The Adeyfield Academy

SEND Policy
and
Information Report

Updated: December 2018
(in conjunction with staff/governors/parents)

Review Date: September 2019

1.   Objectives of this document

This document is drawn up with regard to the Children and Families Bill and the Special Educational Needs Code of Practice 2014 and the guidance published by Hertfordshire County Council.

Our aim is to deliver high quality education that enables every student to achieve the best possible outcomes. This includes students with Special Education Needs and/and disability (DSEN).

The aim of this report is to ensure consistency in the following areas and to provide a detailed description of the school's local offer (see Appendix A)

- the definition of SEND
- the identification and assessment of SEND
- the provision for SEND within subject areas
- the responsibility of all teachers for their students with SEND

2.   Responsibility for co-ordination of SEN provision

The Individual Education Needs Co-ordinator (IENCo), Jo Day who is also the qualified Special Education Needs Co-ordinator (SENCo) is responsible for:

- the effective transition into year 7 of students already identified with SEND
- the day to day operation of the SEND Policy (including Assess - Plan - Do - Review)
- the records of all students with SEND, including all provision and outcomes
- passing information to all teachers about the students they teach with SEND
- teachers having the skills, knowledge and understanding to provide high quality teaching and learning opportunities for all students
- the student centred approach to provision
- the active collaboration and consultation with parents of students with SEND
- the more personalised and individualised approach to meeting the needs of those students with either a Statement or an Education, Health and Care (EHC) plan
- the Annual Reviews of students with either a Statement or an EHC plan
- working with the Examinations Officer to process and implement all access arrangements i.e. examination concessions, such as extra time and modified papers
- informing teachers of access arrangements and their responsibility for providing 'evidence of need as normal way of working'
- line managing Teaching Assistants/Medical team who are not attached to a faculty with a focus on specific interventions as opposed to unspecified in-class individual support
- the representation of students with SEND in terms of academic progress, attendance and social/emotional wellbeing

3. Arrangements for co-ordinating SEND provision, identification, assessment, monitoring and review of students needs and progress

SEND is considered to fall under four broad areas:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and physical

A student is considered to have SEND if they have difficulties in any of these areas which call for SEND provision beyond (i.e. additional to or different from) the differentiated approaches and learning arrangements provided as part of high quality, personalised teaching.

Notes:

- Behavioural difficulties do not necessarily mean a student has SEND
- A student's behaviour is not always a result of their SEND even if they are recorded as having SEN provision.
- A student does not have SEND solely because the language used at home is different from the language in the classroom.
- There is a difference between a student with SEND i.e. a student who has barriers to learning, and a student who is underachieving or has lower than average levels of literacy.

Where a potential SEND is recognised, the graduated approach known as Special Educational Support will be actioned. This is considered in terms of Assess - Plan - Do - Review. The student's needs and desired outcomes will always be at the centre of this approach.

Assess

A range of information is used to help determine whether a student has a SEND This includes classroom observation/evidence and information passed on from Primary Schools, a student's prior attainment data, reading assessment and CATs data and information from other educational and health agencies. There is also provision available for a full range of cognitive testing to assess emerging or prior need. Information based on educational evidence from parents is also a vital part of this process.

Plan and Do

The SEND Code of Practice (revised January 2015) places the teacher at the centre of the day to day responsibility for working with all students, including those with SEND. Inclusive, quality first teaching, differentiated for individual students, is therefore the first step in our response to students with SEND. This means teaching which:

1. appeals to the learning preferences of all students i.e. multi - sensory teaching
2. encourages students to become independent learners
3. makes students recognise how they 'learn to learn'

Where a student continues to make little or no progress, despite inclusive quality first teaching, more targeted support and evidence based interventions matched to the

student's needs will be considered. These might be in or outside the classroom, in small groups or 1-1. Any intervention will be student centred and will include consultation and collaboration with parents.

The IENCo will liaise with Heads of Faculty, Heads of Key Stage and subject teachers to discuss appropriate activities, support, responsibilities and goals that will help to improve progress.

Review

The review process is a crucial part of the graduated approach and subject teachers are responsible and accountable for reviewing and tracking the progress of all students, including those with SEND. Review is sometimes on an informal basis, through marking and feedback opportunities; at other times, it is on more formal assessments, observations and work scrutiny. Review also takes place through parent consultations.

When a student continues to make little or no progress, despite targeted support and evidence based interventions matched to needs, the school will seek specialist support from external agencies.

4.   Admission arrangements

We comply with the admission arrangements for students with SEND as laid out in the county's admission arrangements policy.

5.   Specialist/Inclusion arrangements for students with SEN - Facilities for students with SEN or who are disabled

If a student is assessed as having a SEND then specialist arrangements are used to support progress. These in the first instance take the form of in-class support from subject teachers, who are trained to use a variety of methods to support learning and progress. We are inclusive in terms of its approach to learning and accessibility to the curriculum for all students within the classroom setting.

For those students that in class interventions are not enough learning support in the form of Teaching Assistants are put in place. This support is specific and tracked closely in terms of impact. Teaching Assistants keep records of progress for the students who they work with and liaise regularly with Heads of Faculty and the IENCo.

There are times when a student with SEND may access support from the school's inclusion centre during which time the tuition they receive takes place in a smaller environment with more opportunity for 1:1 learning.

We also bring in the expertise of outside agencies to support learning if there is a very specific need and this can again take place within the classroom setting or within the inclusion centre if a more private 1:1 session is taking place.

We are fully equipped and accessible for students with physical disabilities and every care is taken to ensure that these access arrangements are not compromised and facilities maintained in order for students to access all areas of the school and therefore engage in

school life. Staff are trained for evacuation procedures for students with a physical disability in case of an emergency.

6.   Allocation of resources for vulnerable students, those with SEN or who are disabled

The local authority set out in their Local Offer an authority-wide description of the educational and training provision students with SEN or disabilities can expect to be provided from the funding provided to schools. Our offer is in line with the local authority's in that the allocation of resources for vulnerable students, those with SEN or who are disabled are met by putting in place the following arrangements:

- identifying the particular SEND of students
- consulting with parents and students with SEND to ensure that resources are allocated appropriately
- approaches to teaching, adaptations to curriculum, the learning environment and access
- assessing and reviewing students' progress towards outcomes
- supporting disabled students and those with SEND in moving between phases of education and preparing for adulthood and independent living
- securing the services, provision and equipment required by students with SEND or disabilities including examination materials or facilities.
- securing expertise among teachers to support students with SEND or disabilities – this should include professional development to secure expertise at different levels:

7.   Access to a broad and balanced curriculum

We offer a broad and balanced education for students with SEND. Students have access to all areas of the curriculum including academic and vocational education as well as alternative provision.

The curriculum is adapted to those with sensory needs or physical disabilities in order for students to gain the same educational experiences as their peers.

8.   How Governors evaluate the success of provision

The Governing Body's Curriculum & Standards Committee is responsible for the approval and monitoring of the implementation of this policy (see Appendix B).

There is a Governor responsible for overseeing IEN within the school. She meets with appropriate staff to ensure that the needs of SEND students are being met and the impact of interventions are measured.

9.   Complaints procedure

The complaints procedure for parents is outlined in the school's general complaints procedure. A copy of which can be found on the school's website.

10.   Staff training and professional development for SEND

All staff and the IENCo are and continue to be involved with further training in-line with the priorities identified by the cohort of students with SEND at Adeyfield. This may take the form of whole staff inset or cluster group inset dependent upon the needs of staff and the

students they work with. We have regular SEND meetings, both as a faculty and related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

The IENCo attends relevant training and disseminates the details to all the staff as appropriate. Individuals can access training that is necessary for their professional development.

There is an induction procedure for NQTs and new staff into the school's policy and procedures for SEN.

11.   Working in partnership with parents

Partnership with parents is a vital part of supporting students with SEND and ensuring their educational, social and emotional progress. Parents who have a child with SEN are fully involved and engaged in a partnership which follows the Assess - Plan - Do - Review process (see above 3).

12.   Links with other agencies, schools and voluntary organisations

Partnership with other agencies is a central part of what we do in order to ensure that it meets the needs of students with SEND. These links are forged on an individual basis as needs arise. Any work untaken alongside an outside agency becomes an integral part in supporting the progress of a student with SEND and is monitored in terms of impact in the same way as other support. The IENCo is responsible for co-ordinating this provision within school.

Appendix A: Adeyfield School's Special Educational Needs and Disability (SEND) Information report

We are an inclusive school and may offer the following range of provision to support children with SEND

Intervention
Social skills programmes/support, including strategies to enhance self-esteem
- Support from school counsellor
- Transition summer school
- Use of outside agencies
- In schools DESC supported programme
- Specialist pastoral team

Access to a supportive environment – IT facilities/equipment/resources
- Inclusion Centre
- Differentiated resources

Strategies to reduce anxiety/promote emotional wellbeing
- Support from school counsellor
- Confidence and self-esteem support
- Transition summer school
- Support from Pastoral Leaders and Pastoral Support

Strategies to support/develop literacy, including reading
- TA and HLTA in-class support
- Drop Everything and Read / Accelerated Reading Programme
- Additional literacy lessons in English curriculum
- Paired 1:1 reading
- Form time literacy activities
- Transition summer school
- English as an Additional Language groups
- Keyworker for all students on the register for SEND

Strategies to support the modification of behaviour
- Use of the school's behaviour policy
- Report system
- Inclusion Centre
- Time-out card
- Dacorum Education Support Centre

Strategies to support/develop numeracy
- TA and HLTA in-class support
- Numeracy problem solving activities in tutor time

Provision to facilitate/support access to the curriculum
- Development of a personalised curriculum
- In class differentiation of tasks and resources
- TA and HLTA support in lessons
- Use of ICT
- English as an Additional Language – small group and in-class support

Strategies/support to develop independent learning
- Study skills support
- Curriculum suited to need

Support/supervision at unstructured times of the day, including personal care
- Homework club
- Support from Pastoral Leaders

Planning and assessment
- Use of prior attainment data, CATs, reading ages (star testing)

Liaison/communication with professionals/parents
- Liaison with a wide range of professionals including but not limited to; Educational Psychologists, Occupational Therapists, Speech and Language Therapists, CAMHs, DESC
- Training and support from multi-professionals
- Regular progress meetings with parents or phone calls
- Integrated student profiles on Sims

Access to Medical Interventions
- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning