

SEND Policy

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Governing Body Approved: September 2023

Approved: M Najmul Alam (Chair of Governors)

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Introduction:

Hafs Academy values the achievements and contributions of all our students and we strive to provide an inclusive educational environment where everyone contributes to and is part of our success. We acknowledge that some students have additional learning needs which make it more difficult for them to access the broad and balanced curriculum offered in our school without extra support. The intention of the school SEND policy is to remove barriers to participation and attainment in order that all of our students can aspire and achieve to the very best of their ability. This involves developing academic rigour, personal resilience and the social and emotional skills that are necessary to prepare them for lifelong learning.

Objectives:

Our SEND policy aims to:

- Set out how our school will support and make provision for students with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- The best outcomes for our SEND students are the same as the best outcomes for our non-SEND students in that we facilitate success through nurturing and developing the individual strengths and talents of our young people, regardless of background, previous life experiences and disability. This involves:
 - Early identification of SEND of students attending the school
 - Providing a broad, balanced curriculum which is differentiated to the needs and abilities of each student
 - Ensuring that students with SEND are fully involved in school life and their contributions are celebrated
 - Involving students, and parents/carers, fully in consultation and decision-making about the best provision for students with SEND
 - Ensuring that provision is monitored, adapted and changed as the needs of the student develop throughout his school career
 - Developing a skills base of staff expertise to meet the needs of SEND students, wherever possible, within the school
 - By involving external agencies for advice and to provide services that are beyond the in-house expertise available at the school

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:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Co de_of_Practice_January_2015.pdf

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 (EHC) plans, SEN coordinators (SENCOs) and the SEN information report Definition of Special Educational Needs and Disability (SEND)

A student 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

The Special Educational Needs Code of Practice 2015 sets out four areas of Special Educational Needs into which most areas of need are categorised, including:

- 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.
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.

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. This can take many forms from physical adjustments to the working environment to the availability of specialist technology or support, to providing mental health support, to providing differentiated learning materials and examination access arrangements.

Roles and responsibilities

The SENCO

The SENCO is Kazi Hussain and he can be contacted by email

K.hussain@hafsacademy.org.uk or by telephone on 020 8555 4260.

The SENCO is responsible for coordinating and managing the day-to day educational provision for all students with identified SEND within the school. Specifically, this includes:

- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Working with the Headteacher and SEND to determine the strategic development of the SEN policy and provision in the school.
- Maintaining an up-to-date and accurate register of students with Special Educational Needs and the communication of these needs, and how to meet them, to staff.
- Communicating school procedures for identification, assessment and provision for students with SEND, including screening of students for SEND where possible on entry to the school.
- Liaising with parents and carers of students with SEND. Having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.
- Co-ordinate the monitoring of progress of students with identified SEND.
- Managing inclusion staff and ensuring that their skills are kept up-to-date through relevant training.

- Oversee the monitoring of SEND support in terms of quality of in-class and withdrawal intervention support.
- Advising on suitable whole school SEND training through staff INSETs.
- Liaising with the Local Authority and/or outside agencies where relevant to ensure that students with SEN receive appropriate support and high-quality teaching where expertise is not available within the school.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Being the point of contact for external agencies, especially the local authority and its support services such as the Sensory Impairment Service, Healthy Young Minds, School Nurse, Speech and Language service, Occupational Therapy, etc.
- Liaising with previous and potential next providers of education to ensure students and their parents are informed about options and that a smooth transition is planned, including attending Year 7 and Year 11 Annual Reviews as possible.

The Headteacher

The Headteacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school.
- Ensure that adequate resources are available to support SEND provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability, working closely with the SEND team. Ensure that the school has clear and relevant policies for working with parents/carers in order to promote their involvement in their child's education.

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Ensuring they follow this SEND policy
- Collaborating with the SENCO and parents/carers to formulate the best support for students with SEND, including implementing policies identified in student profiles
- Providing information to the SENCO on students exhibiting potential SEND in order to identify possible areas for support.
- 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 SENCO to review each student's progress and development and decide on any changes to provision.

Admissions

At Hafs Academy, the admissions criteria do not discriminate against any students with SEND in line with the Special Educational Needs Code of Practice (2015).

Primary schools are contacted prior to admission of students in order to establish any additional needs a student might have. Steps taken are:

- Admin calls the primary schools to collect data on future students.

- Vulnerable students are identified in order to provide additional transition support in Year 7.
- The DSL will gather information on students with child protection issues. The SENCO liaises with primary schools in order to identify students on the SEN register who will need additional support in school.
- The SENCO attends the Year 6 annual review of students with Educational, Health and Care plans where possible.
- Transitional notes are created for all Year 6/7 students. Pupil profiles of students with SEND are created to inform staff of need and recommended support.

