



THE THOMAS ALLEYNE ACADEMY

S.E.N. POLICY

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1. THE SCHOOL S.E.N.D. TEAMS

THE THOMAS ALLEYNE ACADEMY

Assistant Head for Guidance and Support: Devon Woolley
SENDCo: Lesley Thompson
Assistant SENDCo: Sylvia Hall
SEND Governor: To be agreed at L:GB meeting in November 2017

All can be contacted via The Thomas Alleyne Academy (TAA)
1 High Street, Stevenage, SG1 3BE
Tel. 01438 344344

2. TRUST AIMS

Since aims are necessarily broad statements of the Trust's intentions, the aims for students with special educational needs and disability should be the same as the aims which are established for all other students.

At the Hart Schools Trust we believe that all students have a right to a broad, balanced and relevant education and this includes those students who are academically weak, have specific learning difficulties, have visual, hearing or physical impairment and those with emotional difficulties as well as the more able who may be underachieving or need to be extended.

The aims of the trust policy are:

- To ensure that any student's special educational needs and disability are identified early and defined clearly;
- To provide access for students with special educational needs and disability to a broad, balanced and relevant curriculum;
- To liaise and work in partnership with the student, parents and external agencies to ensure equality of opportunity for all students to access the curriculum and the full life of their school;
- To ensure that additional funding to support students with special educational needs and disabilities is used appropriately and is having a positive impact on the child's education;
- To raise the expectations and aspirations for all students;
- To develop students' self-esteem;
- To develop self-awareness, self-respect and respect and tolerance for others;
- To foster in every student a sense of personal achievement and an appreciation of their own abilities, encouraging the expectation of reaching their full potential;
- To promote best practice when devising intervention to meet individual student's needs;
- To actively promote an inclusive approach;
- To facilitate the integration of all students in mainstream teaching groups and encourage their participation in all aspects of academy life;
- To provide access to learning support when required;
- To create a flexible and responsive system to support individual needs;
- To address any learning, behavioural or emotional difficulty which could affect the fulfilment of a student's potential;

- To monitor the progress of all students on the SEND register, regularly updating their IPs to ensure continued success.

3. COMPLIANCE

The SEND Policy has been developed by the SENDCo, the Managing Director and the SEN Governors in consultation with students, parents, staff and governors and is reviewed each year.

This policy complies with the statutory requirement laid out in the SEND Code of Practice, 25 January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND Code of Practice January 2015
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Schools SEN Information Report Regulations 2014
<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>
- Children and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Statutory Guidance on Supporting pupils at school with medical conditions updated Dec 2015 <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- All pertinent school policies can be accessed via the school websites
www.tas.herts.sch.uk
www.davinci-school.co.uk

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITY

4.1 DEFINITION

Definitions of special educational needs and disability (SEND) taken from SEND Code of Practice updated January 2015:

“xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. 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.”

These special educational needs will be identified in terms of four main categories of need:

- Cognition and Learning

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

At the Hart Schools Trust we recognise that a child or young person has special educational needs and disability (SEND) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children and young people of about the same age.

Special educational needs and disability could mean that a child or young person has:

- Learning difficulties - in acquiring basic skills in an early years setting, school or college
- Social, emotional or mental health difficulties - making friends or relating to adults or behaving appropriately
- Specific learning difficulty - with reading, writing, number work or understanding information
- Sensory or physical needs - such as hearing impairment, visual impairment or physical difficulties which might affect them
- Communication problems - in expressing themselves or understanding what others are saying
- Medical or health conditions - which may slow down a young person's progress and/or involve treatment that affects his or her education.

There may be students in the trust who are underachieving but will not necessarily have a special educational need. It is our responsibility to identify this and ensure appropriate interventions are put in place to support these students.

Children and young people who have SEND tend to have more significant barriers to their learning. They do not necessarily have a disability and many disabled children and young people do not have special educational need. The term SEND covers a wide range of types of need:

- Specific learning difficulties
- Moderate learning difficulties
- Speech, language and communication need
- Behavioural, emotional and social difficulties
- Autistic spectrum conditions
- Visual and hearing impairment
- Physical disability
- Multi-sensory impairment
- Multiple learning difficulties

A diagnosis of need does not necessarily mean that a child has a SEND and will require SEND provision. Students with behavioural needs, English as an Additional Language (EAL) or who progress slowly and have low attainment may not necessarily have SEND. However, additional information and appropriate assessments, observations and strategies will be implemented as required for these students. Likewise the Trust monitors and provides extra support when required for other students who may be in receipt of pupil premium, are looked after children or who have health and welfare needs.

4.2 IDENTIFICATION

The Trust is committed to early identification of SEND and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014 and the Disability and Equality Act 2010. The Trust considers the needs of the whole child, which will include not just the special educational needs of the child or young person. A range of evidence is collected using standard assessment and monitoring processes, such as primary school records, Key Stage 2 test scores and teacher assessment levels where appropriate, Cognitive Ability Tests (CATs), baseline testing for Literacy and Numeracy. Classroom teachers' assessment and monitoring of students is also key to identifying students with SEND.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Subject teachers are responsible for assessing and monitoring students' progress in their specific subject area, including students who access support from teaching assistants and specialist staff. Teachers will liaise with the SENDCo where progress falls below expectations. Students are only identified as having SEND if they do not make adequate progress following interventions in addition to good quality personalised teaching.

5. MANAGING STUDENT NEEDS ON THE SEND REGISTER

5.1 REVIEW CYCLE IN MANAGING SEND PROVISION ACROSS THE TRUST

Parents and young people are fully involved in applying the Assess, Plan, Do.

The SENDCo in each school produces a register of students identified with SEND using information gathered from primary/secondary school records, teachers, discussions with parents and external agencies. This register is regularly updated and made available to staff on the staff network. SEN details relating to individuals are also on the SIMS individual student information. Comprehensive records of all students on the SEND register in each school are held securely in the SEND Department and must be treated by all staff as Strictly Confidential.

The SEND team monitor the progress of students on the SEND register alongside teachers at termly intervals.

The team supports class teachers to improve their knowledge of SEND interventions and strategies in order to further progress students in the class, with some students withdrawn for specialist teaching sessions.

Students with Education and Health Care Plans (EHCP) participate in a statutory annual review in each school. Their progress and the support as outlined in their plan is discussed and the report issued by the LA is completed and sent to all relevant parties. If a student is making insufficient progress, despite significant support and intervention at SEND support level, further advice and support from external professionals may be sought.

Inclusive access to every aspect of school life for all students with SEND is ensured by:

- Personalised differentiation within each subject area to enable students to follow the curriculum using inclusive teaching styles
- Classroom strategies for supporting students with SEND and guidelines for identification of these students are made available to teachers in their individual data packs and on the staff network

- Where setting is used, placing students with SEND in teaching groups appropriate to their ability level
- Disapplication of some identified students with SEND in Key Stage 3 and Key Stage 4 from a subject for 1:1 specialist teaching within the SEND department
- Allocation of appropriate and flexible support to each student with a statement of SEND
- Raising expectations and achievements by developing teachers' skills and strategies through in-service training
- Partnership with the pastoral and academic teams in cross curricular and pastoral team meetings
- Access Arrangements for all external and the majority of internal examinations are put in place following the Qualifications and Curriculum Authority guidelines
- Enrichment activities are available for all students with some specifically identified for our most vulnerable students.
- Home learning is supported by the librarian (at Thomas Alleyne Academy), TAs, and Personal Coaches after school four days per week. The Academy used 'Show My Homework' online platform..
- Peer Mentors for year 7, 8 and 9 at Thomas Alleyne Academy
- Using external support services support to identify, assess and make provision for students with SEND
- Seeking advice from specialist advisory teaching services such as speech and language therapists and Communication Disorder Advisory Teachers, to fulfil the requirements for students with an EHCP and contribute to the annual reviews of these students where appropriate
- Arranging Early Help Module (EHM) meetings which involve representation from all appropriate external agencies to ensure effective collaboration when identifying needs and making provision for our most vulnerable students
- Liaison with the Hertfordshire Youth Connexions Personal Advisor regarding all students with SEND; ensuring these students receive additional support from the advisor as appropriate.

All documentation pertained to students is kept in locked filing cabinets in a locked office and can only be viewed with the permission of the SENDCo or Headteacher. Documents are kept for a minimum of 5 years.

5.2 CRITERIA FOR EXITING THE SEND REGISTER

The decision to remove students from the SEND register will be made in consultation with parents and the individual concerned only when students have reached an appropriate level, consistently made good progress in line with expectations and no longer find it significantly more difficult to learn than their peers. An EHCP may only be discontinued by the local authority when a student is deemed to have made sufficient progress.

6. SUPPORTING STUDENTS AND FAMILIES RE-ORGANISE ORDER

The Local Authority (Hertfordshire County Council) makes a 'local offer' which contains information about services available in local areas for parents, children and young people aged 0-25 with SEND.

Information regarding the Local Authority Local Offer can be found at <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

Information related to each school's provision for students with SEND and examples of other agencies which the school works with to support students and their families can be found on the school websites

The Trust has forged strong links with numerous external agencies and will engage with them and parents, if appropriate, to fully support the needs of both the student and the family (See SEN Information Report).

Transition from primary to secondary school, from class to class, across key stages, between secondary schools and to post 16 is supported by the SEND team in conjunction with the pastoral team to ensure that all members of staff are aware of the needs of individual students.

Students and parents will be fully involved and kept informed about proposed interventions and the involvement of outside agencies.

The Trust will liaise with the Connexions Service and other agencies to arrange Transition Plans from Years 9 - 13, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process. When students move to another school during Key Stage 3 and 4, their records will be transferred to that school within 15 days of the student being removed from our registers, as required under the Education (Pupil Information) Regulations 2009.

Students needing Access Arrangements for exams such as extra time, a laptop or a scribe will be assessed in school by a suitably qualified professional and the appropriate arrangements applied for.

The SENDCo is present at Parents' Evenings for Years 7 to 11 to see parents either on a drop in basis or by appointment, to answer questions or arrange for later consultation. Parents who have questions or complaints regarding the provision of help for students with special needs are encouraged to contact their child's Form Tutor in the first instance, or, if the child is already on the SEND Register, the SENDCO.

Parents will be encouraged to participate in a positive and practical way in their child's progress, wherever possible, and will receive prompt notification of any proposed changes in needs or provision.

Parents will be encouraged to foster in their children both self-esteem and responsibility for their own learning. Advice will be given as to how this might be achieved.

All admissions to the Trust schools are determined by Hertfordshire County Council. All details about admissions, including the Continuing Interest List, are held at Hertfordshire County Council. For information about the admissions process please call 0300 1234043 or visit the Herts Direct website: www.hertsdirect.org/admissions.

The Trust supports the Local Authority (LA) admissions criteria which do not discriminate against students with SEND, and its Admissions Policy has due regard to the guidance in the Code of Practice (2014) and the Children's and Families Act 2014.

Parents or carers seeking the admission of a student with an EHCP are advised to approach the school concerned well in advance to ensure appropriate consultations can take place.

Other students who are receiving SEN support at their current school are considered for admission by the LA using the same admissions criteria as for non-SEND students.

7. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

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

Some may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

For medical issues and administration of medicine there is a team qualified in First Aid.

All staff are trained in child protection.

The Trust provides staff who are available in each school to support students with emotional needs. Students with severe emotional/mental health needs may be referred to outside agencies such as Child and Mental Health Services.

The Trust works closely with many external agencies such as specialist teachers to ensure our vulnerable students are well supported.

8. MONITORING AND EVALUATION OF SEND

8.1 INDIVIDUAL PROGRESS OF STUDENTS

Teachers of students with special needs will use all the currently employed methods of monitoring and evaluating progress, which include tests and examination results, performance in class, practical assessments and reports. Assessments are conducted every term which includes students' target grade, current working grade and student profile. This data is analysed by the Senior Leadership Team, year and subject leaders as well as by class teachers.

The SENDCo analyses and tracks this data for those students on the SEND register in each school order that support and interventions are targeted appropriately and ensures that the curriculum appropriately meets the needs of those students with SEND.

8.2 IMPACT OF INTERVENTIONS

Targeted interventions are monitored by ongoing process of assessment, monitoring and evaluation involving class teachers, SENDCo, Teaching Assistants, personal coaches, students and parents.

The SENDCo oversees the effective implementation of interventions and monitors their impact for students on the SEND register.

Key performance indicators include:

- Consideration of each student's success in meeting targets
- Progress made by students with SEND based upon starting points i.e. whether students with SEND progress make good progress across each Key Stage/Key Stages
- Attainment to be measured by the standard of students' work shown by assessments and examination work at the end of each Key Stage i.e. whether students with SEND achieve national thresholds
- Whether students with SEND achieve as well as their peers

- Engagement of students in lessons and evidence of independent learning as measured by lesson observation data
- Positive behaviour as measured by a sustained reduction in the number of students with SEND serving fixed term exclusions
- The level of student involvement, as measured by the number of students with SEND who are involved in extra-curricular activities

Other interventions involve outside agencies supporting students on the SEND register. In these instances the SEND department will liaise with the agency, parents and students.

8.3 POLICY IMPLEMENTATION AND REVIEW

Implementation of the Special Needs Policy is the responsibility of the whole teaching and support staff, with the help and oversight of the SENDCo and subject leaders.

Reports will be compiled periodically, and submitted to staff, Senior Leadership Team and the Local Governing Body, along with recommended amendments to the policy.

The views of both students and parents will be sought when identifying improvements that need to be made in terms of SEND provision and implementation of the policy. The policy will be reviewed annually.

9. TRAINING AND RESOURCES

9.1 FUNDING AND RESOURCES

The academy and schools are funded by the Local Authority (LA) through a formula, based principally on the number of students on roll. Other factors are also taken into account (e.g. number of students entitled to free school meals).

This funding is to be used to support all students with Special Needs, whether or not they have an EHCP. A very small number of students who have exceptional needs are allocated special funding by the LEA, whether or not they have an EHCP. The academy and schools are responsible for applying for this funding and ensuring that it is used to the benefit of the individual concerned.

The SEND department receives an annual Departmental Allowance to cover the cost of materials, books and apparatus. It is the responsibility of Subject Departments to allocate sufficient resources to Special Needs within their own subject areas.

9.2 STAFF DEVELOPMENT

The SEND teams meet regularly to discuss individual and cohort needs and plan appropriate responses. These actions are communicated to the wider school team where appropriate.

Training needs are assessed on an individual and whole team basis with SEND staff also attending externally run courses to maintain and develop the quality teaching and provision to respond to the strength and needs of all students.

New teaching staff and Newly Qualified Teachers (NQTs) receive introductory training on the SEND department.

All teaching staff are encouraged to liaise with the department about matters such as planning, student issues and student progress.

SEND information on students can be accessed by teachers from the SIMS data base and the SEND area on the shared drive.

The Trust's SENDCo and Assistant SENDCo regularly attend DSPL SENDCo network meetings in order to keep up to date with local and national developments in SEND.

The Trust also subscribes to membership of NASEN (The National Association for Special Educational Needs).

10. ROLES AND RESPONSIBILITIES

The roles and responsibilities of those listed in Section 1 are defined within the relevant job descriptions held at each school and are reviewed on a regular basis. The roles of the SENDCo and Local Governing Body are listed below:

10.1 ROLE OF THE SENDCo:

- Manages the day-to-day operation of the policy
- Leads the provision for and manages the responses to children's special needs
- Supports and advises colleagues.
- Oversees the records of all students with SEND
- Acts as a link with parents, external agencies and other support agencies
- Monitors and evaluates the SEND provision and reports to the Headteacher and the Governing Body.
- Line manages the Teaching Assistants with SEND responsibilities and contributes to the professional development of all staff.
- Manages a range of resources, both human and material to enable appropriate provision for children with SEND.

10.2 THE ROLE OF THE LOCAL GOVERNING BODY:

- The Local Governing Body has due regard to the Code of Practice when carrying out its duties toward all students with special educational needs.
- The Local Governing Body has a statutory duty to secure the necessary provision for any pupil identified as having special educational needs.
- The governors, represented by the SEND governor, ensure that the SENDCo communicates to all teachers the importance of providing for children with SEND. They consult the LA and other schools, when appropriate, and report to parents on the success of the school's policy for children with special educational needs where appropriate.
- The Governing Body ensures that parents are notified of any decision by the academy that SEND provision is to be made for their child through the SENDCo, supported where required by the SEN Governor
- The governing body ensures that all those who teach or support a student with an Educational and Health Care Plan and SEND are aware of their needs and organise teaching provision to meet those needs accordingly. It is also the responsibility of the class teacher to be fully aware of the specific needs of a child in their class with SEND.
- The SEND governor and SENDCo meet at least annually to review progress following a structured programme of monitoring and evaluation across the school and in every area of SEND.

The Designated Teachers with Safeguarding responsibility at Thomas Alleyne Academy are: Lesley Thompson (DSP), Mark Lewis (Head teacher), Laura Dowle (Deputy DSP), Devon Woolley (Deputy DSP)

The Designated Teacher with responsibility for Children Looked After is: Lesley Thompson
The Senior Leader with responsibility for Pupil Premium is: Klaas Luchies

The member of staff responsible for managing the medical needs of students is: Lucy Hockett

11. ACCESSIBILITY

The Special Educational Needs and Disability Code of Practice 2014

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must not** discriminate for a reason arising in consequence of a child or young person's disability
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

It places a duty on schools and Local Authorities to plan and produce accessibility plans, to increase over time the accessibility of schools for disabled students and implement their plans.

At the Hart Schools Trust:

- We liaise with specialist teachers to ensure that the provision for disabled students is appropriate.
- The site manager and Estates Team run regular Health and Safety checks.
- Some buildings have disabled access and disabled toilet facilities
- Wherever possible classes with students who have mobility issues are timetabled in rooms on the ground floor.
- Specialist equipment is accessed through the relevant agencies for students with visual or auditory impairment.
- Reading rulers and coloured overlays are provided for students with dyslexia as appropriate.
- Interpreters can be arranged for Parents/carers who require support for meetings with school staff or at EHCP reviews.

12. RELATED ACADEMY POLICIES

12.1 RELATED POLICIES

- Attendance
- Behaviour for Learning
- Complaints
- Equality and Diversity
- Safeguarding
- Supporting children with medical conditions
- Admissions

Related policies can be viewed on the school/academy website:

www.tas.herts.sch.uk

12.2 RELATED GUIDANCE:

Working Together to Safeguard Children (2013):

Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):

Guidance setting out the responsibilities of local authorities towards looked after children and care leavers

<https://www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review>

<https://www.gov.uk/government/publications/children-act-1989-transition-to-adulthood-for-care-leavers>

Equality Act 2010: Advice for schools:

Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Reasonable adjustments for disabled pupils (2012):

Technical guidance from the Equality and Human Rights Commission

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance/key-concepts/reasonable-adjustments>