

BLACKDOWN
EDUCATION
PARTNERSHIP

BELIEF IN EVERY CHILD

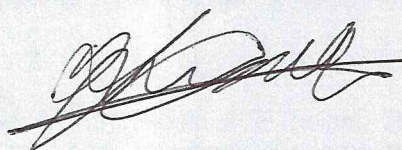
Blackdown Education Partnership

SEND Policy

Approved by:

Headteacher and LGC

Date: 9/10/23

 Kathryn Yarnold

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

“All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives; make a successful transition into adulthood”.

SEND Code of Practice 2015

Holyrood Academy has existed to serve its community since 1910. Above all, we exist to promote social mobility and social justice for all regardless of ability, need or background.

This policy builds on this mission statement by ensuring that curriculum planning, assessment and teaching and learning for children and young people with special educational needs and disabilities takes into account and makes reasonable adjustments for these needs. This is achieved through knowledge and understanding of each student as individuals.

Children and young people identified as having SEND needs will receive provision that is additional to and different from the quality first teaching delivered in the classroom. Holyrood is committed to delivering a broad and balanced curriculum to all students as set out in the academy's teaching and learning policy.

The Academy will meet the needs of children and young people with special educational needs and disabilities in a graduated and timely manner following the principles of assess- plan- do- review.

Provision that is additional to or different from the quality first teaching in the classroom will be tailored to the needs of the individual. At Holyrood Academy these provisions include:

- TA support deployed to support teaching within the classroom.
- Extraction from lessons for targeted Speech and Language, literacy, numeracy, early reading and SEMH interventions.
- Individual and group mental health support.
- For those for whom processing of new information is a challenge, TA support outside of the classroom will be deployed to support the learning of new vocabulary and concepts.
- A 'Time Out' space to mitigate sensory overload and support with regulation of emotions.
- The ARC (Academic Recovery Centre) for timetabled study support sessions.
- The Outdoor Classroom, used to support students with outdoor learning and Forest School interventions.

- External Alternative Provision: South Somerset Partnership School (including their medical tuition provision) Reach, Hooke Court, EAQ Manor Farm, Magdalen Farm (practical work experience to support Land Based Studies curriculum)

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Coordinators (SENDCos) and the SEN information report

As an academy, this policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

(SEND Code of Practice, 6.15 pg 94)

4. Roles and responsibilities

Please also refer to our Trust SEND Roles and Responsibilities document

4.1 The SENDCo

The SENDCo is Mrs Katie Wilson

They will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs.
- Ensure that teachers are aware of their responsibilities to students with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.

- Liaise with previous and potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

4.2 Governors

Local Governing Committees will:

- Have a consistent understanding about what inclusion is and how it is realised within the school.
- Proactively ensure that there is a meaningful culture of co-production.
- Check that their decisions make the school safer and more welcoming for students with SEND and that any unintended consequences are addressed.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Ensure the school is effectively supporting parents/carers of students with an identified SEND.
- Check that risk assessment informs strategic decision making to support the wider responsibility of keeping students with SEND safe.

4.3 Senior Leaders

The Headteacher will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision within the school
- Disseminate the school's vision for inclusion throughout the school.
- Ensure the school's Development Plan has clear aims and objectives in place related to SEND.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Senior Leadership Teams will:

- Identify, develop and embed a clear vision for the education of students with SEND.
- Create a culture and ethos that actively welcomes and engages students with SEND and their families.
- Proactively ensure there is a meaningful culture of co-production.
- Check that their decisions make the school safer and more welcoming for students with SEND and that any unintended consequences are addressed.
- Ensure that SEND is built into the work of each area of school life and not a 'bolt-on'.
- Confirm that the curriculum is accessible and works well for all students.

4.4 Class or Subject teachers

Each class or subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Teaching Assistants

Each Teaching Assistant is responsible for:

- Knowing the identified needs and outcomes of the students they support.
- Working under the direction of the class or subject teacher to ensure students achieve the learning objective(s).
- Ensuring a focus on any individual targets/outcomes for students with SEND.
- Liaising with the class or subject teacher and SENDCo to keep support plans updated.
- Contributing to any reviews of plans belonging to the students they support.
- Communicating effectively with the class or subject teacher and SENDCo.

5. SEND information

The information within this section is available in a more user-friendly format within the school's SEN Information Report:

[UAT HA SEND Policy Oct 23 \(002\).doc](#)

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties
- Social, Emotional and Mental Health (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Every student is an individual and, while their needs might fall largely within one of these broad areas, this does not limit their provision.

5.2 Identifying students with SEND and assessing their needs

HA Graduated response:

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class or subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

Staff who are concerned about the progress made by any student, having exhausted the recommended strategies set out in the teacher planner regarding Universal Provision, will refer the student to the SEND team who will carry out assessment as appropriate.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will consult with students and their parents/ carers on a termly basis

Notes of these early discussions will be added to the student's record and given to their parents as evidence of the school's graduated approach.

In line with the SEND Code of Practice, we will formally notify parents/carers when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required via a SEND Learning Plan. We will regularly (three times per year) review this SEND Learning Plan and the effectiveness of the support and interventions, and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

All students in KS4 and 5 have priority access to individualised Careers Guidance interviews via Mrs Emma Higman. Through these, students, with their parents and carers and or TA support where appropriate, will have access to information to support them in making informed decisions about their next steps. Support is also available through Somerset Works transition panel. More detail can be found on the Careers Education page of our website, here: <https://holyroodacademy.com/academy/sixthform/careers-education/139/>

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared as part of this.

5.6 Our approach to teaching students with SEND

In line with the Department for Education's [Teachers' Standards](#), teachers are responsible and accountable for the progress and development of all the students in their class.

As detailed in the SEND Code of Practice, high-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

Since September 2022, we have had an Enhanced Learning Provision to support a small number of year 7 students whose Cognition and Learning needs are significant and who have left primary school working at KS1 level. These students access this provision for 60% of their lessons where they are taught by an experienced KS2 teacher with TA support. This provision has been supported and funded by Somerset County Council.

We are also able to provide the following interventions/support:

HA Provision Map: https://docs.google.com/document/d/1qk17mhTZn9wUp8aiQNU7P4_0pqtTxFND/edit

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

Differentiating our curriculum to ensure all students can access it by, for example, providing scaffolds, high quality models, visual prompts and using individualised questioning to ensure all students are able to access the curriculum.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

More information on how we increase the extent to which disabled students can participate in the curriculum can be found within the school's accessibility plan:

<https://holyroodacademy.com/userfiles/downloads/757/Accessibility%20Plan%20UAT%202020-22.pdf>

5.8 Additional support for learning

We have 17 FTE teaching assistants who are trained to deliver interventions such as Forest School, ELSA, Lexia

Teaching assistants will support students on a 1:1 basis and small group basis when identified by the class/subject teacher in consultation with the SENDCo.

We work with the following agencies to provide support for students with SEND:

- Kate Hooker- Counselling and GIFT work
- Somerset Vision Support Team
- Somerset Hearing Support Team
- Virtual School Learning support service
- EP Support Services for Education
- Integrated therapy services
- Autism and communication service
- CAMHS

5.9 Expertise and training of staff

Our SENDCo is in her second year in this role and has worked as a member of the school's SLT and Head of English for the past 3 years. She is undertaking the NASENCO qualification during the academic year 2023/24

They are allocated 20 hours a week to manage SEND provision.

We have a team of 17 FTE teaching assistants, including 1 higher level teaching assistant (HLTA) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Universal Provision, Graduated Response, Adaptive Teaching to meet individual need, Positive Handling through TEAM TEACH, Supporting Students with ADHD, Precision teaching, SCERTS (Social communication, Emotional regulation and Transactional support)

We use specialist staff for EAL, ELSA, counselling, Speech and Language intervention, Forest School.

5.10 Securing equipment and facilities

EHCP funding is used to secure equipment for individual needs. Where appropriate, costed plans are submitted to Somerset County Council to secure further funding.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using staff/student/parent & carer questionnaires on a termly basis
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s)

All students are encouraged to take part in a full range of extra-curricular activities, including trips, sports day, school plays, workshops, and clubs.

No student is ever excluded from taking part in these activities because of their SEND or disability.

The school's admissions policy and arrangements can be found on its website, here:

<https://holyroodacademy.com/academy/parents/carers/policies/17/>

- Our large, split site school means that access for students with some disabilities is challenging. We have provided mobility scooters, white lines to mark the edges of paths for the visually impaired, blinds in classrooms to prevent visual fatigue.

5.13 Support for emotional and social wellbeing

We provide support for students' emotional and social wellbeing in the following ways:

- Students with SEND are encouraged to take an active role in student leadership activities
- Students with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying. Students are reminded daily of the need to report any bullying incidents either in person or anonymously.

5.14 Working with other agencies

The school works closely with other agencies and professionals in order to understand, contribute to and support the full picture of a child's needs. This is coordinated in school by Mr R Crocker (Deputy Headteacher and DSL) who chairs the school's High Needs Meetings. At these meetings, students' needs and provisions are discussed with representatives from the school's attendance, safeguarding, SEND and behaviour/pastoral teams in attendance. Collectively, decisions are taken and communicated with external agencies where appropriate.

The school understands and works in line with the following guidance on professionals working together to keep children safe and help them to thrive:

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

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy, here:

<https://holyroodacademy.com/userfiles/downloads/581/Complaints%20Procedure,%20UAT,%20revised%20Sept20.pdf>

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of students with SEND

Somerset SENDIAS provides information, advice and support about Special Educational Needs and Disability for parent carers, children and young people (up to the age of 25), including Independent Support to help through the Education, Health and Care (EHC) Assessment and Plan process. The service is free, confidential and impartial.

To find out more:

Phone: 01823 355578

Email: info@somersetSEND.org.uk

Visit their website: www.somersetSEND.org.uk

5.17 Contact details for raising concerns

Mrs K Wilson (SENDCo): kwilson1@holyrood.bep.ac

Mr D MacCormick (Headteacher): dmaccormick@holyrood.bep.ac

Mrs K Yamada (SEND Governor): kyamada@holyrood.bep.ac

5.18 The local authority local offer

Our local authority's local offer is published here: [Somerset's SEND Local Offer](#)

6. Monitoring arrangements

This policy will be reviewed by the Senior Leadership Team and LGC **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Behaviour policy
- Accessibility plan
- Admissions Arrangements
- Exclusions Policy
- Equality information and objectives
- Supporting students with medical conditions policy
- SEND Information Report
- Complaints Policy/procedures
- Uffculme Academy Trust SEND Roles and Responsibilities document