



Harborne Academy Special Educational Needs and Disability Policy

Policy Owner- J.Foster

Date of review – March 2017

Next review- March 2018

1. Harborne Academy Inclusion Statement

At Harborne Academy we endeavour to reach maximum Inclusion for all.

1. The teachers at Harborne Academy provide differentiated learning opportunities for all the students in the school; this involves providing the appropriate materials that are tailored to their individual needs and abilities.
2. We always focus on individual progress as an indication of success.
3. Some students in the Academy may be underachieving; these students may not have a special need. It is the responsibility of the academy to identify and put in the appropriate testing, assessment and intervention to address need.
4. Special educational need could be the explanation for a delayed or slower progress and the academy through its graduated response will make every effort to 'narrow the gap' in attainment between vulnerable groups of learners and others.
5. It is our responsibility to ensure that students with Special Educational Needs have maximum opportunity to attain and achieve in line with their peers. The academy will make accurate assessment of need and use carefully planned intervention, which help to address the root cause of the difficulty.
6. English as a Second Language is not classed as a special need; pupils from other countries that may have a special need will be assessed in the same way as their counterparts from the United Kingdom.

Harborne Academy will fulfil local and national responsibilities as laid out in the following documents:-

SEND code of practice: 0 to 25 years (September 2014)

Supporting children at school with medical conditions (September 2014)

Education for children with health needs who cannot attend school (May 2013)

Equality act 2010

The Prevent Duty (June 2015)

2. Aims and Objectives of this Policy

- Harborne Academy strives to provide a curriculum for all of our pupils.
- To meet individual needs through a wide range of provision.
- To achieve high levels of achievement for all.
- To map provision for all SEND pupils to ensure that staff are utilised to all the areas of need.
- To promote pupil's wellbeing and self-esteem through achievement.
- Involve parents and carers at all stages.
- To use a child centered approach that always involve pupils in planning and any decision making that affects them.

3. STAGE 1: Universal Offer

Definition: Well-differentiated, quality first teaching accessible to all pupils

- All learners will have access to High Quality First Teaching as laid out in the school's Teaching & Learning Policy. This is part of the Harborne Academy Charter Mark.
- Some pupils will move to STAGE 2 (Targeted Offer) and will have access to interventions (e.g. additional subject support, possibly through revision classes) to support their learning needs. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

- All SEND pupil will be entitled to access 'High Quality First Teaching'
- Teachers will have the responsibility to;
- Plan strategically to meet pupils' identified needs and track their provision
- Audit how well provision matches the needs of pupils in their lesson
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification of Special Education Needs

The Harborne Academy uses the following definition of Special Educational Needs (SEND):

- If a pupil at the school has a learning difficulty or disability that requires calls for SEND provision for them
- A child at the academy will have a learning difficulty or disability if the pupil:
 - Has a significant greater difficulty in learning that the majority of others of the same age
 - Has a disability which prevents the child making from making use of facilities that are generally provided within a mainstream school

4. How will SEND Provision be triggered?

Special Educational Provision may be triggered when a student fails to achieve adequate progress, despite having had access to a differentiated programme. Progress at Harborne Academy is measured regularly by all staff. Parents/carers and staff will be informed via a letter that the child has special educational needs and the appropriate provision identified to meet the student's individual need(s). There will be the opportunity to discuss the needs in more detail.

Lack of adequate progress may be indicated by:

- Primary school/in year transition information
- Little or no progress despite the use of targeted teaching approaches, High Quality First teaching and a differentiated curriculum;
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy;
- Presenting persistent emotional and behavioural difficulties which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairments that result in little progress despite the

- provision of appropriate aids and equipment;
- Poor communication or interaction skills, requiring specific interventions and adaptation's to access learning;
- Reading age below the age of 9 years;
- Cognitive Assessment Test Scores below 84.

5. SEND Categories

Pupils will have needs and requirements which may fall into at least one of the following 4 areas of need:

Communication and Interaction:

- Speech, language and communication needs
- Autistic spectrum condition including Asperger's Syndrome

Cognition and learning:

- Specific learning difficulty
- Moderate learning difficulty
- Severe learning difficulty

Social, mental and emotional health:

- Attention, deficit, hyperactivity disorder
- Attachment disorder
- Anxiety disorder

Sensory and/or physical:

- Hearing/visual impairment
- Physical disability

When identifying the needs of pupils, consideration will be given to the needs of the whole pupil which will often include not just the special educational need of the young person. Pupils **must not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (see EAL policy). Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to a pupil's behaviour should be described as an underlying response to a need which we need to explain, identify or have an understanding of. A pupil who does have a medical diagnosis e.g Autism but does not require any additional support within the academy will not be identified as having SEND but will be continually monitored.

