



Special Educational Needs and Disabilities (SEND) Report

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Status:	Statutory: Children and Families Act 2014; Equality Act 2010; The Special Educational Needs and Disability Regulations 2014

1. COMPLIANCE

1.1.

This report and associated policies complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 years (DfE January 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 years (DfE January 2015)
- Equality Act 2010: advice for schools (DfE June 2018)
- The Special Educational Needs and Disability Regulations – Schedule 1 (2014)
- Statutory guidance on ‘Supporting pupils at school with medical conditions’ (DfE 2017)
- Teachers’ standards (DfE 2012)
- Hummersknott Academy’s SEND Policy
- Hummersknott Academy’s Safeguarding Policy
- Hummersknott Academy’s Accessibility Plan

1.2.

References in this report to ‘SEND’ means Special Education Needs and Disability and references to the ‘SEND Code of Practice’ are, unless otherwise stated, references to the latest version of the Special Educational Needs and Disability Code of Practice: 0-25 issued by the DfE and the Department of Health

1.3.

This information has been revised and updated by Clare Chapman (SENDSCO) in liaison with SLT, the SEND department, teachers, parents and pupils with SEND. Further liaison is planned with the SEND Governor, with all school staff and with all parents and pupils with SEND. All comments are welcomed - please contact xch@hummersknott.org.uk

2. SCHOOL CONTEXT

2.1.

Hummersknott Academy is a larger than average secondary school situated in the north of Darlington. There are currently 1257 students on roll, ranging from 11- 16 years of age.

2.2.

At Hummersknott Academy we aim to work effectively in partnership with students and parents. We can offer:

- dedicated and committed staff
- high quality teaching
- appropriate and challenging curriculum pathways
- a variety of extra-curricular activities
- outstanding support, guidance and welfare
- a building which is fully accessible to all, having recently been refurbished to a very high standard

2.3.

We hope that this report gives you an insight into both the provision we make for students with additional needs, and also the philosophy by which we undertake our responsibility to you and your child throughout their school career. If you require any further information please do not hesitate to contact us at school and arrange an appointment to visit.

3. AIMS AND OBJECTIVES OF PROVISION AT HUMMERSKNOTT ACADEMY

3.1.

At Hummersknott Academy, we believe that all children and young people are entitled to an education that will:

- nurture each individual's aspirations and talents
- provide outstanding learning experiences and opportunities
- promote respect for one another and the environment
- encourage collaboration and partnership

3.2.

We will endeavour to meet these aims for pupils with SEND by:

- identifying and providing for such pupils
- working within the guidance provided by the SEND Code of Practice
- operating a 'whole pupil, whole school' approach to the management and provision of support for such pupils
- providing a SENDCO who will work to implement the SEND policy
- providing support and advice for all staff working with pupils who have special educational needs or disabilities
- working closely with parents and carers

4. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

4.1.

The SEND Code of Practice defines special educational needs and disabilities as:

"A child or young person has 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 has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- 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"

4.2.

Special educational needs and disabilities are broadly categorised into four key areas:

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

4.3.

These categories give an overview of the range of needs that should be planned for. The purpose of identification is to plan action the school may need to take, rather than to categorise or 'label' a student unnecessarily.

4.4.

At Hummersknott Academy we support pupils with any, or all, of the above needs within a mainstream setting; we believe in inclusion for all students in all aspects of the curriculum. School life is planned, and reasonable adjustments are implemented, in order to best meet the needs of pupils with special needs and disabilities. We believe that every teacher is a teacher of SEND.

4.5

Education, Health Care Plans (EHCPs)

An Education, Health and Care (EHC) plans are for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support necessary to meet those needs; EHC plans are statutory and are issued by a Local Authority. Hummersknott Academy is committed to working in partnership with all parties to ensure the needs of students with an EHC plan are met.

5. IDENTIFICATION OF SEND

5.1.

At Hummersknott Academy we recognise the importance of early identification of SEND need. We believe that early intervention and response improves long-term outcomes for pupils.

5.2.

Every student's skills and attainment will be assessed upon entry to Hummersknott Academy. The needs of pupils are evaluated through a range of indicators, including:

- liaison with primary schools
- outcomes from baseline assessments
- ongoing assessment and monitoring from subject teachers to track pupil progress
- concerns raised by parents and carers, the pupil and outside agencies
- standardised screening or assessment tools
- behaviour, engagement and attendance data analysis

5.3.

If the academy has evidence that a pupil has a disability, as defined by the Equality Act 2010, it will put in place necessary reasonable adjustments (including the provision of auxiliary aids and services) in order to ensure that the pupil can participate fully in school life.

5.4.

The offer of special educational provision will be based on information received from previous schools as well as Hummersknott Academy's own data. In deciding whether a pupil has special educational needs, information will be gathered from the following sources:

- pupil progress (in comparison with national and expected progress levels)
- the views of parents and/or carers
- the views of teachers
- the views of the pupil

- information from other sources (e.g. information from private assessments; external agencies; other professionals)

5.5.

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has special educational needs or a disability. If there are such concerns, assessment will be made to determine any causal factors such as undiagnosed learning, communication or mental health difficulties. The academy accepts that whilst some pupils can be identified as having special educational needs at an early age, other difficulties may emerge over time. Teachers should regularly assess pupil progress and be aware of the possibility of emerging difficulties or pupils making less than expected progress – consideration should then be given to possible assessment for special educational needs. There may also be times when a multi-agency approach is deemed appropriate.

5.6.

Consideration of the special educational provision required should focus upon desired outcomes, including the expected progress and attainment and the wishes of the pupil and his/her/their parents or carers. This will determine the support needed and consider how this can be provided.

5.7.

In planning for desired outcomes, the nature of these outcomes should also reflect the need to ensure the pupil is preparing for the transition from school to further education or to employment and to adult life. As well as preparing for post-16 transition, Hummersknott Academy will ensure that pupils with SEND have all relevant information needed including:

- the provision of independent careers advice
- information about local employers or apprenticeship opportunities
- information on further training and education

5.8.

Hummersknott Academy will also inform parents, carers and students of information, advice and support services available from Darlington Council.

6. ADMISSIONS

6.1.

Hummersknott Academy educates students between the ages of 11 and 16yrs; the Governing Body of Hummersknott Academy is the Admissions Authority for the Academy.

6.2.

Hummersknott Academy encourages visits from any parent thinking about making an application for the admission of a child to the school. The Academy does not select students on their academic ability and operates an Equal Opportunities Policy - students are not discriminated against on the grounds of gender, faith, sexuality, race or disability.

6.3.

The Planned Admissions Number (PAN) for Hummersknott Academy is for 240 students in each year

group. Admissions for students with additional needs are addressed within the Academy's Admissions Policy. All admissions are managed through Darlington Borough Council. Please refer to the school's Admission Policy for further details of how to make an application for a place at the school.

6.4.

If you live in the Borough of Darlington, your child is in Year 6 and you are applying for a place at Hummersknott, you should complete the online application form, which can be found at www.darlington.gov.uk/admissions by 31 October of the year prior to admission. Further details on the admissions process, including the consideration of late applications, can be obtained from the Schools Admissions Team at the Town Hall (01325 388812). If your child is already attending another secondary school (within Darlington or elsewhere) you should contact the Schools Admissions Team at the Town Hall. Parents/carers will be advised on the availability of places and, should the school have no available places, you will be informed about the appeals process. Parent/carers are advised to consult staff at their child's current school to discuss the reasons for transfer. The current school should provide an application form for parents / carers to complete.

6.5.

In-Year Fair Access Protocols exist to ensure that unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible; all secondary schools within Darlington Authority have agreed to admit children through this protocol. Places for children identified by the Local Authority through Fair Access will take precedence over young people on our waiting list who are already attending another school.

7. ACCESSIBILITY

7.1.

The Academy's buildings have been designed to give young people with a disability full access to facilities.

7.2.

Hummersknott Academy ensures that all pupils with special educational needs or disabilities have equal access to day and residential trips and extra-curricular activities - reasonable adjustments are made to meet individual needs.

7.3. In accordance with the Equality Act 2010, Schedule 10, paragraph 3 and the Disability Discrimination (prescribed times and periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005, the school has produced an Accessibility Plan which has been approved by the governing board.

8. EQUALITY DISABILITY AND COMMUNITY COHESION PLAN

8.1.

Hummersknott Academy is fully compliant with the Equality duty and as such the full Equality, Diversity and Community Cohesion Policy can be viewed on the academy website.

9. PROSPECTUS

9.1.

The school prospectus can be downloaded using the following link:

<https://www.hummersknott.org.uk/assets/Documents/Web-Prospectus-PDF-Version.pdf>

10. CURRICULUM

10.1.

All pupils with special educational needs and disabilities are part of the mainstream school. They receive additional support (in class and/or withdrawal) and access a broad and balanced curriculum. Teachers and support staff set high expectations for every pupil, including those with special educational needs or disabilities. Staff set targets which are ambitious. Potential areas of difficulty are identified and addressed, and lessons planned to address potential areas of difficulty and remove barriers to learning. In all but exceptional cases, careful planning will mean that pupils with special educational needs and disabilities will be able to study the full national curriculum.

11. SEND SUPPORT AT HUMMERSKNOTT ACADEMY

11.1.

Provision for pupils with SEND is coordinated by the SENDCO, Clare Chapman; she is supported by staff within the Learning Support faculty and line managed by James Keating, Principal. The SENDCO has responsibility for:

- the implementation of the academy SEND Policy
- the coordination and review of specific provision for individual students with identified SEND need
- the identification and assessment of students requiring additional support, including those eligible for examinations access arrangements
- the promotion of effective liaison with parents/carers, outside agencies, other educational settings and the Local Authority
- the line management and effective deployment of teaching assistants

11.2.

Subject teachers are responsible, and accountable, for the progress and development of students in their classes, including instances when pupils access additional support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs or a disability.

11.3.

All pupils assessed as having special educational needs or a disability will be given additional support to meet need. In-class teaching assistant support will be allocated (according to individual need) to pupils with an Education, Health and Care Plan (EHCP) or a SEND Plan (it should be emphasised that SEND plans are non-statutory documents). Additional in-class support will be offered on an individual needs basis with priority given to core subjects in Key Stage 3 (Years 7, 8 and 9) as part of an early intervention focus.

11.4.

When it is determined that a pupil has special educational needs, or a disability, the pupil's parents or carers will be formally notified that special educational provision is being made. A pupil's level of special educational need or disability will be recorded on the school data system (Bromcom). Each pupil will have an individual paper file to store their special educational need or disability record; these records are kept in a locked filing cabinet in the Learning Support office. The SENDCO has access to electronic copies of these records. The pupil's strengths and needs are captured in a 'SEND

Pen Portrait'. These documents are made available to all staff through the Bromcom system in school. The SEND Pen Portrait includes the following information:

- Name
- Year group
- Category of SEND
- Strengths
- Areas of Difficulty
- Impact on Teaching and Learning
- Classroom Strategies
- Additional Interventions (where appropriate)
- External Agencies (where appropriate)
- Access Arrangements (where applicable)
- Pupil Voice

11.5.

All parents / carers will receive a copy of the 'SEND Pen Portrait' during the Autumn Term of each academic year; they shall also be offered a meeting to discuss this profile. This document will be reviewed at two further points during each academic year – this is to ensure that the document remains an accurate picture of the pupil's needs and enables a discussion of progress towards agreed student outcomes. Individual outcomes are set by the pupil's subject teachers and communicated to parents through the school reporting system. At each review, parents/carers are invited to discuss the SEND Portrait via a TEAMs meeting. Parents/carers who are unable to access TEAMs will be offered an alternative meeting format.

11.6

At Hummersknott Academy we recognise the importance of effective transition between primary / secondary and secondary /post-16 stages of education. Support will be offered to students and effective liaison arranged with parents, relevant teachers, support staff, the careers advisory service, educational settings and other outside agencies to offer support and guidance at this time.

11.7

A specific programme of support will be offered to students transferring to Hummersknott Academy from primary. This will be dependent upon individual need but may include:

Hummersknott Academy SENDCO arranging meetings with primary SENDCOs

Hummersknott Academy SENDCO attending Year 5 and Year 6 SEND review meetings

Additional visits by Hummersknott Academy staff to primary schools

An additional Learning Support Transition Day for identified students with SEND in the summer term of Year 6

12. SPECIALIST / OUTSIDE AGENCIES

12.1.

Where a pupil with special educational needs or a disability continues to make less than expected progress, despite the use of evidence-based approaches and appropriate interventions, the school will consider the involvement of specialist staff - either through the Local Authority or via other outside agencies. The type of specialist services available may include:

- Educational Psychology Service
- Speech, Language and Communication Outreach Service
- Hearing Impairment Support Services
- Visual Impairment Support Services
- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse Service

12.2.

Whenever a specialist referral is being considered, parents and carers will be fully involved in the process. The involvement of specialists, and any subsequent recommendations, will be shared with parents/ carers and relevant teaching and pastoral staff.

13. EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

13.1.

There may be times when, despite the school having taken appropriate action to identify, assess and meet the special educational needs of a pupil, the expected progress has not been achieved. In this case it may be appropriate for the school or parents / carers to consider requesting an Education, Health and Care assessment from the Local Authority.

14. CRITERIA FOR EXITING THE SEND REGISTER

14.1.

Following consultation with parents and carers, and discussion with the pupil, a student will be moved on to the SEND 'Aware' list if they maintain expected levels of progress and/or they are working well within the average range (using data gathered from standardised tests). Progress will be measured regularly. Students will remain on the 'Aware' list for monitoring purposes for a school year. If progress is still maintained, without additional SEND provision, they will be removed from the 'Aware' list and parents / carers will be informed.

14.2.

The needs of all pupils will continue to be met by their subject teachers and the Pastoral team within the Academy.

15. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

15.1.

Hummersknott Academy recognises that pupils at school with medical conditions should be properly supported in order that they have full access to a broad and balanced curriculum (including school trips and physical education). The school's Medical Conditions Policy specifies how pupils with

medical conditions will be supported. Some children with medical conditions may have special educational needs or disabilities and, where this is the case, the school will comply with its duties under the Equality Act 2010 and with due regard to this policy.

15.2.

Some pupils with special educational needs or a disability may have an Education, Health and Care Plan which brings together health and social care needs, together with their educational provision. In such cases the school will ensure that the planning for each pupil's educational needs is co-ordinated with the other elements of his/her/their Education, Health and Care Plan.

16. RESOURCES

16.1.

The financial resources provided to the school include an element to support pupils with additional needs, including pupils with special educational needs. The Academy Trust is responsible for determining the appropriate allocation from the whole school budget required to meet the needs of pupils with special educational needs and disabilities. As part of the budget planning process, each year the Finance Committee will consult with the Headteacher in order to determine the amount to be budgeted for special educational needs and disabilities – this will also consider any additional top-up funding provided for individual pupils.

17. ROLE OF THE GOVERNING BOARD

17.1.

The governing board is responsible, with the advice of the Headteacher for formulating and monitoring the implementation of the school's policy regarding pupils with special educational needs and disabilities. The governing board must:

- have regard to the SEND Code of Practice when carrying out their duties towards all pupils with special educational needs and disabilities
- appoint a governor with specific responsibility for overseeing the school's arrangements for pupils with special educational needs and disabilities
- ensure that it receives an annual report from the SENDCO regarding the implementation of the Academy's SEND Policy and the progress of pupils with special educational needs and disabilities
- ensure that the school complies with its duty to publish a SEND information report on the Hummersknott Academy website and ensure that this report complies with the requirements of the SEND Code of Practice.

18. ROLES AND RESPONSIBILITIES

18.1.

The Headteacher has, with the governing board, responsibility for formulating the school's SEND Policy and responsibility for the management of provision for pupils with special educational needs and disabilities. On a day to day basis, this responsibility is delegated to the SENDCO who keeps the Headteacher and governing board fully informed, through the line management system and an

annual report to the governing board. Paragraph 18 describes the duties of the SENDCO with regard to pupils with special educational needs and disabilities in more detail.

18.2. The Headteacher must ensure that the SENDCO has sufficient time and resources to carry out his or her functions, including administrative support and time away from teaching.

18.3. All teachers are teachers of pupils with special educational needs and disabilities and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all pupils with special educational needs and disabilities in their classes, including where pupils access support from teaching assistants or any other specialist staff.

19. SEND TRAINING FOR STAFF

19.1.

All staff in the school will be provided with general or specific training on meeting the needs of pupils with SEND within their classroom. This includes reviewing and, wherever necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special needs most frequently encountered. All staff have access to SEND training, including teaching assistants and other support staff.

19.2.

There is an expectation that staff who attends specific training will then disseminate their knowledge to others – this is to benefit all staff working with pupils with special educational needs and disabilities.

19.3.

Teaching assistants are a valuable part of the support for pupils with special educational needs and disabilities. The SENDCO maintains overall responsibility for all teaching assistants.

20. INVOLVING PARENTS AND CARERS

20.1.

Partnership with parents and carers plays a key role in promoting a culture of cooperation between parents / carers and the school. The school actively seeks to work with parents / carers and values the contribution they make. All parents / carers of pupils with special educational needs or disabilities are treated as partners. Parents / carers are also strongly encouraged to regularly contact the school regarding their child's progress. The school offers regular parents' evenings which the SENDCO attends.

20.2.

The school will provide an annual report on student progress and will offer to meet parents / carers at least three times per year. One meeting will take place in the Autumn Term and at two other occasions throughout the academic year; during these meetings SEND Pen Portrait reviews will take place. The meetings will provide parents and carers with an opportunity to raise any concerns they have. These discussions will be led by the SENDCO. The pupil is encouraged to be involved in these discussions -either as a participant in all or part of the meeting, or through the gathering of the pupil's views as part of the meeting's preparation. A record of the outcomes, action and support agreed through the discussion should be kept – this will be sent to parents / carers and shared with relevant school staff.

21. PUPIL PARTICIPATION

21.1.

All pupils must be fully involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school ensures the pupil's voice is heard. The school has assigned a member of staff to the role of 'Pupil Champion' to ensure that this happens for all pupils.

21.2. For pupils with special educational needs and disabilities, the school aims to involve the pupil in understanding his or her difficulties and what is needed to overcome them. The school encourages pupils with special educational needs and disabilities to make choices about outcomes and other elements of the special educational needs process, facilitated by an adult when necessary. All pupils with special educational needs and disabilities are given the opportunity to contribute to their SEND Portrait reviews, to meetings with their parents and carers and to participate in the annual review process for those with an Education, Health and Care Plan.

22. PARENTAL CONCERNS REGARDING SEND

22.1. If any parent or carer has concerns, or wishes to make a complaint regarding their child's special educational needs these procedures should be followed:

- Raise initial concerns with the SENDCO
- Arrange a meeting with SENDCO
- Raise concerns with James Keating, Principal
- If conflicts cannot be resolved, then the Academy's complaints procedure should be followed.
- Parents / carers may also wish to contact the SEND Information, Advice and Support Service (SENDIASS) at iass@darlington.gov.uk