Identification of SEND and provision

Students with previously identified SEND

Students with SEND already identified are placed on the school SEN register and provision is made to support the students based on available information and the results of any following assessments.

Students with no previously identified SEND

All Year 7 students are screened on entry to the school for literacy difficulties via standardised reading test and spelling tests. Any standard scores below the average range prompts further testing using more detailed reading, comprehension and spelling tests. This helps to establish which intervention(s) is/are best suited for that student. Students achieving low scores during this further testing can be offered withdrawal intervention if their learning needs are significant. Students are given additional support after school and parents are strongly encouraged to seek greater assistance at home.

Class teachers make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- 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 SEN.

Statutory assessment

If a student's needs are significant or complex, or if the student remains a cause for concern despite continued intervention, the student may be awarded an Educational Health and Care Plan (EHCP) through statutory assessment by the Local Authority (LA). These specify the desires and outcomes for the students and the provision needed. The Head teacher, via the SENCO, reviews the provision annually and all associated paperwork is forwarded to the LA. The aim of annual reviews is to:

- Assess student progress in relation to targets set
- Review current provision
- Consider the appropriateness of the EHCP in terms of whether to amend or cease it • Set targets for the coming year

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The aim of this is to facilitate student progress in order that the progress of students with SEND matches or improves upon the progress of similar students nationally.

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

- The teachers' assessments and experiences of the student
- Results of assessments using standardised tests
- Their previous progress, attainment and behaviour
- The student's development in comparison to their peers and national data
- The views and experience of parents
- 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. The school will regularly review the effectiveness of the support and interventions and their impact on the student's progress. For some interventions and support, however, outcomes are not easily measurable using standardised testing, and outcomes are measured by improvements in personal skills, confidence or in organisational skills.

Consulting and involving students and parents

The school will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. Individual needs of students with SEND are discussed in detail on entry to the school in transition meetings with parents. Copies of relevant supporting documentation or advice are requested prior to entry into school in Year 7. For students joining the school later, this information is requested on entry to school.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- The school takes into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- The school will formally notify parents when it is decided that a student will receive SEN support.
- Quality Assurance (QA) monitoring reports and Parents' Evenings throughout the school year provide consultation opportunities with parents/carers to discuss a student's concerns or progress. Additionally, for students receiving SEND withdrawal intervention to support cognition and learning, parents/carers can be invited into school on at least two more occasions to discuss progress following monitoring and assessment.

Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. Where possible, students are taught in mainstream classes. High quality teaching is our first step in responding to students who have SEN which will be differentiated for individual students. Support for students with SEND is provided on a graduated basis of response, as promoted by the 2015 SEND Code of Practice as follows:

- Quality First Teaching

Students' needs are met by the classroom teacher through a differentiated teaching and provision as outlined in student profiles.

- Small group interventions

Examples of these include Maths intervention groups, Year 7 transition groups and spelling and Lexia (phonics) form-time groups.

- Targeted 1 to 1, or 1 to 2 interventions

These interventions are for students requiring more intensive and/or personalised intervention aimed at removing barriers to their attainment. Examples of this are Literacy, comprehension and numeracy groups, or bespoke self-esteem work with particular students.

In addition, certain interventions are provided by external support services such as Speech and Language, Counsellors, Sensory Impairment Service where the expertise to provide this is not available within the school.

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 are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, provision of writing slopes, larger font, etc.
- Differentiating our teaching, for example, giving examination access arrangements such as allowing for longer processing times, or use of a reader or reading pen, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school is fully accessible for wheelchairs users on the ground floor.

Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual subject progress towards their goals each term.
- Reviewing the impact of interventions after a set number of weeks depending on the nature of the intervention offered.
- Using student feedback questionnaires to evaluate the impact of relevant interventions.
- Monitoring by the SENCO.
- Using provision maps to measure progress

- Holding annual reviews for students with EHC plans and regular reviews for students receiving school SEN support.
- Post 16 destination data and NEET data.
- Parental feedback.

Enabling students with SEN to engage in activities available to those in the school who do not have SEN.

All of the school's extra-curricular activities and school visits are available to all our students.

All students are encouraged to go on our residential trip(s) to forge friendships and to develop social and independence skills.

All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of social clubs such as the Reading club to promote
- Teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying

Partnership working

External agencies are contacted as required to support the needs of individual students, many of whom have complex needs. We use specialist staff for assessment for learning difficulties, and Educational Psychologists to assess and recommend support for students with more significant needs. This is primarily done through our local council, Newham council however the school may be able to hire an external Educational Psychologist.