with SEND.

The Hyndburn Academy strives to be a fully inclusive school. We work closely with Local Authorities to place students with Education, Health and Care Plans where this is the wish of parents and where the student's admission would not be incompatible with the efficient education of other children at the Academy or the efficient use of resources. The academy must also be suitable to the student's age, ability, aptitude, or Special Educational need.

Transition is a part of life for all learners. This can be the transition to a new class in school, having a new teacher, or moving on to another school, training provider or into employment. Hyndburn Academy is committed to working in partnership with children, families and other providers to ensure a positive transition. For further information on transition please contact the SENCo.

Planning for transition is a part of our provision for all learners with SEND. Transition to secondary school will be discussed with students in their year 6, to ensure time for planning and preparation.

SUPPORTING STUDENTS AT SCHOOL WITH SOCIAL, EMOTIONAL, MEDICAL AND MENTAL HEALTH NEEDS

Social, emotional, medical and mental health support for SEND students is available in school from the Strand Lead and pastoral staff. The administration of medicines and personal care is dictated by student Care Plans which are updated with parents each year or where there has been a change in need.

MONITORING AND EVALUATION OF SEND

Teachers will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between students and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress Ensures full appropriate curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that a student's learning is unsatisfactory, the Learning Support team/SENCo will work with teachers in consultation with parents to identify strategies to improve the rate of progress. Where necessary, external sources of support will be consulted.

TECHNOLOGY

We believe that there is huge potential within new technologies to support communication, teaching and learning for young people with SEND.

As standard, pupils have regular access to computers/laptops, high quality interactive whiteboards in each classroom, audio and video links within lessons and learning, Learning By Questions tablet resource bank for English, Maths and Science.

In addition, many of our student's access laptops to support their access to the curriculum, including use within assessments via Exam Access Arrangements procedures.

For students with Visual Impairment school has access to specialist software and magnifier technology to support access to a high-quality curriculum.

We are committed to reviewing new technologies and opportunities which could enhance the support for our students with SEND.

TRAINING AND RESPONSIBILITIES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are expected to undertake training and development. Both teaching and support staff will be made aware of training opportunities that relate to working with students with SEND.

ROLES AND RESPONSIBILITIES

The SEND team of the Academy is:
SEND Governor
SENCo
Strand Leaders

The role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the Hyndburn Academy's SEND Policy including the allocation of resources from the Academy's budget

The role of the SENCo

The SENCo plays a crucial role in the Hyndburn Academy SEN provision. This involves working with the head teacher and Governing Body to determine the strategic development of SEND. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Line managing strand leaders

- Overseeing students' records
- Liaising with parents
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND students
- The commitment required by staff to keep the SENCo well-informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEND students
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the SENCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.
-

The role of the Subject Teacher

Responsibilities include:

- Being aware of the academy's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCo to collect all available information on the student
- In collaboration with the SENCo develop provision plans for SEND students
- Working with SEND students on a daily basis to deliver targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the Academy's SEND policy

STORING AND MANAGING INFORMATION

The Academy will record the steps taken to meet students' individual needs. The SENCo will maintain student records and access to them. Data protection and confidentiality arrangements are made to ensure protection of sensitive information. In addition to the usual Academy records, a student's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from Health/Social Services

REVIEWING THE POLICY

The policy will be reviewed by governors on an annual basis.

ACCESSIBILITY AND HEALTH AND SAFETY

There are designated access parking spaces near the front entrance to the building.

The Academy building is spread over three floors, there are no disabled lifts. Where appropriate an environmental audit takes place to determine ease of access for all students with a PD. Curriculum access is modified where appropriate.

There are good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays.

There is one student, and one staff toilet with disabled access, a hygiene suite with toilet, hand washing facilities and a height adjustable medical bed

Students with visual impairment have use of specialist/modified equipment, including ICT equipment, signage and further adaptations to areas of potential hazard e.g., stairs.

BULLYING

The Hyndburn Academy will actively address bullying and take measures to stop it.



The Hyndburn Academy will not tolerate the bullying of any member of the Academy community. The Academy community consists of students, parents/guardians/carers, governors and all staff. We will actively support all victims of bullying and take appropriate action with the perpetrators. This work will be pursued through the pastoral and academic curriculum, as well as through the reporting and disciplinary procedures created to deal with all such incidents. All perpetrators will incur sanction, up to and including exclusion, relative to the seriousness of their behaviour. Please refer to our Behaviour Policy.

DEALING WITH COMPLAINTS

If for any reason you are unhappy with our Academy SEND provision, please discuss your concerns with our SENCo in the first instance.

If you feel you would like to further discuss a concern, please contact the Assistant Headteacher for student character.

Our formal complaints policy can be found on the Academy website.

Signed by Head Teacher	 05/09/2023
Ratified by Governors	 05/09/2023