
HOLYROOD

— ACADEMY —



HOLYROOD ACADEMY

SEND POLICY

Date: January 2022

To be read in conjunction with:

- Holyrood Academy's SEND Information Report/School Offer
- Holyrood Academy's Graduated Response
- Holyrood Academy's Provision Map
- Holyrood Academy's Dyslexia Policy
- Holyrood Academy Accessibility Policy
- Holyrood Academy Behaviour Policy
- Supporting students with medical conditions
- Effective Support for Children with SEND -

<https://wwwmedia.somerset.gov.uk/wp-content/uploads/2019/10/SENDEffective-Support-V2.0.pdf>

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

HOLYROOD ACADEMY SPECIAL EDUCATIONAL NEEDS POLICY

“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

Introduction

Holyrood Academy values the abilities and achievements of all of its students, and is committed to providing the best possible environment for learning. We aim to meet the definition of Special Educational Needs and Disabilities as stated in the Code of Practice 2015.

Special Educational Provision means educational provision which is additional to or different from the educational provision made generally for children of their age in mainstream school. At any point in their life a child may have special educational needs and disabilities.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some students with disabilities may have learning difficulties that call for special educational provision. However, not all students defined as disabled will require this provision. Each student's needs will be assessed individually and the appropriate provision made.

Legislation and Guidance

This policy and information report 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 pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEND if they have a learning difficulty or disability which 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 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

Aims

- To include all students as part of our academy community.
- To create an environment that meets the needs of the individual.
- To ensure effective working relationships with outside agencies and professionals.
- To identify roles and responsibilities of staff in providing for the student's special educational needs and disabilities.
- To enable the student to have full access to an appropriate curriculum within the context of this school and our partners.
- To ensure that the views of students are taken into account.
- To work effectively with parents/carers in supporting their son/daughter's education and development.
- To follow a Graduated Response to identified needs.

SEND information report

The categories 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, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 pupil is recorded as having SEND.

Where a child has been identified by their previous school as having Special Educational Needs, the SENDCO will work with the school to plan an effective transition as well as the appropriate provision when they arrive at Holyrood.

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 pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Graduated Response

We follow a graduated response when responding to a lack of expected progress, a lack of engagement, or an escalation in behaviour incidents. In the first instance, all cases are discussed at a Student Action Meeting to discuss what additional support or further assessment is necessary. Where additional support or referrals for external agencies are felt appropriate, parents would be informed and/or invited for a meeting. We would then follow the cycle of Assess-Plan-Do-Review in order to ensure support is effective in addressing any special educational needs. (See Appendix 2)

<u>Assess</u>	<u>Plan</u>	<u>Do</u>	<u>Review</u>
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<p>KS2 SATS CATS Reading and spelling screening Dyslexia Portfolio Psychometric testing for EAA Speech and Language assessments Boxall assessment for SEMH needs THRIVE Teacher feedback Progress updates Parental concerns Educational Psychologist assessments Paediatrician reports Lesson observations Specialist service reports</p>	<p>Student Action Meetings Meet with student and parent TAC meetings TAS meetings Individual behaviour plans Pastoral support plans Pupil Passports Medical Care Plans Intimate Care Plans</p>	<p>In school interventions run for minimum of 6 weeks These may include: TA support Exit card Keyworker ELSA Group Literacy Study support Nurture group Forest school Social skills Individual literacy SEMH teacher Pastoral Support Break/lunch club Access Arrangements Modified timetable Apply for statutory assessment PFSA involvement</p> <p>Referrals to external support services may be made. These may include: REACH Youth Magdalen Farm Equine assisted learning Nurtured by Nature Somerset Young Minds</p>	<p>SEND/EHCP reviews PSP reviews TAC meetings Student Action Meetings</p>
		<p>Adolescent support worker CAMHS Family Intervention Service Educational Psychology Speech and Language Therapy Art Therapy South West Autism Specialist Schools' Outreach Counselling</p>	

Inclusion

We aim to offer choice and excellence to all students, whatever their ability or individual needs. We aim to remove barriers to learning and promote participation for everyone. We want each student to feel valued as part of their school community. We respect that students have different needs and therefore require different strategies for learning. We want all students, no matter what their needs, to experience success.

Even where students are subject to sanctions, we support students to attend interventions, unless directed otherwise by the Headteacher.

Children at Risk of Permanent Exclusion

Permanent exclusion is a last resort. Every effort will be made to avoid permanent exclusion using the interventions and services outlined in the Academy's 'Graduated Response' document - please see appendix 2. Interventions should be reviewed regularly for effectiveness and should be based upon an assessment of need. Parents will be involved at every stage of the decision making process around interventions and provisions designed to address need and/or prevent permanent exclusion.

