

# **Hammersmith Academy SEND Policy 2019-20**

Approved by: The Board of Governors

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## Hammersmith Academy SEND Policy

### **Aim**

Hammersmith Academy is committed to ensuring that all students, regardless of their educational needs can realise their learning potential. The academy promotes a whole school approach to special educational needs and /or disabilities. We aim to raise the aspirations of and the expectations of all students with SEND by:

- providing a broad and balanced curriculum;
- responding to the diverse learning needs of our students;
- setting suitable learning challenges and ensuring that our student are equipped with the skills that enable them to overcome barriers to learning.

Meeting the needs of children with SEND is a whole academy responsibility. The view that all teachers are teachers of students with special educational needs is embedded into our everyday practice. The Inclusion Team offer a range of support and advice including staff training that enables our teachers to plan for and adjust their teaching to meet the needs of our students. Early identification of need and regular monitoring ensures that students with SEND are identified quickly and offered the appropriate support. All students identified as having Special Educational Needs, will be provided with equal access to the curriculum through support that will be given in a variety of ways to suit individual needs and requirements. The Academy will operate a whole school approach to special educational provision, where all staff are responsible for meeting the special educational needs of students.

*SEND will be used as an abbreviation for Special Educational Needs and disabilities throughout this policy.*

### **Objectives**

The aims of this policy are to ensure as far as is reasonably practicable that:

- The Academy will work within the guidance provided in the SEND Code of Practice (Jan 2015)
- The appointed SENCO will champion the needs of the SEND students ensuring that their needs and views are taken into consideration
- Early identification of need and regular monitoring ensures that students with SEND are offered the appropriate support
- The academy operates a whole student, whole academy approach to the management and provision of support for special educational needs ensuring that all students have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy
- Parents are kept informed of changes and their views are welcomed when considering the most appropriate support for the young person with SEND.

This document outlines our approach to meeting the needs of SEND students and the range of resources we have. Our offer is informed by the new SEND Code of Practice 0-25 years: Statutory Guidance January 2015.

## Definition of Special Education Needs & disabilities (SEND)

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

A child or young person is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person is considered to have special educational needs if he/she has:-

- a. a significantly greater difficulty in learning than the majority of others of the same age,**  
**OR**
- b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions**

It is important to note that although the following may impact on progress and attainment they are not considered a special educational need; Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation so these alone do not constitute SEND); **Poor Attendance and Punctuality; Health and Welfare; English as an Additional Language (EAL); Being in receipt of Pupil Premium Grant, Being a Looked After Child**

The SEND Code of Practice defines Special Educational Needs under these four broad areas of need:

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

Hammersmith Academy’s provision for students with SEND is informed by our understanding of these four areas. SEND pupils are categorised one of three ways. SEN Support - SEN (K) for those whose needs are met by staff in the school. Young people deemed by their Local authority as requiring additional support i.e. those with Education Health and Care Plans (EHCP) are classified as SEN (E). If a pupil is removed from the SEND register, they will be classified as SEN (N).

## Roles and Responsibilities

The responsibility for meeting the needs of SEND students lies with all staff, teaching and non-teaching, but the leadership of implementation lies with the SEND coordinator (referred to as the SENCO). The Headteacher retains overall responsibility for ensuring that the day-to-day management of SEND provision happens in line with this policy, and that SEND provision and systems are kept confidential. The SENCO is also responsible for keeping the Governing body fully informed on any SEND issues. The SEND Governor is responsible for supporting the school to evaluate and develop quality and impact of provision for students with SEND across the school.

The SEND team co-ordinates the provision for students to make sure all students receive a consistent, high quality response to their needs. This includes:

- Ensuring parents and carers are involved in supporting their child’s learning, are kept informed and are involved in reviewing their child’s progress.
- Liaising with all the other people who may be involved with the student’s learning, e.g. Speech and Language Therapists, Educational Psychologists and other specialists.
- Updating the School’s SEND register, which records the needs, progress and important details about students with SEND
- Providing specialist support for other teachers and support staff in the school so they can help students with SEND in the school achieve the best possible progress
- Ensuring teachers and pastoral staff are aware of the needs of individual students and know how to meet these needs
- Advising teachers and pastoral staff on intervention strategies to support students with SEND.

## Our Principles

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND at Hammersmith Academy. This is what is known as quality first teaching (QFT). With high quality and differentiated teaching we will meet the needs of most of our students. All of our teachers are responsible for monitoring the progress of all students, and identifying, planning and delivering any additional support required by students with SEND. Teachers will know the needs of their students and will work with and take advice from the SEND Team to support students effectively. Further, we do not stream or set pupils but use mixed ability settings where possible as research suggest that SEND pupils benefit from this. Teachers are also responsible for communicating with parents and carers as appropriate at Parents Evenings providing informed feedback on the progress of students with SEND.

For those students who need a more specialised approach, we draw on a range of appropriate strategies and interventions. We will listen to the views of the student and value working in partnership with parents and carers when making decisions about SEND and meeting the additional needs of individuals.

Where high quality teaching and skilled differentiation do not have the required impact on the progress of all students including those with known SEND, the class teacher, working with the SAMS and Key Stage Co-ordinators and SENCO, will assess whether the child has a learning difficulty requiring further support/ intervention. A meeting will be set up involving student, parent, SAM/Key Stage Co-ordinator and SENCO which will generally lead to further assessment. (It is also possible that further professional advice would be sought at this stage, as appropriate.)

## SEN Support

At this stage, we take the graduated approach of '**Assess, Plan, Do, Review**', as guided by the SEND Code:

- ✓ **Assess:** the need is assessed, understood and communicated as appropriate.
- ✓ **Plan:** an evidence-based intervention plan is agreed, including timeframes, expected outcomes, stretching and relevant academic and developmental targets.
- ✓ **Do:** the plan is implemented.
- ✓ **Review:** the impact of the plan is monitored and evaluated in line with the agreed timeframe. Reviews may include meeting with parents and relevant professionals.

It is at this point that the student will be placed on the SEND Register. The intervention agreed upon will be closely monitored by the SENCO, and will be reviewed at the end of the time frame. The student will remain on the SEND register while interventions are being carried out and or progress is less than expected and concerns still exist. If it is clear that there is a learning difficulty which will require long term intervention both in terms of in-class support and ongoing withdrawal then the student will remain on the register. If, following, appropriate intervention and strategies, progress is evident then the student will drop to a category of QFT (quality in class support and teaching) and come off the Register. The class teacher will then continue to monitor progress in line with the schools monitoring and evaluation systems.

In addition to the support provided above, students at the SEN Support stage may also have access to some of the following, according to their individually identified needs:

- ✓ Student Profile: a document in which student and staff collaborate to agree targets and learning strategies.
- ✓ Targeted Teaching Assistant (TA)
- ✓ Speech and Language Therapist (SaLT) support
- ✓ Borough outreach support, advice and intervention
- ✓ Educational Psychology Service
- ✓ Intervention groups e.g. Literacy, numeracy, units of sound
- ✓ Referral to CAMHS
- ✓ Further specialised differentiated support, according to the needs of the student.
- ✓ Teachers will include the recommendations of each student's intervention plan in their teaching. High quality teaching and skilled differentiation continues.

### **Education, Health and Care Plans (EHCPs)**

If a student does not make expected progress, even with all the additional SEN Support, then the School will work with the student and parent to request a statutory assessment from the Local Authority – referred to as an Education, Health and Care Needs assessment (EHCNA). This will also require other external professionals' involvement in terms of assessment.

If an EHCP is given by the Local Authority, it will define the student's needs and the specialist help and provision required to meet those needs. The School will then ensure that the educational recommendations of EHCP are implemented. This could include;

- ✓ TA in class, suited to the needs of the student
- ✓ Specialist equipment or resources to enable full access to learning and school life
- ✓ Speech and Language Therapist intervention sessions
- ✓ Teacher led intervention sessions
- ✓ 1:1 outreach support from the Borough SEND team including specialists in visual and hearing impairment, ASD, SLCN, occupational therapy, physiotherapy.

All students with an EHCP will be placed on the SEND register.

### **Training for staff**

The aim is to train Hammersmith Academy throughout the year to support students with SEND through the following, according to staff and student needs:

- Advice and support from the SEND team regarding individual students
- Access to SEND Strategy booklet
- SEND handbook which includes student profiles for all student
- Collaboration in designing personalised intervention plans which detail the student's needs, recommend strategies and identify targets.
- CPD for all staff regarding students with EHCPs or Statements, run by the SENCO
- CPD for all staff on skilled differentiation, run by the SEND and Teaching & Learning teams
- CPD for all new and trainee staff on SEND, run by the SEND team
- Specialist CPD sessions by relevant professionals or agencies working with students on our roll with SEND

### **Monitoring**

Students' progress is continually monitored by subject teachers. SEND pupils are also tracked and monitored closely by the SEND team every term. If any of the students are highlighted as a concern the SEND team will communicate this with Subject leaders/teachers and Heads of Departments. Recommendations may be made for further intervention.

- Progress is reviewed formally every half term and a teacher-assessed level given for that subject.
- Parents' Evening for each student are held every year.
- SEND pupils also have a Student Profile which is reviewed annually. This could be with the SEND team or the Tutor, depending on the students' needs and intervention. Parents are invited to take part in reviews at parents' evenings, or by contacting the young person's SAM or the SENCO.
- Students who have EHC Plans will also have an Annual Review of their needs once a year. This could involve outside agencies, Local Authority Representatives, appropriate Therapists and Careers advice.

### **Storing and managing information**

All files containing information about pupils with SEND are confidential and kept in a secure location.

We will ask for parental consent before sharing any personal information about a child with other external professional agencies, for example when making a referral to LBHF, CAMHS or the Educational Psychological Service.

## Support for Parents/Carers

- The SENCO is available to discuss any concern regarding students' SEND or any of the intervention programmes that they may be accessing.
- Specialists such as Speech therapist, dyslexia specialist, employed by the school are available to give feedback if your child is attending or being assessed by them.
- The SENCO and SEND team also offer guidance as appropriate to parents about strategies or activities which can be done at home to support students' learning.
- Parents may also have an opportunity to meet with other professionals involved in supporting their child.
- All information from external professionals will be discussed with parents as appropriate, either in person or in a written report, according to the nature of the feedback.
- Student Profiles - issued to teachers - identifying the strategies to support SEND pupils will be reviewed annually. Parents can request a copy of their child's Student Profile.
- The parents of those students EHCPs will have an annual review meeting.
- Transitions – Hammersmith Academy has a specific programme for students moving from Year 6 to Year 7 and also for students' transition between the Key Stages, 3-4 and 4 – 5. *(Please see our SEND report on our Website for specific details)*
- For those students who also have a medical condition along with special educational needs the school will follow the SEND Code of Practice (Jan 2015) in order to make sure that those needs are met. *Please see the schools policy on managing students with medical conditions.*

## Accessibility

All of the building is accessible to children with physical disability. There is a lift to each floor. *Please see our Accessibility Policy on our website.*

The teaching resources and equipment used in school are accessible to all children regardless of their needs. Any specialist equipment, hearing aids, visual aids, adapted furniture, will usually be made available through the various agencies such as Hearing and Visually Impaired teams. All after school and extra-curricular provision is accessible to the students including those with disabilities.

## Access Arrangements

'Access Arrangements' are reasonable adjustments made to the conditions under which a disabled candidate sits exams. The Equality Act (2010) defines a disability as "a physical or mental impairment which causes substantial, long-term adverse effect on normal day to day activities".

At Key Stage 3, Access Arrangements are not regularly granted to Hammersmith Academy students in order that baseline performance can be accurately assessed. In this way, the most effective intervention can be implemented.

In exceptional individual circumstances access arrangements may be considered. For external exams e.g. GCSEs, BTECs and A' Levels, any applications will be made in line with the current Joint Council of Qualifications Guidelines. For more detail please refer to our Access Arrangement policy or contact the School SENCO.

## Medical Conditions and SEND

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement/ EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

*For further information, please see our Medical Conditions Policy*

## Complaints

If you are not happy with our provision for SEND, you as parent have a right to complain. Your first port of call is the Form Tutor or SENCO. *Please see our Complaints Policy*

## Compliance

This policy was written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## Key personnel

Named personnel with designated responsibility for SEND	
SENCO Tariq Hillman	thillman@hammersmithacademy.org
SLT advocate/link David Lee (Deputy Headteacher)	dlee@hammersmithacademy.org
<b>Child Protection Officer</b> David Lee	dlee@hammersmithacademy.org
<b>Lead for Pupil Premium</b> Mary Nkune	mnkune@hammersmithacademy.org
<b>Lead for Looked After Children</b> David	dlee@hammersmithacademy.org
<b>SEND Link Governors</b> Tom Hartley Grace Oliver Sam Culhane	tomhartley@live.co.uk grace.c.oliver@btinternet.com sam@culhane.co.uk

<b>Policy review dates</b>	September 2014 September 2015 September 2016 October 2017 October 2018 September 2019
Frequency of review	Annual
September 2019	Tariq Hillman