The academy believes that, in accordance with the SEND Code of Practice 2014 the following areas are not SEND but may impact on progress and attainment. Staff work hard with parents/carers, outside agencies and the student to overcome these barriers.

These include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Pupils being in receipt of Pupil Premium Grant
- Pupils Looked After
- Being a child of Servicemen/women

6. STAGE 2: Targeted Offer

Definition: Targeted use of intervention and support for pupils who have been identified as having an SEND

When the academy has identified a pupil as having SEND, their name will be placed on the academy Intervention Register & Academy Provision map. As part of the Targeted Offer:

- Pupils will be offered a broad and balanced curriculum
- All staff will be aware of the pupils needs
- Classroom-based assessment and monitoring arrangements will take place
- Staff will be given guidance on appropriate support mechanisms.
- Teachers differentiate work as part of High Quality First teaching as laid out in the Universal Offer
- Targeted Interventions
- Other small group withdrawal
- Individual and/or small group support within a class setting by a Teaching Assistant or Academic Mentor
- Further differentiation of resources and equipment
- Pupil profiles for some pupils
- Homework, Saturday School
- Academic Learning Mentor Sessions
- Adapted/supported curriculum
- Teaching Assistant Support

If a pupil at the academy fails to make progress then the academy may request the support of outside agency involvement. The academy has close links with:

- Pupil Support Service
- Visual Impairment Service
- Physical Disability Service
- Educational Psychology
- School Health

7. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for SEND pupils may be carried out in the following ways:

- Classroom observation by the SENCO, Senior Leaders and other teaching staff
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning
- Informal feedback from all staff
- Pupil interviews
- Pupil progress tracking and Provision Mapping using assessment data
- Monitoring pupil targets
- Attendance records
- Behaviour records
- Regular meetings about pupils' progress between the SENCo and the Senior Leadership Team
- Headteacher's report to parents and governors

8. STAGE 3: Specialist Support Offer

Definition: Specific support for pupils in receipt of a Statement of Special Educational Needs or Education Health and Care Plan (EHC Plan)

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014 within a 3 year conversion period from Statements of Need or new applicants of EHC Plans) will have access to all arrangements for pupils on the SEND register (see STAGE 1 & 2) and, in addition to this, will have an Annual Review of their statement/plan
- Our academy will comply with all local arrangements and procedures when applying for:
- High Needs Block Funding

- An Education Health and Care Plan

We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage

Our review procedures fully comply with those recommended in Special Educational Needs & Disability Code of Practice September and with LEA policy and guidance - particularly with regard to the timescales set out within the process.

9. Targeted (Stage 2) and Specialist (Stage 3) SEN Support in Action

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need or disability as defined by the SEND Code of Practice September 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the register of pupils being offered additional SEND support.
- In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked using a provision map.

It may be decided that **a very small number, but not** all of the pupils on the SEND register will require additional High Needs funding (CRISP), for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has or will need to be spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.

- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHC Plan)

10. Assess, Plan, Do & Review Cycle

The academy supports all students with SEND through a graduated approach, in accordance with the Code of Practice (September 2014). This is a four-part cycle including:

1. Assess – identifying young people needing SEN support, using teacher assessments and the identification criteria

2. Plan – if a child is identified requiring SEND support, parent/carers will be formally notified in writing. However, due to the SEND register being a working document; contact with parent/carers will be made during anytime in the academic year. Intervention, adjustments and support will be put in place in consultation with teaching staff, parent/carers and more importantly the young person. The impact this support has on progress, development or behaviour will be regularly reviewed and adjusted if appropriate. All teaching staff will be made aware of intervention, adjustments and support through the use of a SEND provision map overview; this will be updated each half term;

3. Do – The class teacher is responsible for working with the pupil on a daily basis through High Quality First Teaching. Interventions, adjustments and support outside of the classroom will be monitored by the SENCo;

4. Review – Reviewing pupil progress will be made at termly data collection points both in faculty areas and through the SEND team. The review process will evaluate the impact and quality of the support and interventions. SEND achievements are monitored in relation to their peers but also in relation to other SEND students nationally. Any gaps in achievement either in the academy or in comparison to national norms should be closing. The SENCo will revise the support and in light of student progress – make any necessary amendments going forward – in consultations with subject staff, parents and pupils. When expected progress is made, gaps have closed and students are achieving in line with their ability, a decision is made as to whether they continue to be identified as having SEND and remain on the SEND register or are moved to a monitoring register. If a pupil has medical requirements they will move to the medical register. If progress rates are still judged to be inadequate despite the delivery of high quality teaching and interventions then a further cycle of Assess, Plan, Do & Review will be instigated.

11. Exiting the SEND Register:

One of our core aims in supporting pupils with SEND is preparing them effectively for adulthood. In meeting this aim we will work to develop a strong level of independence within each pupil at the academy and in doing so help them to acquire the skills and awareness needed to lead a safe and successful life as they move on to college, higher education or the work place. If a pupil is receiving special educational provision and support; there is an expectation that over time, the level of support is reduced or altered to allow for increased independence. Most learning needs and disabilities will be present for life and as such we recognise that the majority of students with additional or special needs will require continued monitoring whilst at school regardless of the level of support. Pupils with complex and long term needs will need continued support and specialist provision. The academy will continue to plan specialist curricula and pathways for these students to ensure they can access a broad and balanced curriculum that leads to enrolment in local and specialist colleges. However, pupils on the SEND register, who demonstrate over time that they making good progress towards their outcomes with increasing independence can be taken off the SEND register and placed on a monitoring register. They are monitored to ensure this progress continues and to help with sharing of key information during any future transitions. All pupils are individuals and as such there are no prescribed 'best fit' criteria for exiting the SEND register. Common indicators are likely to be based on attainment across subjects, attainment across time, effort grades, teacher evidence and student and parent/carer views.

12. Access to Extra-Curricular Activities

All of our pupils have equal access to before school, lunchtime, and after school enrichment which develop engagement with the wider curriculum. Where necessary we will try to make accommodation and adaptation to meet the physical and learning needs of our students. Subject visits are part of our curriculum and we aim for all pupils to benefit from them. The academy ensures it has sufficient staff expertise to ensure no child is excluded from a trip or residential because of SEND or medical needs, unless in extreme circumstances where this could jeopardise the safety of the individual, peers or staff member, despite having the appropriate risk assessments in place.

13.Safeguarding

The academy policy on safeguarding is clear. It is inclusive and comprehensive. Please refer to the Safeguarding Policy on the academy website. The academy is aware that pupils with SEND are at greater risk of abuse than non-disabled students. This can be due to a number of factors including professionals attitudes and assumptions, a reluctance of staff to challenge carers, dependency of the pupil on a wide network of carers and adults, communication barriers, factors associated with pupil impairments, lack of pupil participation and choice, higher levels of bullying and student isolation. This combination of risk makes the SEND child far more vulnerable to abuse and neglect. With awareness to this fact, safeguarding professionals in the academy have the expertise to ensure that SEN pupils receive the same level of protection from harm as non-SEN pupils. Staff understand the critical importance of communication with pupils with SEND including recognising that all pupils can communicate preferences if they are asked in the right way by people who know them well and understand their needs and have the skills to listen to them. Staff work hard to reinforce the right of pupils with SEND and their families to a thorough assessment of their needs and to services, which safeguard and promote the welfare of children and maximise their independence, including appropriate personal, health and social education.

14.Management of SEND within our school

- The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo).
- The SENCo is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this SEND policy.
- Members of the Senior Team also have responsibilities for supporting and monitoring pupils on the SEND register.

All staff in school have a responsibility for maximising achievement and opportunity of SEND learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

13.1 Head Teacher

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Head Teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo)
- The Head Teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system
 - Maintenance and analysis of a provision map for SEND pupils
 - Pupil progress meetings with individual teachers
 - Regular meetings with the SENCo
 - Discussions with pupils and parents

13.2 Special Educational Needs Coordinator

The Special Needs Coordinator for the academy is: Mr M Fortune

In line with the recommendations in the SEND Code of Practice: 0 to 25 years (Sep 2014), the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers, especially the First Point of Contact Senior Leadership.
- Managing other classroom staff involved in supporting SEND
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEND, in conjunction with class teachers and the Senior Leadership Team
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or EHCP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review. The First Point of Contact Senior Leadership adult will support this process
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for 6th form pupils on the SEND register
- Overseeing the school's system for monitoring pupil progress

- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting teachers to review the progress of pupils who are being tracked on the SEND provision map. The Head Teacher will guarantee sufficient planning time for the SENCo.
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for SEND pupils

13.3 Class teacher Responsibilities:

1. By liaising with the SENCO teaching staff are required to make sure they support:

- All learners with SEND
- Monitor the progress of SEND learners

2. Securing good provision and good outcomes for all groups of SEND pupils by:

- Delivering High Quality First Teaching
- Providing differentiated teaching, support and learning opportunities for all SEND pupils which takes into account the specific needs of every pupil
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”.
- Ensuring effective deployment of resources – including a teaching assistant support - to maximise outcomes for all groups of SEND pupils
- Taking into consideration targets and guidance given by the SENCo or other adults in a position of support
- Using additional learning tools to meet the needs of SEND learners.
- Enabling all SEND pupils to access learning activities and opportunities which target IEP objectives or support pupils to work towards targets set on provision maps
- Taking individual responsibility for acquiring knowledge of special education needs through active self-guided CPD

14 Funding Pupils With SEND

When specialist equipment or a high level of staffing support is required to support a pupil with SEND, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for CRISP funding. This may be used for:

- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment
- All staffing appointments to support SEND pupils will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

15 The role played by the parents of pupils with SEND (and other learning needs).

15.1 Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Where appropriate, agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND

15.2 Involving parents in the drawing-up and monitoring progress against these targets

- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services
- Providing all information in an accessible way, through parent's evenings, one to one meetings, review meetings, online information and letters home.

15.3 Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and to exercise choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- Self-review their progress and set new targets
- For some pupils with SEND monitor their success at achieving their individual targets
- Having the opportunity to sit on an SEND council

16. Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and will offer transition meetings to all pupils in receipt of a Statement of Special Educational Needs or an Education Health and Care Plan. Pupils with Education Health and Care Plan. During the meeting (often the annual review meeting) the next phase destinations and transition arrangements will be discussed
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable

- Pupils will be given additional support and guidance through the Year 8 & 9 options process through the school's career advisor and pastoral team. From Year 9 onwards all pupils with an EHCP will have additional input from an independent careers service

17. External Agencies/Facilities and Support Service

The Academy works closely with other agencies to focus on the identification and provision for those pupils who have special educational needs and disabilities. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the SEND Code of Practice 2015, an integrated, high quality, holistic support that focuses on the needs of the individual pupil.

The following services/agencies are available to support the individual pupil as necessary:

- a)** Educational Psychologist
- b)** School and Pupil Support Service
- c)** Sensory/Visual Specialist Support Service
- d)** Communication and Autism specialist Team
- e)** Social Services
- f)** Health Services
- g)** CAMHS (Child and Adolescent Mental Health Services)
- h)** Careers Service/Academy careers, advice and guidance officers.
- i)** Post 16 colleges
- j)** Counselling agencies
- k)** Voluntary organisations
- l)** Speech and Language Therapist
- m)** Careers service

20. Links with other schools

Our partner Primary feeder schools are a supportive and welcome contact. Liaison takes place via Assistant Headteacher, Primary School SENCo's, Teaching Assistants and the Senior Leadership Team. An induction programme for Year 7 in our skills school for pupils coming to Harborne Academy operates in order to establish a welcoming environment.

In addition, the SLT and SENCo liaise with the SENCo's of primary feeder schools to arrange visits to the school and an informal meeting with the parents and the pupil to discuss the individual educational and medical needs. This meeting is for the purpose of forward planning to meet the needs of the pupil and to highlight any issues which may need to be addressed and put the necessary support structures in place.

This involves:

- a) Shared teaching and learning experiences
- b) Shared staff expertise
- C) Shared resources
- d) Shared projects to promote inclusion

Parents will be given a reliable named contact at the next phase provider with whom the SENCo or teacher in charge of the transition process for pupils (this may be a member of SLT) will liaise.

Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

20. Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

21. Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by Head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints



