

SEND Policy November 2017

Section 1

SENCO and Assistant Headteacher: Tinuviel Machin-Short

The SENCO is a member of the Executive Senior Leadership Team and holds the NASENCO award.

Contact details: Telephone: 0114 244 2189

SEN Governor: Claire Edley

Policy Date: November 2017

Date for renewal: November 2018

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 –25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 –25 (September 2014)
- Schools SEN Information Report Regulations (2014)(see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document, Sept 2013
- NASEN guide to writing a SEN policy <http://www.nasen.org.uk/uploads/publications/329.pdf>
- High Hazels Safeguarding Policy
- High Hazels Accessibility Plan
- Teachers Standards 2012
- High Hazels Data and Assessment Policy
- High Hazels Managing Medicines Policy
- High Hazels SEN Information Report
- High Hazels Academy Behaviour Policy
- High Hazels Academy Access Policy
- High Hazels Anti Bullying Policy

- High Hazels Physical Restraint Policy
- High Hazels Academy Complaints Procedure

This policy has been created in conjunction with senior leaders, the SEN governor, parents both of children with special educational needs and parents of children who do not have special educational needs and it reflects the guidance given in the New SEN Code of Practice 0-25 2014. It has been shared with parents, staff and governors and can be found on our academy website

Our vision:

‘Every child should have the chance to be the best they can be’

High quality first teaching where every teacher is a teacher of children with special educational needs is at the core of our values as a school. We want all children in our school to access learning to the best of their ability and we will personalise and differentiate the approaches we offer to ensure this happens.

Section 2

Aims: The longer view for SEN

We aim to provide a nurturing environment which ensures all children with SEN can achieve to the best of their potential across all areas, in their academic achievement, social and communication skills. We are focussed on tailoring our provision to fit your child’s needs and ensure that we take an outcome focussed approach. We have high expectations of all our children with SEN and work closely with parents to ensure that our provision meets their child’s needs with careful planning and reviewing of provision to ensure it is effective.

Objectives:

- 1) To identify children with special educational needs and additional needs and to provide effective provision and support.
- 2) To work within the guidance of the SEN Code of Practice, 2014.
- 3) To operate a whole school approach to the management, identification and provision for children with special educational needs.
- 4) To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN and Disability policy and ensure staff have the training and tools to implement support and provision.
- 5) To provide support and training for all staff working with children with special educational needs.
- 6) To ensure pupils, parents or carers and school are partners in planning, reviewing and strategic decision making.
- 7) To ensure that SEN and inclusive practice is positively valued by all members of the academy community.
- 8) To use the Assess, Plan, Do, Review approach in line with the SEN Code of Practice, 2014 to achieve a high level of achievement for all.

Section 3

Identifying special educational needs:

Quality First Teaching:

All children in school are entitled to Quality First Teaching. This means providing good teaching for all children by personalising learning to meet children’s individual needs. This can be done by

differentiating tasks and modifying learning styles, objectives and outcomes and providing access strategies. At this stage, children can also access class enhancements where appropriate, which may be small groups or short individual sessions with a teaching assistant.

The SEN Code of Practice, 2014 states that pupils should only be identified as SEN if they do not make adequate progress once they have had adjustments/intervention and good quality personalised learning. At High Hazels we concur with the Code of Practice, 2014 and the first level of support in our SEN provision pyramid is Class Support which refers to all children in school and their entitlement to personalised good quality first teaching and class enhancements where appropriate.

Early Identification:

We believe that pupil's needs should be identified and provided for as early as possible and our SEN monitoring systems are set up to do this effectively. We identify the needs of a child by looking at the whole child not simply the special educational need.

We identify children with potential barriers through the following:

- Termly Pupil Progress meetings
- Termly analysis of data identifying children who are not making expected progress and exploring any possible barriers to learning.
- Concerns raised by parents
- Concerns raised by class teachers
- Health diagnosis through a hospital.
- Liaising with our bought in speech and language therapist and educational psychologist.
- Speech and language screening on entry and exit to FS1 and FS2 and for all children new to school at any age to identify any language or speech issues quickly.

