

Hummersknott Academy



44.1 - Special Educational Needs Procedure

Adopted Date: February 2023

Review Date: February 2025

A GRADUATED APPROACH TO SEN SUPPORT

Students with an identified Special Educational Need or Disability (SEND) are supported through action which follows a 4-part cycle known as the graduated approach (SEND Code of Practice 2014). The objective of the graduated approach is to gain a growing understanding of the student's needs and to determine the support necessary for the individual to make good progress and to secure appropriate outcomes. The nature of support is dependent upon the child; the Academy develops support via partnership with parents and outside agencies and views student voice as central to the process. This process is summarised in the following statements:-

- Differentiated and personalised high-quality teaching will meet the individual needs of the majority of students
- The Special Educational Needs, Disability Co-ordinator (SENDCo) will undertake a detailed analysis of the individual need of all students on the SEND register; the SENDCO will also work in partnership with subject teachers to identify and support students who continue to underperform against expected targets
- Subject teachers will work in partnership with the SENDCO to plan appropriate adjustments, interventions and support for individual students; these will be subject to clear review dates and planned in consultation with parents/carers and students
- Hummersknott Academy will seek advice and support from external agencies in order to meet more complex or specialist need. The academy may request an Education, Health and Care Plan assessment from the Local Authority or, in exceptional circumstances, a review of appropriate placement may be considered if this is deemed to best meet the needs of an individual student

Hummersknott Academy's provision, under each part of the cycle, is detailed below under the headings Assess, Plan, Do and Review.

Assess

To identify a student as needing SEND support, the SENDCO will coordinate an analysis of student need. Subject assessment results, information from subject teachers, pastoral leaders and, where appropriate, external agencies will be used to inform an analysis of individual student progress, attainment and presenting behaviours. In addition, individual meetings will be arranged to gain the views of parents/carers and students.

If it is deemed appropriate for further assessment to be undertaken, the SENDCO will, in the first instance, complete a battery assessment to assess reading, writing, mathematical computation and working memory/processing speed. If further assessment is deemed necessary, the SENDCO will liaise with the appropriate external agency to facilitate this assessment. External referrals may include the formal assessment of specific learning difficulties, or investigations into Communication and Interaction need, Social, Emotional and Mental Health difficulties or Sensory/Physical need. Students experiencing emotional or behavioural difficulties may be referred to additional internal support services including a referral to the school's counsellor.

Plan

When it is deemed appropriate for a student to be provided with SEND support, the parents or carers will formally notified by letter with a copy of the Learning Support Individual Learning Plan (SEND Portrait). The profile provides staff with accurate information on individual student need and details strategies to be implemented across the Academy, including any agreed arrangements for examinations. SEND portraits are linked to individual student details on BROMCOM and are accessible to staff on the Academy's management information system.

Teaching assistants and subject teachers are expected to liaise closely to ensure correct teaching strategies are adopted and the requirements of the profile are implemented in the lesson. Departmental student performance data is available to all staff via the Academy's management information system.

Do

The subject teacher remains responsible for working with SEND students on a lesson-by-lesson basis; this responsibility is retained if interventions involve group or one-to-one teaching in specific subject areas.

SEND students may, in exceptional circumstances, be withdrawn to work 1:1 with a TA in order to further develop skills which are specifically related to additional needs or formal diagnosis.

Review

The SEND profile for an individual is reviewed on a termly basis by the SENDCo; additional reviews may also be required to address specific needs. Regular communication and meetings with parents/carers will ensure appropriate involvement in the planning and reviewing process of the SEND profile. The SENDCo will, in addition to reviewing the SEND portrait offer parents/carers a termly review meeting via TEAMS and these will be scheduled on the yearly academic diary. The SENDCo is available for formal appointments during the Academy's PSHCE days and subsequent parents' evenings; additional appointments are available during the school day and until 5:00pm Monday-Thursday.

Involving parents and students in the reviewing process

The Academy views partnerships with parents and carers as vital to the success of all students, and particularly to the success of those students with additional needs.

Initial informal contact is made with parents and carers during the Yr6 - 7 Open Evening held in the autumn term of Year 6. Additionally, it is actively encouraged that prospective parents should contact the Academy, meet key staff and view potential provision as early as they feel appropriate when deciding upon a potential Y7 placement. The SENDCo is available to attend all EHCP reviews undertaken for students in Yr6 who are due to transfer to Hummersknott Academy in Year 7; the SENDCo will arrange to meet with the parents/carers of all Year 6 students identified as SEND in the summer term of Year 6.

Once within Year 7, parents will receive the full support provided by the SENDCo and the Learning Support department and will be fully involved in all aspects of their child's education. Thereafter parents/carers and students will be involved in every review process

In addition to the normal cycle of parents evenings and PSHCE days, the following list illustrates further opportunities to review the SEN Support Plan with parents:-

- Mid-term meetings [as required Years 7- 11]
- Multi-agency meetings [as required Years 7- 11]
- Outside agency meetings [as required Years 7- 11]
- Telephone discussion [as required Years 7- 11]
- Email communication exchange [as required Years 7- 11]
- TEAMS meetings [as required Year 7-11]

Students with an Education Health and Care Plan have an annual person-centred review of their progress. Contact is made with all the appropriate agencies to ensure education, health and social care representatives attend the review whenever possible. The SENDCo will collate all necessary reports including those from teaching staff, medical professionals, Educational Psychologists, social services or other relevant agencies.

The review is chaired by the SENDCo and all relevant agencies, parents, carers and students are invited to attend. Following the review all documentation will be reviewed and sent out to relevant parties for agreement, then agreed actions will follow.

Students are encouraged to attend all annual review meetings, and are supported to communicate their views on their own progress. In advance of the meeting they record their views in a form which is most suitable to their needs.

Managing Student Needs on the SEN Register

Once identified as having additional needs, a student will be entered onto the Academy's Special Educational Needs and Disabilities Register. Students on the Register who do not have an EHCP will be identified under a single category of support known as SEND Support (K). By following the assess/plan/do/review approach outlined above, the Academy is confident that if any further need arises, or stated needs change, then the

Academy will be in a position to moderate provision or seek additional support in order to best met individual need in partnership with parents and carers.

CRITERIA FOR EXITING THE LEARNING SUPPORT REGISTER

The register is a working document and is subject to continuous review. Students may be removed from the register for a number of reasons:

- Students may be removed from the register by parental/carer request
- Individual needs may have changed over time and no longer necessitate individual or additional support

Parents/carers and students must always be consulted before an individual is removed from the SEND register.

SUPPORTING STUDENTS AND FAMILIES

- Darlington Local Authority has a duty to publish a Local Offer that includes all provision available within the area and also details admission arrangements for each setting. Information can also be found about additional support services and links to other agencies that support SEND. To view the local offer follow the link <http://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0> Hummersknott Academy also has a published Local Offer within its statutory SEND report. Both are available to view on the Academy's website
- The Academy operates a program of transition which can start as early as Year 5 if needs dictate. Transition takes the form of visits by Academy staff to the primary school, meetings with parents/carers and individual students, and an additional Learning Support transition day to introduce students to the Faculty. In the summer term all new students have a three-day visit following their new timetables
- All students who meet the criteria for additional examination arrangements at Key Stage 3 and GCSE will be formally assessed by the SENDCO; supporting paperwork will be processed according to JCQ guidelines and available for formal inspection.

SUPPORTING STUDENTS AT THE ACADEMY WITH MEDICAL CONDITIONS

The Academy is fully responsive to supporting students with medical need. Whilst a formal diagnosis of medical need will not necessarily result in a categorisation of SEND need, it is felt important that the academy adopt a whole school approach to this area.

- The Academy's policy follows the statutory guidance 'Supporting pupils at school with medical conditions' December 2015
- The Academy recognises that students with medical conditions must be properly supported so that they have full access to education, including school trips and physical education
- Some students with medical conditions may be disabled and, where applicable, the Academy will comply with its duties under the Equality Act 2010
- Some students may also have special educational needs (SEND) or an EHC plan. Where this is the case the Academy will follow the SEND Code of Practice 2014
- The Academy works with parents/carers, students and health providers to ensure the needs of students with medical conditions are met. Health Care plans are drawn up with Health providers and parents, ensuring flexible provision to accommodate fluctuating needs. (See Appendix 1)
- There are programmes of study which rely on part-time attendance at the Academy in combination with alternative provision through home and hospital placements
- Whole Academy systems are in place to ensure students requiring medication during the day have access to a first aider who will supervise the administration of medication.

The Academy's policy on managing students with medical needs can be located on the school website.

MONITORING AND EVALUATION OF SEND

Hummersknott Academy has a commitment to the development and review of good practice within SEND provision; strategic monitoring and evaluation of provision is on-going and informed by student voice and

parental/carer feedback. If at any time parents/carers wish to contribute to this process, they are encouraged to contact the SENDCo. Methods of monitoring and reviewing provision are summarised below:-

- Student voice is recorded at every meeting (both formal and informal)
- Parental/carer feedback is included at review meetings three times a year
- The Academy's governors meet once a term to discuss/evaluate SEND
- Whole Academy student data tracking collection points exist throughout each term, with identification of underachieving students resulting in changing provision to respond to need. Termly teaching and learning reviews take place in all faculties of the Academy where provision and progress are monitored and any actions required are initiated
- Teaching Assistants are fully involved in the whole school performance management cycle that monitors provision and supports good practice

TRAINING AND RESOURCES

At Hummersknott Academy we believe that teaching of the highest quality is fundamental to effective SEND provision. The SENDCo co-ordinates staff training related to the support of students with SEND and directly provides the development and training for Teaching Assistants within the department. The SENDCo endeavours to raise staff awareness on the implementation of the new SEND Code of Practice, as well as on the strategies which are pertinent to meeting individual student needs. In addition, a whole Academy approach to meeting SEND needs through focussed staff development is summarised below:-

- Funds for SEND are delegated to the Academy
- Training needs of staff are identified via the rigorous whole Academy observation cycle and through CPD interviews
- 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 encouraged to undertake training and development
- All teachers and support staff undertake induction on taking up a post; this includes a meeting with the SENDCo to explain the systems and structure in place around the Academy's SEND provision and practice and to discuss the needs of individual students
- The SENDCo regularly attends the SENDCo network meetings in order to keep up to date with local and national trends in SEND

APPROACHES TO TEACHING CHILDREN WITH SEND

All students within the Academy have full access to the National Curriculum at Key Stages 3 and 4. No child will be dis-applied from the National Curriculum unless specific need dictates that this curriculum does not meet need. Any application to reduce the number of subjects offered will be discussed with all parties concerned and all decisions will be made in the best interest of the individual.

In-class support from TAs is timetabled by the SENDCo according to priorities identified by student need across the Academy. Support may be subject to change if this is deemed appropriate.

We also offer timetabled withdrawal support for students who require a more intensive or bespoke approach. These sessions are typically delivered by the SENDCo or by a TA in one of the many purpose-built rooms within the Academy.

EXAMINATIONS SUPPORT

Students in Key Stages 3 and 4 can be assessed for specific examination access arrangements where it is deemed appropriate to do so. The SENDCo conducts these assessments and coordinates any additional support in liaison with the school's Examinations Officer.

EXTRA-CURRICULAR ACTIVITIES

All students have the opportunity to participate in a variety of extra-curricular activities which provide enriched experiences during their time at Hummersknott Academy. The SEND department liaises closely with staff organising these activities in order to remove any possible barrier to participation and enjoyment. The Learning Support department organises and manages a number of additional activities throughout the school day and from 3:15-4:15pm Monday-Thursday of each week.

ROLES AND RESPONSIBILITIES

Role of SEN Governor - (Mike Fryer) To champion the issue of special educational needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs. This is done through regular updates of provision and progress with SEND at various governing body meetings and also termly visits to the school to meet with the SENDCO and monitor SEND provision.

Role of SEN Teaching Assistants – The TAs are managed by the SENDCO and provide a full variety of in-class support for nominated students. They are fundamental to the removing of barriers to learning and the Academy's inclusive approach to education for all.

Designated Lead Officer for Safeguarding – Kay Kelly
Looked After Co-ordinator - Clare Chapman

STORING AND MANAGING INFORMATION

Information is stored and managed in line with the Academy's Data Protection Policy and Procedure which is available on the Academy's website.

ACCESSIBILITY

Hummersknott Academy provides full access to all areas for students and parents/carers with physical disabilities. Access is provided via ramps, two lifts and toilet facilities on both levels. Access is available to the Swimming Pool via a hoist into the pool and specialist changing facilities. The needs of the students will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. The needs of parents/carers will also be taken into account when letters/circulars are sent home. Staff are available for contact with parents/carers and in addition the Academy has parents' evenings and form mentor days for consultation with staff.

Barriers to learning are overcome by providing technology for students to use. Students use I-Pads, ~~alpha~~ ~~smarts~~ and laptops if their barrier to learning/achievement is legibility or speed of writing. The Academy accessibility plan is incorporated into the Academy Equality, Diversity and Community Cohesion Plan.

DEALING WITH COMPLAINTS

We have open access to the Principal, Vice Principal, SENDCO and Pastoral team and hope that any complaint can be dealt with appropriately at an early stage. We actively encourage parents/carers to contact us at the earliest point of concern. The formal Complaints Policy and Procedure are available on the Academy's website.

BULLYING

The Academy is committed to providing an inclusive educational experience and as such will not tolerate bullying or harassment. For policies and procedures around this area please see the Academy Behaviour Management Policy, Anti-bullying and Harassment Policy and Equality, Diversity and Community Cohesion Policy via the school website.

PHOTOGRAPH

Name of school/setting	HUMMERSKNOTT ACADEMY
Child's name	
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	
Date	
Review date	

Family Contact Information

Name	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	

Clinic/Hospital Contact

Name	
Phone no.	

G.P.

Name	
Phone no.	

Who is responsible for providing support in school?	
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Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues, etc.

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Daily care requirements

Specific support for the student's educational, social and emotional needs

Arrangements for school visits/trips, etc.

Other information

Describe what constitutes an emergency and the action to take if this occurs

Who is responsible in an emergency (*state if different for off-site activities*)

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to

Hummersknott Academy

Learning Support Department – Assessment Request

Student's Name:		Parental Consent:	Yes/No
Year Group:		Assessment requested by:	
Date of Birth:		Date of Request:	

Area of Need / Area of Concern	Communication and Interaction <input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Physical and Sensory <input type="checkbox"/>	External Agency Involvement	Speech and Language <input type="checkbox"/> CAMHS <input type="checkbox"/> Paediatrician <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Social Care <input type="checkbox"/> Other: _____ None / Unknown <input type="checkbox"/>
Additional Information	Pupil Premium <input type="checkbox"/> Looked After Child <input type="checkbox"/> Adopted from LA Care <input type="checkbox"/> Forces Child <input type="checkbox"/> Refugee / Asylum Seeker <input type="checkbox"/> Young Carer <input type="checkbox"/> EAL <input type="checkbox"/>	Priority Listing (Please note that students will only be seen within 2 working days if they are at significant risk of PEX or FTE.)	Within 2 working days <input type="checkbox"/> Within 5 working days <input type="checkbox"/> Within 10 working days <input type="checkbox"/> Within 15 working days <input type="checkbox"/> Within 20 working days <input type="checkbox"/>

Summary of Concerns:

Student's Name:		Assessor:	
Year Group:		Assessment requested by:	
Date of Birth:		Date of Assessment:	

Assessment Notes:			
Assessment Data:			
CTOPP-2		WRAT5	
DASH		GORT-5	

Agreed Actions: