



Co-op Academy  
Hillside

# **POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)**

September 2023

## **Introduction**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 September 2014 3.65 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)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Teachers Standards 2012

- This policy has been written by the school's SENDCO in liaison with the S.E.N governor, S.L.T and all staff and revised by the SENDCO and Headteacher in November 2021.

### **Aims and Philosophy**

At Co-op Academy Hillside, we have a responsibility to provide a broad and balanced curriculum for all our pupils whilst meeting the specific needs of individuals and groups of pupils. We believe that all children are entitled to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking into account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on the children becoming confident individuals, who achieve their best making successful transitions into further education and adulthood living fulfilling lives.

This SEND policy works in conjunction with all school policies to ensure that all pupils and potential pupils are included and valued at Co-op Academy Hillside.

### **Objectives**

The objectives of this policy are:

- To ensure that the special educational needs of children are identified and assessed early, and information is effectively disseminated;
- To create an environment that meets the special educational needs of each child;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in making provision for children's special educational needs; and
- To enable all children to have full access to all elements of the school curriculum

wherever this is practicable to facilitate.

### **Identification**

The school's arrangements for assessing and identifying pupils as having **"SEN"** also form a part of our published **Local Offer**, which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEN as stated in the Code of Practice 2014:  
**"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".**
- The school reflects what the Code of Practice states in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good-quality, personalised teaching. This is known as "SEN Support". Children identified as requiring SEN support by a previous school are assessed on entry to facilitate the implementation of appropriate access arrangements and interventions.
- We are alert to emerging difficulties which may not be evident at an early age. These concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice 2014 are **'Communication and Interaction'**, **'Cognition and Learning'**, **'Social, Emotional and Mental Health Difficulties'** and **'Sensory and/or Physical needs'** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to

take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child.

- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENDCO and information is shared appropriately and frequently.

Although the SENDCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning.
- At Co-op Academy Hillside we also use a number of indicators to identify pupils' special educational needs, such as:
  - Close analysis of data including: termly and yearly assessments.
  - Termly pupil progress meetings;
  - Any teacher or support staff concerns;
  - Following up parental concerns;
  - Tracking individual pupil progress over time;
  - Liaison with feeder schools on transfer;
  - Information from previous schools; and
  - Information from other services. Such as Speech and Language Therapy (SALT) or Special Educational Needs Advice and Assessment Team. (SENAAT)

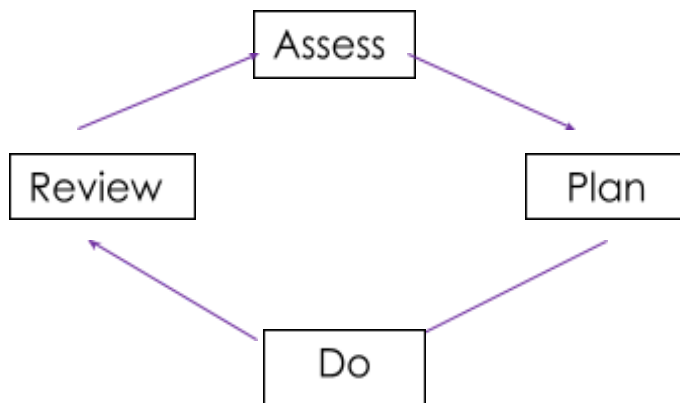
**What is not SEND in isolation but may impact on progress and attainment may include:**

- Attendance and punctuality
- Health and welfare

- Children/young people in receipt of pupil premium or pupil premium plus.
- Looked After Child (LAC)
- Being a child/young person of servicemen/women
- English as an Additional Language(EAL)
- Behaviour

### **A Graduated Approach to SEN Support**

The SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).



- **ASSESS:** In assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, and their previous progress and attainment. External services assessments may also be sought. Any concerns by parents are actively listened to and recorded. Assessments are reviewed four times each year in our school. Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. Some children may have multi-agency involvement and the school will consider the criteria for the levels of need.
- **PLAN:** The class teacher(s) and SENDCO agree on desired outcomes for the

pupil and then implement interventions and support. The outcomes are reviewed each half term.

- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place. This is recorded on the child's individual support plan and provision map.
- **DO:** The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching. The School's SENDCO supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments.
- **REVIEW:** Reviews are carried out on the agreed date. Some children have an EHCP (Education, Health and Care Plan) or have review meetings with our Educational Psychologist. These must be reviewed by the local authority in partnership with the school at least annually. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil.
- In transition to another setting, information to be passed on will be shared with parents and pupils. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

### **Provision**

- Differentiated quality first teaching is a priority for all pupils in the school including

those with SEN.

- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place. This is recorded on the child's individual support plan and provision map.
- The school is proactive in removing barriers to learning. We run intervention programmes that are delivered by the class teacher and a team of skilled teaching assistants.
- Every child who has been identified as requiring SEN support is provided with a One Page Profile. This is available to anyone who may work with the child and identifies the best ways to meet their needs.

### **Social and emotional difficulties**

Co-op Academy Hillside recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Hyperactive Disorder (ADHD);
- Attachment Disorder (AD);
- Autism spectrum disorder (ASD);
- Tourette's syndrome.

It is also recognised by the school that children may display certain behaviours as a result of low self-esteem or other issues such as neglect.

At Co-op Academy Hillside, we have clear processes to support children and young

people and this is linked to our Positive Behaviour Policy. Some children (who may or may not be on the SEND register) may require an Individual Behaviour Plan (IBP). The school provides support for pupil's emotional, mental and social development in the following ways:

- Opportunities to talk to members of staff;
- Work with our Learning Mentor within or outside the school's Nurture Club;
- Strategies to modify behaviour through e.g. specific targets, star charts;
- Advice from Gilbrook Outreach programme; and/or
- Referral to Community Paediatrician for assessment.

### **Curriculum access**

- At Co-op Academy Hillside we recognise our duties regarding equality and inclusion for individual disabled children and under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage.
- The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and is also available on the school's website.
- The school increases and promotes access for disabled pupils to the school curriculum. Specific equipment or physical aids to access the curriculum are acquired as and when they are needed.
- All pupils are encouraged to participate fully in the life of the school. For all the wider aspects of the curriculum of the school such as participation in after-school clubs, residential or school visits extra adults are funded to assist disabled pupils as necessary.
- The school strives to improve the delivery of information to pupils with SEND, their families and when appropriate, disabled pupils. The information should take



account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

### **Communicating with parents**

At Co-op Academy Hillside we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. The school aims to work in partnership with parents and carers. We do so by:

- making parents and carers feel welcome;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child; and
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.

### **Monitoring**

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes;
- Use of standardised tests including reading, spelling and numeracy ages;
- An analysis of external tests including Standardised Assessment Tests (SATs);
- The school's tracking systems and teacher assessments;
- Evidence generated from Annual Review meetings;
- Termly Pupil Progress Meetings; and/or

- Reports provided by outside agencies including OFSTED.

### **Governors**

The SENDCO produces an annual SEND report to governors. The SEND Governor at Co-op Academy Hillside is Mrs Ruth Shaw. She can be contacted via the school office. The SEN Governor promotes the development of SEN provision by:

- Being familiar with key legislation and policy;
- Meeting regularly with the SENDCO and visiting classrooms;
- Liaising with the SENDCO in relation to the Local Offer and the SEN report;
- Ensuring she has an understanding of the role of the SENDCO and how pupils are supported;
- Developing an awareness of the types of SEND present within the school cohort;
- Understanding how funding received for SEND is allocated by the school;
- Attending relevant training in relation to SEND; and/or
- Reviewing and monitoring the effectiveness of the SEND Policy.

### **Training**

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

### **Funding**

The national SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes and enhancing provision for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact.

### **Admissions**

SEND is not a barrier to admission to Co-op Academy Hillside where we are united by a single purpose: to promote the nurture, wellbeing and success of every child. We are

driven in our aim to ensure that every child leaves Hillside having grown and fulfilled their academic and social potential. Inclusion is at the heart of our school ethos.

### **Complaints**

In the first instance please speak to your child's class teacher if you have a concern. He /she may then raise the matter with the SENDCO or member of the SLT. If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.

### **Review**

This policy is to be reviewed annually but will be reviewed earlier in the case of any key personnel changes or to reflect new statutory legislation.

The next review is due in October 2021.

The school's Special Educational Needs Co-ordinator (SENDCO) is Mrs Pamela Yates

To contact her please visit the school office or phone 0151 677 9960.

Our SEND governor is Mrs Ruth Shaw