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

All of our extra-curricular activities and school visits are available to all our pupils,

All pupils are encouraged to go on our residential trip(s) and support will be provided to enable them to fully participate wherever possible

All pupils are encouraged to take part in the full range of extra-curricular and enrichment opportunities for example: sports day/school plays/special workshops.

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

The participation of pupils with SEND will be tracked and monitored regularly with Heads of Year and other pastoral leaders

Communication

Each student with High Needs Funding or a new Education, Health and Care Plan will have a key contact within the Academy. They will have an Individual Learning Passport, which outlines the student's need, provision, and successful strategies to be used in the classroom. This will be written in consultation with the student and input from parents and carers is encouraged and valued. The Learning Passport will be shared with all teachers and support staff who work with the student, as well as outside agencies, where appropriate. The parent/carer will be sent a copy of the Learning Passport annually, as well as if any amendments are made, and it will be discussed and reviewed with parents/carers at review meetings.

Roles and Responsibilities

<p>The Local Governance Committee</p>	<p>To have due regard to the Code of Practice when carrying out its duties toward all students with SEND.</p> <p>To secure a high standard of provision for SEND students.</p> <p>To report annually to parent/carers on the success of the school's policy, including the allocation of resources from the school's budget.</p> <p>To identify a governor to have specific oversight of the school's provision for SEND students including deployment of funding, equipment and personnel.</p> <p>To ensure that SEND students are included appropriately in school activities.</p> <p>To be fully involved through discussions with SEND staff in developing and subsequently reviewing SEND policy.</p>
<p>Senior Leadership Team</p>	<p>To ensure effective provision for SEND students.</p> <p>To keep the Governing Body well informed about SEND within the school.</p> <p>To ensure that the school has clear and flexible strategies for working with parents/carers of SEND students, and that these strategies encourage involvement in their child's education.</p> <p>To ensure the policy is adhered to and ensure strategies are effective. To regularly evaluate how expertise and resources used to address SEND are used to build the quality of whole-school provision as an integral element of school improvement.</p> <p>Designated Safeguarding Teacher</p> <p>Designated Lead for Looked After Children</p> <p>Line Management of SENDCO</p> <p>To ensure the quality of teaching for students with SEND, and the progress made by students, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.</p>
<p>SENDCo & Deputy SENDCo</p>	<p>To manage the day-to-day operation of the school's special educational needs policy and manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs and disabilities.</p> <p>To co-ordinate the provision for and manage the responses to children's special need</p>
	<p>To support and advise colleagues, contributing to the professional development of all staff</p> <p>To act as an advocate for children with SEND and their families</p> <p>To liaise with external agencies and other professionals to ensure the best support for students with SEND</p> <p>To oversee the records of all children with SEND.</p> <p>To evaluate the special educational needs provision and report to the governing body</p> <p>To oversee transition arrangements from Year 6 and also to post 16 destinations</p> <p>To advise on a Graduated Response to providing SEND support.</p>

Teaching and Support Staff	<p>To have regard for the Code of Practice 2015 when teaching students with SEND.</p> <p>To recognise that all teachers are teachers of students with SEND To deliver high quality teaching, differentiated for individual pupils to remove barriers to achievement using the academy’s Universal Provision guide (Appendix 1)</p> <p>To support the identification of SEND through assessment procedures.</p> <p>To follow the Assess-Plan-Do-Review process and follow the academy’s Graduated Response (Appendix 2)</p> <p>To follow the strategies and recommendations on a student’s Learning Passport.</p> <p>To be involved in the development of the school's SEND policy.</p> <p>To work closely with Teaching Assistants or specialist staff</p>
Students	<p>To engage in the planning of their provision, in particular contributing to their Learning Passport.</p> <p>To make every effort to use any support that is made available in a constructive way</p> <p>To talk to an adult if they are concerned about their progress.</p>
Parents and Carers	<p>To engage in the Learning Passport</p> <p>To encourage and support their child to achieve to their full potential</p> <p>To attend school events and meetings relating to their child.</p>

Links with External Agencies and Organisations

The academy will make full use of expertise provided by external agencies and professionals for identification, assessment and support for SEND students at all stages. Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. The involvement of specialists and what was discussed and agreed should be recorded and shared with the parents and teaching staff supporting the child. The Local Offer, published by Somerset County Council and available on its website, details the range of support available.

Complaints

Initially any complaint about the level of provision for any child with SEND should be addressed through the SENDCO. If the issue is not resolved then the complaint should be raised with the Headteacher. The School Complaints Procedure, available from the school office gives details of the process if there is a need to escalate to Governors. Parents and carers have the right to go to the local authority if they consider the school is not meeting their child’s needs.

The parents of pupils with disabilities also 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

Policy Review

This policy will be reviewed by the Local Governance Committee annually.

Date of Internal Review: January 2022

Date Policy Approved by LGC: April 2022

Name of SENDCo: Laura Gold

Deputy SENDCo: Sue Watson

Appendix 1 - Universal Provision

	Cognition and Learning Needs		Communication and Interaction needs			Sensory and/or Physical needs		Social, Emotional and Mental health	
			Speech and language	Social communication					
What behaviour do you see?	Low levels of progress		Finds it difficult to listen	Doesn't use or understand facial expressions		Poor handwriting		Difficulty remaining on task	
	Difficulties sequencing		Finds it difficult to understand text	Struggles in group work		Unable to sit still		Seeking frequent adult support and reassurance	
	Increasingly low self-esteem and resilience		Difficulty following instructions	Difficulty making and maintaining friendships		Sensitivity to light, sound, touch, taste		Disruptions and attention-seeking behaviours	
	Can't carry out routine mental arithmetic		Doesn't start tasks independently	Anxiety in busy or unfamiliar places		Disorganised		Won't accept adult help or instructions	
	Won't persevere with difficult tasks		Produces short, inaccurate sentences	Prefers to talk to adults or younger children		Poor posture and core stability		Showing signs of frustration	
	Relies on adults		Limited vocabulary	Sensitivity to light, sound, touch, taste		Doesn't do homework		Repeated visits to RTL	
	Limited vocabulary		Unclear speech	Can't cope in unstructured social times				Poor attendance	
	Limited comprehension		Swears without meaning	Refuses to complete homework				Self-injury	
	Reluctant reader		Runs away when frustrated	Rigid routines				withdrawn	
	Doesn't write in full sentences with consistent SPaG		Struggles to remember things	Low self-esteem				Takes a long time to calm down	
	Forgets instructions		Short attention span					Difficulty making and maintaining friendships	

Things to try in the classroom	3 to try...	Use of a laptop	3 to try...	Pre-teach vocab	3 to try...	Exit card	Please refer to individual learning passports for strategies	3 to try...	Fiddle toy
	Key word mats for every topic	Read Write Golc	Use pictures for key words	Clear, simple instructions	Use visual prompts for instructions	Support with transitions		Take time to build relationships, explore students' interests.	Positive language
	Repetition	Pre-teach vocab	Use 'first', 'next' and 'last' for instructions	Use student's name	Have regular and consistent routines	First, next, last boards		Keep calm if a student's behaviour escalates and avoid arguments	Structured and consistent routines
	Scaffold all writing tasks with modelled answers	Read to whole class	Always check understanding of tasks	Extra processing time	Keep language clear and simple	Calm environment and teacher		Equal use of sanction and reward	Regular communication with parents
		'I say it, you say it' for new vocab		Model correct sentences		Traffic light system for anxiety			Offer choices
		First, next, last boards							
		Increase processing time							
		Coloured overlay							

Appendix 2 - Graduated Response						
	Cognition and Learning Needs	Communication and Interaction needs	Sensory and/or Physical needs	Social, Emotional and Mental health	Behaviour	Attendance
Universal	Is classroom provision meeting the needs of the child? See Universal provision guide. What adaptations have teachers made? What was the impact?					
	Discussed at SAM					
	PPI					

Targeted Provision that is 'additional to and different from' the universal	Parent meeting					Letter 1 – medical evidence Letter 2 – warning of WPN PFSA WPN Parent contract	
	Lesson observations						
	Student conference						
	Lunchtime/break club						
	Learning Passport						IBP PSP Boxall Profile ELSA PL time PFSA SEMH teacher Consider putting on SEND register Solution Circle Multi Element Plan Careers appointment Extended work experience
	TA Support						
	Small group English/ Maths Reader, scribe, 25%ET Use of Read & Write Gold The HUB – Study Support Read Write Inc Individualised Literacy Intervention (ILI) Intervention to increase fluency in reading/spelling/numeracy e.g precision teaching	Visual timetable 1:1 Speech & Lang Programme Social use of language Group Forest School ASC keyworker Hub as a safe place	OT programmes Assistance to move around site Medical Care Plan Risk assessment	Boxall profile ELSA Positive report/diary Art as Therapy Social Skills Safe place Keyperson Individual mentoring Forest School Nurture Group Exit Card SEMH teacher Modified timetable Risk assessment Careers appointment			
Specialist Provision	EHA						
	Educational Psychology				TAC/TAF		
	EHCP considered				FIS Managed Move PEVP ASW	FIS TAS EWO – PN Court	
	Emergency Annual Review						
	Learning Support Service Specialist school outreach	Specialist Autism Team South West Autism SALT referral Specialist school outreach	Physiotherapy support OT referral	School nurse REACH EAQ Equus Counselling Young Somerset CAMHS ASW			