At the point of any concerns a Record of Concern monitoring form will be filled in and discussed with parents and a daily monitoring period of 4-6 weeks will start. The purpose of this period of monitoring is to work out what action the school needs to take to support your child, not to fit them in to a category.

Within the SEN Code of Practice, 2014 there are 4 main categories of need which are considered as SEN.

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health needs
- Sensory and/or physical needs.

The following list are NOT considered to be SEN but may impact upon progress:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- English as an Additional Language
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman or Woman

Identifying and describing a child's behaviour as SEN is no longer acceptable. Any concerns relating to a child's behaviour will be described as an underlying response to a need in one of the four main categories of need above.

A Graduated Approach to SEN Support

Special Educational Needs Provision at High Hazels Academy

As described in Section 3 all children are entitled to personalised quality first teaching and this is always at the forefront of school monitoring and review which happens on a regular basis throughout the year to ensure this happens consistently throughout the school. This is done through teaching observations, book scrutinies, provision monitoring and pupil interviews each term. High quality teaching, differentiation and appropriate access strategies are always the first step in responding to pupils who may have SEN. It is vital to state that additional intervention can in no way replace good quality first teaching. Class teachers are responsible and accountable for the progress and development of all children in their class including where pupils access support from teaching assistants and specialist support.

As detailed in Section 3 we use a range of different methods to ensure we identify any potential special educational needs early. If towards the end of the Record of Concern monitoring period, we still have concerns about a child despite a number of strategies/class enhancements being put into place we may feel they need to be on SEN Support. At this stage there are number of formative assessments we may do.

Initial assessments

All children in school are assessed using the Renfrew Action Picture Test, CELF or the Sheffield Early Years Language Screening on entry to school. This is monitored by our speech and language therapist so that any potential barriers can be acted on quickly.

Reading spelling, writing or numeracy assessments may be undertaken by the class teacher, SENCO or a higher level teaching assistant.

The SENCO will often observe children where concerns have been raised and a letter is sent out annually to inform parents that the speech and language or educational psychologist may work with their child informally. Parents are able to opt out of this.

Specialist assessments

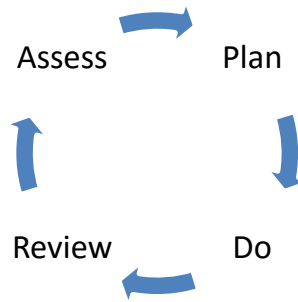
Individual diagnostic assessments are used by our learning support teacher to help identify any potential moderate or specific learning difficulties such as dyslexia and to support staff and parents by providing strategies to support the child.

Specialists such as the learning support teacher, educational psychologist and speech and language therapist who work closely with the school may conduct further structured observations or assessments but in these more formal observations or specialist assessments parental permission will be sought first, usually through a referral form which parents can sign if they are happy for the assessments to take place.

Assess, Plan, Do, Review

We have a whole school approach to inclusion and in line with the SEN Code of Practice we follow an Assess, Plan, Do, Review cycle for all children on SEN Support.

Underpinning ALL our provision in school is the graduated approach cycle of:



Assess: All children on SEN Support are assessed using a number of different assessments depending on their need either by the teacher, the SENCO, our learning support teacher Olly Dean, our Educational Psychologist Jagdish Barn or our speech and language therapist Charlotte Gardner.

Plan: All children on SEN Support will have a Structured Conversation planning and review meeting which is attended by the SENCO, the child’s teacher, the parents or carers and the child for at least part of the meeting.

Meetings are child centred and look at what the child is doing well, what they need support with and plan towards end of year outcomes. Children are given short targets to work towards over the next term and an overall outcome for the year. Targets are put in a child friendly format and shared with the children.

Do: Everything that has been set up in our planning meeting is put into place by the class teacher. The targets and the provision that the SENCO has asked the teacher to put in place which is detailed on the SEN class provision map and has been shared with parents in the planning meeting. This provision is monitored by the SEN team and the Executive Leadership team.

Review:

Targets:

Children review their targets regularly with their teacher and teachers comment on progress towards targets on the weekly SEN Support monitoring forms. Outcomes for the year are set in autumn term and new targets are set in collaboration with children and parents at the next Structured Conversation.

Structured Conversation planning and review meeting:

As much as this meeting is for planning it also for reviewing the child’s progress across all areas but also specifically their progress towards their targets we review and set new targets to ensure the child makes the best progress they can. This may then lead to further specialist assessment.

Weekly reviewing

Children who are on SEN Support are reviewed weekly by their class teacher on a weekly monitoring form which looks at their progress in the week and anything they have struggled with so that teachers can reflect on what will help a specific child move on further with their learning. It also allows teachers to look at what has really worked for children and celebrate achievements. These are given to the SENCO at the end of a half term who will review them.

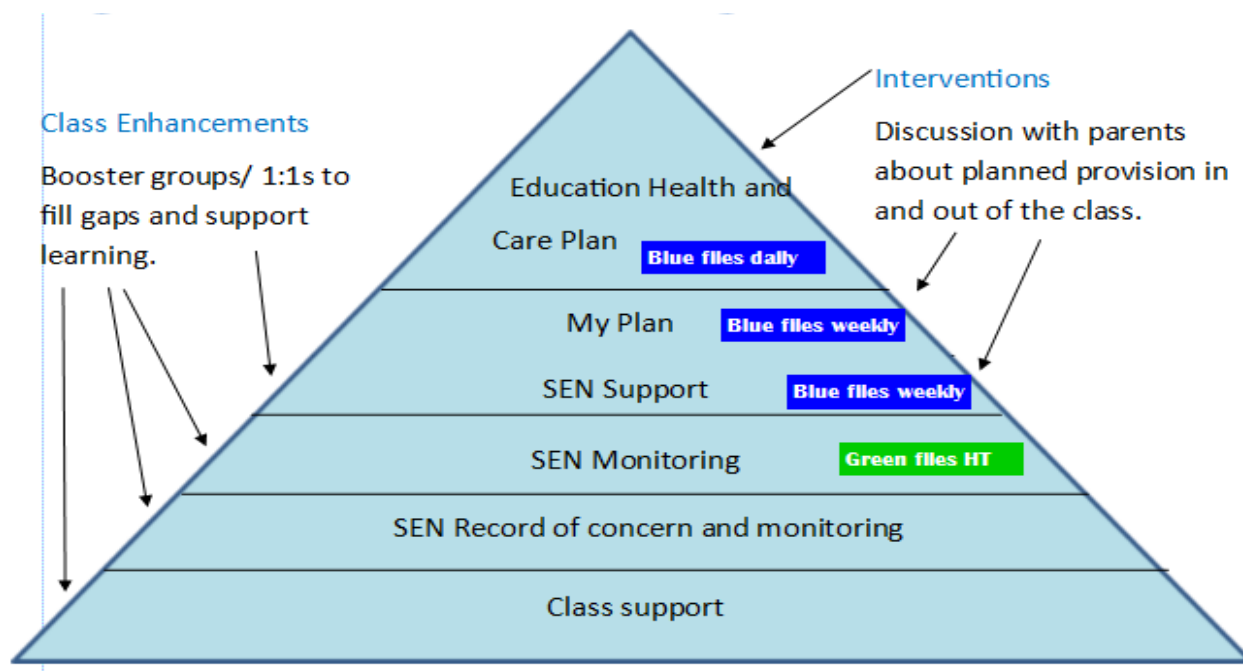
Managing Pupils needs on the SEN register

Provision

Teaching children with special educational needs is a whole school approach. A continuous cycle of planning, teaching, assessment and reflection for every practitioner which take into account all abilities, aptitudes and interests of pupils is vital to the success of every pupil.

The SEN Provision Pyramid

Alongside the SSEL P schools in our locality we have created a pyramid of support for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan or a Statement. The Code of Practice, 2014 states that schools now only have a single category of need, SEN Support which is the number of children on their SEN register. However the Code of Practice, 2014 also gives schools the freedom to design their own graduated response and as a school we feel that a single category response is not in the interests of early identification in High Hazels Academy. Whilst in the pyramid below SEN Support and SEN Support Extra make up our official category of support, in actual fact our support pyramid has many more layers which will ensure all our children at High Hazels have the best provision to identify and cater for any additional needs swiftly and thoroughly.



As a school this is what we offer at each stage of the pyramid:

Education Health and Care Plans

- ⇒ At least termly reviews as part of the assess, plan, do, review cycle and one bigger annual review.
- ⇒ Termly target setting
- ⇒ An Education Health and Care Plan in liaison with the authority. (Statements to be transferred over time by the local authority.).
- ⇒ Individual learning plan containing an Individual Provision map, One page profile with outcomes and targets and class support provision details.
- ⇒ Access to additional provision and interventions as appropriate
- ⇒ Where 1:1 or 1:2 support is given this is recorded daily.
- ⇒ Planned intervention in class and out of class to support next steps.

My Plan

- ⇒ At least termly review meetings as part of the assess, plan, do, review cycle.
- ⇒ One page profile
- ⇒ My Plan written in conjunction with parents with agreed outcomes and intervention which is reviewed termly.

SEN Support

- ⇒ Termly SEN reviews as part of the assess, plan, do review cycle.
- ⇒ Termly targets.
- ⇒ One page profile and target sheet
- ⇒ Weekly monitoring sheets filled in by the teacher based on the child's particular need, successes and struggles and work towards targets.
- ⇒ In class support strategies outlined on SEN provision map
- ⇒ Access to class enhancements and interventions to support learning.

SEN Monitoring

- ⇒ One page profile
- ⇒ 2 meetings with class teacher per year and a meeting with the SENCo if appropriate.
- ⇒ Termly monitoring sheets to look at progress and next steps. This also looks at whether the child needs to move to SEN Support.
- ⇒ In class support strategies outlined in class SEN provision map.
- ⇒ Access to class enhancements to support learning.

SEN Record of Concern and Monitoring Period

- ⇒ If a teacher has a concern about a child's learning/ behaviour or emotional wellbeing they will complete a Record of concern form. This requires the teacher to state what strategies they are using to support the child, what they feel the child's needs are and what the parent feels about the possible difficulties. This is handed to the SENCo
- ⇒ If a parent has a concern about a possible additional need for a child they are advised to first speak to the child's teacher who can then fill in Record of Concern or to phone and speak to the SENCo
- ⇒ Normally the SENCo will suggest some strategies for the teacher to try and ask the teacher to monitor daily for a period of 4-6 weeks. They may informally observe the child.
- ⇒ The child may then be moved to SEN monitoring or SEN Support or Class support may still be appropriate. Parents will be involved in this process.

Class Support

- ⇒ This is provision for all children in every class.
- ⇒ Good quality first teaching.
- ⇒ Appropriate differentiation and access strategies to support all children in their learning. E.g. A child who has a vocabulary gap and is accessing a speech and language class enhancement would need Communicate In Print word mats in class.
- ⇒ Access to strategies and resources on the Inclusive Classroom Checklist.
- ⇒ Access to Class Enhancements where appropriate.

Provision of support for children on the SEN Pyramid of Support

Class teachers are responsible for ensuring all provision; targets and monitoring are put into place and kept up to date. The SENCo and assistant SENCO alongside members the head teacher and other members of SLT are responsible for monitoring this through performance management.

Individual teaching assistants are responsible for monitoring class enhancement or intervention groups under the direction of the SENCo.

When a child is classed as SEN Support or SEN Support Extra and has a SEN Support plan and assessments show the child needs continued support, the academy may apply for additional resources from the locality

for equipment or training.

Records are kept of all children receiving class enhancements or interventions to monitor their progress on the SEN database. SEN registers are kept for all children on SEN Monitoring, SEN Support, My plan and those with an Education, Health and Care Plan. Parents will always be consulted from the Record of Concern stage and when a child moves from one stage of support to another. All teachers are able to access this information via SIMS.

Statutory assessments/Statements/Education Health and Care Plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern the academy and/or the parent/carers may decide to request a statutory assessment from the local authority. This may result in a pupil gaining an Education Health and Care Plan

The SENCo is responsible for allocating specific support to children with Education Health and Care plans and reviewing and monitoring is on a half termly basis as described in the SEN pyramid of support. When a child has an Education Health and Care plan the parents/carers have more options in terms of educational provision and may wish to consider a special school or integrated resource setting. If the school feels that a child's needs can no longer be met by the school, they would meet with parents and discuss settings which may be appropriate but moving schools would be the parent/carers choice. The school would have gathered evidence of progress, access constraints etc which they would share at an annual review attended by a member of the local authority. The SENCo will always support parents with choosing an alternative provision if they would like help.

Pupil support plans, targets and reviews

All children from SEN Monitoring upwards have One page profiles which are updated twice a year by the class teacher with the pupil. At SEN Support children have targets which are decided at review meetings with parent, teacher and pupil involvement. Evidencing and recording progress towards targets is the responsibility of the class teacher. Progress towards targets is reviewed every term at a review meeting.

Individual SEN Support plans and My Plans contain the following:

- a) Teaching strategies to be used.
- b) Provision to be put in place by the class teacher.
- c) Access arrangements
- d) Records of assessments and intervention from outside agencies.
- e) One Page Profile and Structured Conversation targets

Weekly, daily or termly monitoring contains:

- a) Progress towards targets and any steps the teacher has made to support the child
- b) Progress within the child's main areas of need and related needs in terms of their academic achievement.
- c) Success of strategies that are being used to support the child.

Continuous monitoring of individual progress

Individual pupil's progress is monitored rigorously at High Hazels Academy by staff and SLT and this feeds in to all pupil progress meetings. The SENCo monitors the progress of children with SEN each half term through the SEN monitoring procedures and data analysis. Please see our data and assessment policy.

Provision of appropriate curriculum

This is monitored regularly by members of SLT and most particularly by Becky Mitchell – Assistant Head responsible for curriculum. All other subject leaders alongside Becky Mitchell with support from the SENCo

are responsible for ensuring that the requirements of the National Curriculum are met for those children with special educational needs.

Allocation of resources

The academy is funded to meet the needs of all students through its core budget. In addition to this for children with special educational needs it is funded by:

- a) A notional SEN budget from the core budget
- b) High needs banded funding for specific students to meet their assessed needs.
- c) In some part Pupil Premium funding.

The SENCo works closely with the Headteacher and Governors to ensure that the SEN budget is used appropriately.

Section 5

Criteria for exiting the SEN register/record

For many pupils with special educational needs on SEN Support this may only be for a short time. With early identification and intervention the pupil may overcome their difficulties. Where specific planned intervention has been successful and accelerated progress has been made so that the student is working within the national expectations academically and within their social and emotional development they may be removed from the register completely. However at High Hazels our SEN Monitoring category supports children both in the early stages of possible barriers and on their way to exiting the SEN register. This acts as a safety net and ensures children making good progress with special educational needs are more closely monitored by teachers and the SEN team to ensure this progress continues before exiting the SEN register.

Section 6

The Local Offer

Under the new SEN legislation Local Authorities are required to publish detailed information of the support available in their area. This is known as the local offer and provision may vary according to local need. For more information on the local area follow the link below:

<http://search3.openobjects.com/kb5/sheffield/fsd/localoffer.page?familychannel=7&loboolean=1>

For High Hazels Academy contribution to the local area follow the link below:

<http://search3.openobjects.com/kb5/sheffield/fsd/service.page?id= f2Z6W4n75Q>

SEN Information Report

Schools are also required to produce and publish a SEN Information report which answers many questions parents may have about provision for SEN at High Hazels Academy. This can be found published on our website or in Appendix 1 of the SEN policy.

Useful links to other agencies

<i>The Autism Team, Sheffield</i>	https://www.sheffield.gov.uk/education/information-for-parentscarers/care-support/inclusion-and-learning-services/autism-team/help-for-parents.html
<i>CAMHS (The Child and Adolescent Mental Health Service)</i>	http://www.sheffieldchildrens.nhs.uk/our-services/camhs/faqs.htm#1
<i>Sheffield SEN and Disability</i>	http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/organisation.pa

<i>Information, Advice and Support, SENDIAS (formerly Parent Partnership)</i>	ge?id=Lu-7zBMsv6o
<i>Fusion S2S Team (Formerly Sheffield learning support) Bought in service</i>	http://www.fusions2s.co.uk/school-to-school-support/school-to-school-team/
<i>Focus Psychology (High Hazels bought in Educational Psychology service)</i>	https://focuspsychology.com/
<i>Sheffield Speech and language therapy Bought in and NHS)</i>	http://www.sheffieldchildrens.nhs.uk/our-services/speech-and-language-therapy/
<i>MAST (Multi Agency Support Team)</i>	https://www.sheffield0to19.org.uk/professionals/masts.html

Admissions

Applications to the school are made through the local authority admissions. If you are thinking of sending your child to High Hazels and would like more information you can contact Wendy Gourlay , School Manager to arrange a visit.

Neither a child's ability or learning needs feature in the admission of a student unless the child has an Education Health and Care Plan or Statement which names High Hazels Academy as the school they should attend. If your child has special educational needs you may wish to contact Tinuviel Machin-Cowen, SENCo to discuss how the school could meet your child's needs.

For more advice on how to apply for school places you can find information on our academy website or follow this link:

<http://www.highhazelsacademy.org.uk/Admissions/Primary>

<http://www.highhazelsacademy.org.uk/Admissions/Nursery>

Exam access arrangements

Any concerns about pupil's access is discussed with families. Bespoke arrangements are made depending on the individual child's need.

Managing the medical conditions of young people

Please refer to our Managing Medicines policy on the academy website.

Transition

At High Hazels Academy we understand that transition times can be difficult for many pupils and particularly for some pupils with special educational needs. We have clear transition plans in place to help support these children and make transitions easier for them.

Transition into FS1 and FS2

All children who start in FS1 and FS2 receive a home visit by nursery and FS2 teachers to help with transition. All children starting FS2 also receive a Starting school pack which has things that will help prepare them for school speech and language advice, alphabet and number strips, pencils, whiteboard and whiteboard pens in a drawstring bag. Children with complex special educational needs are visited either at home or at their nursery by the SENCO and if possible they will also attend the final review meeting at the nursery. Children with complex special educational needs may need a transition plan which allows them to have a phased

entry to school. Upon starting at school all children with special educational needs will have a planning and review meeting in the first half term.

Transition into the junior school

We are now working as one school under High Hazels Academy and will soon be one school. The children in the infant school are very familiar with the junior school and they eat dinner, use the ICT suite in the junior school but the pastoral team work with the children to familiarise them with the junior school. Children with special educational needs have more detailed transition plans and will visit the junior school and their new classroom on a number of occasions.

Transition to a new class and year group

We have transition days planned for all children in school to meet their new teacher and visit their new classroom. We also have a transition question box where children can post questions they may have and their questions are answered by children in the year group they are moving to. Teaching assistants work with children with special educational needs who would benefit from a transition book. Children with more complex special educational needs have more detailed transition plans where they will visit their teacher and new classroom numerous times over a number of weeks. Each plan is personalised to a child's needs. For children on SEN Support Extra or those who have a Statement or Education Health and Care Plan a meeting with parents attended by the current and new teacher will be arranged where possible.

Transition to secondary school

Receiving secondary schools have their own transition plans in place for all children which involve visits. We work closely with receiving school SENCOS and invite them to transition review meetings as well as meeting with SENCOS to pass on all relevant information and files and arranging any additional transition visits.

Transition to or from a new school

We encourage all children joining the school to visit the school before they join. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. For children with special educational needs we try to arrange handover meetings or phone calls with other SENCOS. For children moving between different SSEL schools we have a transition system set up to ensure that the needs and provision of the child are met as soon as possible within them moving to the school.

Additional transition support for all transitions

We write social stories with children to help explain and prepare them for any major transition and make transition books. Phased transitions are put into place when they are appropriate to support children who would benefit from extra time to get use to their new environment.

Section 7

Supporting pupils at school with medical conditions

Supporting Young people at school with medical conditions The Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some students with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and

Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to our Managing Medical Conditions Policy on the academy website.

Section 8

Monitoring and evaluation of SEND

All teachers regularly assess, monitor and track the progress of all pupils and this data is analysed and monitored by members of the senior executive leadership team. Social and behavioural concerns are tracked through CPOMS. Where there are concerns regarding children's progress these are raised and support strategies put in place, sometimes in the form of class enhancement groups.

For children with special educational needs on top of the monitoring all children receive they are monitored even more closely by the SENCo who will look at class teachers daily, weekly or half termly monitoring (depending on their stage on the SEN pyramid) every half term, alongside their data and make recommendations of actions for class teachers to put in place or arrange intervention groups. In addition learning walks, book scrutinies, provision checks, pupil interviews and target and review meeting outcomes where parent views are sought are also used to monitor SEND provision.

Progress for children with SEN along with key points about SEN development within school are reported to the school governors by the SENCo on a termly basis.

Section 9

Training and resources

In order to maintain and improve upon the quality of teaching for all pupils at High Hazels Academy we encourage all staff to pursue continued professional development through both in house, school to school and outside training opportunities within special educational needs. If a particular staff need is picked up through observations, book scrutinies we will either put into place whole school training if it is a school need or training from the SENCo or outside training will be offered to individual or small groups of staff. We also routinely ask staff to fill in questionnaires about their training needs relating to SEN each year and plan our training programmes around some of the needs identified.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. All teachers also meet with the SENCo to discuss special educational need provision for their new class at the start of each academic year.

The SENCo regularly attends local authority SEN network meetings and also attend SSELP locality SEN meetings in order to keep up to date with local and national updates with SEN. They also attend SEN Nasen courses and work with other SENCOS within United Learning schools and SENCOS across the country through the SENCO support network.

Section 10

Roles and responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and High Hazels Academy job descriptions.

Role of the Headteacher

- Ensure the SENCo has enough time to fulfil their role and that they are able to influence strategic decisions about SEN.
- Ensure the wider school community understand the implications of the reforms for school improvement.

Role of the Governors in particular the SEN Governor

- In partnership with the Head teacher, the Governors have responsibility for deciding the Academy's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the academy's development plan, which includes provision for SEN/D.
- Monitoring the policy through the Academy's self-review procedures.
- All governors are informed of the Academy's provision, including funding, equipment and staffing.
- Reporting annually to parents on the Academy's policy through the website.

Role of the SENCo

The SENCo has a leading responsibility for inclusion in school and as part of that role she is also SENCO. The role of SENCO is a strategic one, working as part of the executive senior leadership team with other members of the team to review and refresh the SEN policy and also to work with classroom teachers and support staff to ensure every child gets the personalised support they need through supporting with and monitoring provision.

Below is not an exhaustive list but the SENCO role involves:

- Overseeing day to day operation of the school's SEN policy.
- Coordinating provision and support for all children with SEN.
- Providing support, advice and training on the graduated approach.
- Working with the Headteacher to use the notional SEN budget appropriately
- Liaising with parents of children with special educational needs.
- Liaising with professionals from outside agencies.
- Line manager for teaching assistants and coordinating SEN Support TAs and interventions.
- Responsibility for interventions and nurture
- Liaising with nurseries and secondary provision.
- Ensuring SEN records are up to date.
- Monitoring SEN provision in school.
- Working with children with special educational needs.

Role of the Class Teacher

Classroom teachers are at the heart of the SEN reforms and they are the drive behind all the provision for children with SEN in their class. All of our teachers at High Hazels Academy are teachers of children with SEN.

- Have responsibility for children with SEN in their class.
- Focus on the outcomes for the child with SEN in their class.
- Are responsible for meeting the needs of the children with SEN in their class by putting in to place the guidance by the SENCo/SENCO on their class provision map, SEN Support plans or target cards and communication passports.
- Have high aspirations of all children with special educational needs.
- Use B squared where appropriate to plan and assess children with special educational needs.
- To liaise with parents of children with special educational needs effectively.
- To involve the child in their learning through their communication passport, regularly reviewing their target cards with them and contributing to Structured Conversations.
- Set clear targets for children and review them weekly.

Role of SEN teaching assistants

The SENCo, Tinuviel Machin-Short is the line manager for SEN teaching assistants. They are a key part of our whole school approach to SEN. The executive senior leadership team decides where to deploy teaching assistants based on their experience and expertise and the needs of the children in school. The executive senior leadership team decides where to deploy teaching assistants based on their experience and expertise and the needs of the children in school.

- Follow the direction of the SENCo to support specific children, classes or interventions.
- To pre and post assess, plan and run interventions effectively.
- To use a range of strategies to support special educational needs in your role and to seek advice and support when you need it from the SENCo.
- Where your role involves supporting a child with specific needs you will attend training where necessary and liaise with the SENCo on a regular basis to ensure the correct provision is in place.
- Have high aspirations of all children with special educational needs.
- To liaise with parents of all children with special educational needs effectively.

Safeguarding Team:

Child Protection Liaison Officers: Claire Edley

Deputy Protection Liaison Officers: Becky Mitchell, Emma Morris, Tinuviel Machin-Short, Shanaz Begum, Asma Maqsood Shah, Lesley Dolben

Designated staff for Pupil Premium and Looked After Children:

Looked After Children: Asma Maqsood Shah

Pupil Premium: Tinuviel Machin-Short

Members of staff responsible for managing the schools responsibility for meeting medical needs:

Learning mentor: Claire Edley and Shanaz Begum

Section 11

Storing and managing information

The Academy complies with current data protection and confidentiality requirements with regard to information about students and families. All students on the SEN register have an SEN file. All files and documents are stored securely in a locked filing cabinet in the SENCo's office. SEN files are passed on at transition or if a student leaves the Academy.

Please see the academy's safeguarding policy on our website.

Section 12

Reviewing the SEN policy

The SEN policy will be reviewed on a yearly basis. This is particularly important given the climate of reform as we move towards new requirements for SEND.

Section 13

Accessibility

Statutory Responsibilities

The SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the

accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of both schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils and their families

Please see our accessibility policy on the academy website for further information.

Section 14

Dealing with complaints

The first point of contact for any concerns should be your child's class teacher and then the phase leader.

Phase leaders:

Early Years Foundation Stage – Hawa Fazlanie

Key Stage 1 – Bethan Arthur

Lower Key Stage 2 – Emma Morris

Upper Key Stage 2 – Becky Mitchell

You can also contact the SENCo, Tinuviel Machin-Short on 0114 244 2189 or request an appointment at the school office. If the issue can be resolved a formal complaint can be submitted to the Head teacher, Asma Maqsood Shah or Executive Principal, Lesley Dolben.

Please see our Complaints policy on policy section of the academy website for more information.

Section 15

Bullying

At High Hazels Academy we aim to provide a nurturing, caring environment where children can come to school without the fear of being bullied. We have a zero tolerance attitude to bullying alongside implementing a number of preventative strategies.

We use KIDSCAPE methods to help prevent bullying such as behaviour contracts, assemblies about bullying, child friendly school rules and taking part in Anti Bullying week.

Please see our full anti bullying policy on High Hazels Academy website in the policies section.

We work towards ensuring we prevent bullying of all children but we understand that children with special educational needs may be more vulnerable. In order to prevent bullying of children with special educational needs we work on educating all our children about additional needs.

Communication:

We have a whole school approach to inclusion and when you are in our academy you will see lots of symbols with text which is part of our Communication Friendly environment. Children with limited communication use PECS and communication mats so our most vulnerable children can always tell us if something is upsetting them. Staff that work with our most vulnerable children understand that all behaviour is communication our trained to look for differences in behaviour that could be the child telling us something is not right.

Awareness

Where there is a child with specific complex needs in a class the teacher will work with the class on awareness, understanding and how they can help the child.

Section 16

Appendices

Appendix 1 – SEN Information Report

Appendix 2 – Parents Guide