



Hogarth Academy

A L.E.A.D. Academy

SEND  
Policy

September 2014

## POLICY FOR SEPTEMBER 2014

### LEAD School's Policy for Special Educational Needs & Disability

#### Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

The 2014 Special Educational Needs and Disability (SEND) Code of Practice

Equality Act 2010

Children and Families Act 2014

#### Rationale:

LEAD Academy is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having additional, special educational needs and/or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

LEAD Academy is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of

learners:

- Girls and boys, men and women
- Minority ethnic and faith groups, travelers', asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning due to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognize that these may be long or short term.

At LEAD Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

LEAD Academy sees the inclusion of children identified as having special educational needs /or disability as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEND approach that locates a problem with the child, to looking at what additional provision we need to make for specific children.

### **Areas of need as stated in the 2014 Code of Practice:**

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication

Children and young people with an Autism Spectrum Disorder, including Asperger's

Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

At Hogarth Academy we consider children to be a minimum of 6APS adrift or 1 full National Curriculum or the equivalent in Early Years Foundation Stage to be placed on the SEND register for Learning and Cognition difficulties.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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 disorder, attention deficit hyperactive disorder or attachment disorder.

LEAD Academy has clear processes in place to support children including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing

impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum. Information on how to provide services for deaf/blind is available through the Deaf/blind guidance.

### **Definition of SEND**

The SEND CoP (0-25 years) 2014 states that:

A child 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.

A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

LEAD Academy also has regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

The SENCO is Calum Stewart, who as a member of the Leadership Team reports regularly to the group on this area.

### Responsibilities of SENCO:

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. Lead SENCOs are a part of the school leadership team.

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have (Education Health Care) EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Nottingham City Council Local Offer and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

### The key responsibilities of the SENCO also include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising a on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

### Roles:

The SEN Governor is Jenny Watts  
 Head Teacher is Fiona Johnson  
 SENCO is Calum Stewart

### Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(\*Except where disapplication, arising from an EHC plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at **School SEN Support**
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.

8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for coordinating SEND provision**

1. The SENCO will meet with each class teacher regular intervals and at the pupil progress meetings to discuss additional need concerns and to review Individual Provision Maps.
2. At other times, the SENCO will be alerted to newly arising concerns by staff completing the Provision Maps.
3. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Reviews will be held every 12 weeks for all children on the SEND register.
5. Targets arising from IEP and Provision Map meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO monitors planning for SEND and supports class teachers with curriculum planning.
7. The SENCO, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the SENCO, and the management team, in line with current pupil needs. Additional support is funded through individual



allocations (MSG L5 and above) bidden for and given from the LA

9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

## **Identification and Assessment Arrangements, Monitoring and Review Procedures**

### **SEN support in school**

Where a pupil is identified as having SEND, LEAD Academy will take action to remove barriers to learning and put effective special educational provision in place. This 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 is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

### **Assess**

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

## **Plan**

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.41 should be readily available to and discussed with the pupil's parents.

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

## **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Nottingham City Council Local Offer should set out clearly what support is available from different services and how it may be accessed.

LEAD Academy should work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment **must** hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)
- therapists (including speech and language therapists, occupational therapists and physiotherapists). The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

### **Requesting an Education, Health and Care assessment**

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

### **Involving parents and pupils in planning and reviewing progress**

LEAD Academy will provide an annual report for parents on their child's progress. LEAD Academy will also provide regular reports for parents on how their child is progressing.

Where a pupil is receiving SEN support, LEAD Academy will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. LEAD Academy will meet parents at least three times each year.

These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents. The school's management information system should be updated as appropriate.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing School SEND Support using Provision Maps to support progress in learning from the LA. In addition, the school may involve outside agencies for intervention strategies e.g. SALT and CEPS.

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning and individual target setting. Differentiation will be recorded in the daily/weekly planning by the class teacher.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making expected or good progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at **School SEN Support** level may need to be made.

### Phase 2 of the Graduated School Provision

**SEND Support** provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Provision Maps For:

1. Cognition & Learning
2. Social, Emotional & Mental Health
3. Sensory And Physical Needs
4. Communication And Interaction Needs

Children will be recorded as receiving SEND Support.

1. Children, who have needs similar to other children with additional needs within the class, e.g. support with blending/segmenting
2. Children whom we consider to have more severe or longer term needs that are likely to need professional advice to support learning in school

Each child requiring SEND Support will have individual targets detailed in either an Individual or group or class Provision Map.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO.**

Provision Maps will record intervention and impact on the child's learning.

**Monitoring** will be carried out at regular intervals at pupil progress meetings. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information make adjustments to the provision for the child, if appropriate.

Individual Provision Maps will be reviewed at least termly. The class teacher will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to the termly review of the Provision Map.

## **Phase 2+ of the School Graduated Provision Request for an Education Healthcare Plan**

### **Stage 1 of EHC Plan**

Parental/School Setting Request 1 to 6 weeks

- Application form received - timeline starts
- School request assessment - the assessment does not start until the PCR has been held and the minutes returned with the school information pack
- Week 1-2 Request information from school and for the PCR to be arranged
- Week 1-2 Request existing reports and information from health, social care and education services
- Week 3 - PCR held
- Week 4 - PCR minutes, reports and information co-ordinated
- Week 5 - Education, Health and Social Care decision panel held
- Week 6 - Parents informed of whether assessment will continue

### **Stage 2 6 to 14 weeks**

- **Week 6 - Yes decision from panel.**
- **All professionals involved will receive a partly pre-populated assessment report form**
- **Professionals will need to consider the provision required and SMART long term outcomes and short term goals for the child or young person**
- **Where the family may wish to take a personal budget, a key worker will begin working with the family**
- **Week 12 - all detailed reports should be submitted**
- **Week 13-14 - information considered and decision made on whether to issue an Education, Health and Care Plan**

### **Stage 3 14 to 20 weeks**

- **Draft Education, Health and Care Plan is produced**

- Parent has 15 days to comment on the plan and confirm if they would like to take a personal budget
- SEN consult with educational placements who must respond within 15 days
- Week 20 - EHCP is issued and parent is informed of their rights of appeal against education, health and social care provision within the plan

### Nottingham City Council EHCP

- Is written in a child centred way
- Contains the child's views, wishes and hopes for the future
- Identifies their strengths and what is working well
- Identifies their difficulties and what needs to change
- Has clear and measurable outcomes and goals
- Paints a clear picture of the whole child
- Identifies clearly the indicative budget for provision

### The School's Arrangements for SEND and Inclusion In-Service Training

- The SENCO attends regular LEAD SENCO meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings by the SENCO or visiting LEAD SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training is available.

### **The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist visits the school when required following discussion



with the SENCO as to the purpose of each visit.

- The LA Inclusive Education Support Service visits when required to provide specific information, share resources and provide in-service training
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties, or Specific Learning Difficulties.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated.
- The SENCO liaises as necessary with a number of other outside agencies, for example:
  1. Social Services
  2. Education Welfare Service
  3. School Nurse
  4. Community Pediatrician
  5. Speech Therapy
  6. Physiotherapy
  7. Occupational Therapy
- Parents/carers are informed if any outside agency is involved and consent gained through the CAF form.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about 'Parent Partnership' which is our local parent organisation, as soon as a child has been identified as experiencing special educational needs. This information is available on

the LA's website under the 'Local Offer' in Family Information Services.

- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Provision Map targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Provision Maps and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
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- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

## CAFS

### **Phase 3 of Graduated Provision for SEN Support: Education Health and Care Plan**

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our LEAD Academy will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious

and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

## **Inclusion of pupils with English as an additional language**

### **Definition**

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### **Ethos**

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### **Admissions**

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

### **Parental support**

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked after in local authority care

LEAD Academy recognises that :

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child's social worker to ensure that there is effective communication at all times
  - celebrating the child's successes and acknowledge the progress they are making.

## **Inclusion of pupils who are very able and/or talented**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary -Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

### **Identification**

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map

### **Provision**

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation.

### **Links with other schools/Transfer arrangements**

- Pre School Liaison Meetings highlight any children as already having additional needs.

Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs.
- Children transferring from LEAD School's to new schools will have a record that gives details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request. If necessary, additional visits will be arranged (sometimes with the support of outside agencies) to make the transition successful for the child.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to their attention by the SENCO, and referrals will be made as appropriate.
- Social Care and the Education Welfare Service will be accessed through the School's Safeguarding procedure as outlined in the Safeguarding Policy.
- There are many voluntary organisations supporting SEND. The SENCO will attempt to locate the most suitable organisation to support the family in supporting their child at home. Information detailing the school's Local Offer will be posted on the school website.

### **Access to the Environment (see also School Access Plan) -**

- Hogarth LEAD Academy is a single site school. Wheelchair access is through the main entrance to the building, which is level and has double doors making it suitable for wheelchair access. Classrooms are open planned which are accessed by wide corridors from which there is also wheelchair access.
- There is currently no shower, facilities. There is currently one accessible toilet and changing facilities for children or adults in the main building. Within F1 there are changing facilities for children.



- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting in all classrooms, curtains).
- Children requiring equipment due to impairment will be assessed in partnership with supporting outside agencies in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

**Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- The school ensures that all children have access to a 'balanced and broadly based' curriculum, and that the New Creative National Curriculum's 2014 programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities are absorbing, rewarding and effectively differentiated and the teaching styles are diverse.
- Staff work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Staff will have regard to LA provision maps as appropriate, refer to Universal and SEN Support provision Maps in Appendix.

- Children with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT where this is appropriate.
- The school ensures that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

### **Access to Information (see also School Access Plan)**

- Any child requiring information in formats other than print will have this provided (e.g. if a child needs to use Braille).
- We adapt printed materials so that children with literacy needs can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Hogarth LEAD Academy uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with additional needs or active CAF will be invited to discuss the provision that can be made to meet their identified needs.

When a child with EAL is identified with SEND we work closely with the parents/carers and outside agencies (where necessary) and where appropriate seek the support of a translator. If there is a Learning and Cognition difficulty, the child may be assessed

using materials in their own language to identify the area of difficulty to be addressed. Once identified as having SEND the school will follow its SEND Policy to ensure the inclusion of the child.

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity.
- The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.
- Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.

### **Terminology, imagery and disability equality**

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational needs' or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of circle time for raising issues of language and other disability equality issues.

### **Listening to disabled pupils and those identified with additional needs**

- LEAD School's encourage the inclusion of all children in the School Council and other consultation groups. We also have circle time throughout the school.
- We include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff have on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

- LEAD School's Academy recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.
- When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

### **Disability equality and trips or out of school activities**

- LEAD School's Academy tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool activities.

### **Evaluating the success of the School's SEND and Inclusion Policy**

An annual evaluation of the policy will be made by all the LEAD SENCOs at the review meeting before updating and publishing the Policy on the school's website. This will be scheduled before the end of every academic year.

### **Dealing with complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.