



Special Educational Needs Information Report

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Next Review Date:

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Special Educational Needs Support Offer

Contents

	Page
1. Principles	3
2. Objectives	3
3. Key responsibilities	4
4. Assess	5
5. Code of Practice	6
6. Communication and Interaction	6
7. Cognition and Learning	7
8. Social, Emotional and Mental Health Difficulties	7
9. Sensory and/or Physical Needs	8
10. Plan	8
11. The SEND Team	9
12. Do	10
13. Review	12
14. INSET and Training	12
15. Support Services	12
16. Complaints	13
17. Storage and Managing Information	13
18. Reviewing the Policy	13

1. Principles

- 1.1 Thomas Hepburn Community Academy actively seeks to include students from all cultures and backgrounds regardless of race, gender, ability or social and economic background. We believe that students with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and to be educated alongside peers in their local community mainstream school wherever possible (This is in accordance with the DFES Special Educational Needs Code of Practice 2014).
- 1.2 A Child of compulsory school age or a young person 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 that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- 1.3 The Academy believes that all students should be encouraged and enabled to realise their full potential academically, socially, emotionally and physically according to their age, aptitude and ability.
- 1.4 All teaching staff at Thomas Hepburn Community Academy teach students who have SEND and are accountable and responsible for their progress, attainment and enjoyment.

2. Objectives

- 2.1 Our objectives are:
 - To identify and provide for students with special educational needs and additional needs (in consultation with parents, teachers, the Director of Inclusion and outside specialists where appropriate).
 - To work within the guidance provided in the SEND Code of Practice 2014.
 - To operate a 'whole student, whole Academy' approach to the management and provision of support for SEND.
 - To have designated Director of Inclusion (SENDICO) who will work within the SEND inclusion policy and co-ordinate provision.
 - To provide support, training and advice for all staff working with special educational needs students.

- To develop and maintain partnerships and high levels of engagement with parents.
- To ensure access to the whole curriculum for all students.
- To improve standards of achievement of students by raising their expectations and what is expected of them.
- To enable all students to achieve their full potential in examinations.
- To encourage, develop and strengthen links with special schools and shareholders in the immediate and wider community.

3. Key Responsibilities

3.1. The key responsibilities of the Director of inclusion may include:

- Overseeing the day to day operation of the Academy SEND policy.
- Co-ordinating provision for student's with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.
- Liaising with parents of students with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent and 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 smooth transition.
- Ensuring that Academy keeps the records of all students with SEND up to date.

4. Assess



- 4.1 Identification of student needs will be achieved prior to entry to the Academy where possible, through liaison with partner primary schools and link special schools. Teacher assessment and test results are used assist identification.
- 4.2 All students are assessed on entry to the Academy using the CAT tests. Identification will also take place by diagnostic testing, National Curriculum assessment and by the observations of teachers, parents and non-teaching staff. Students and parents will be able to nominate themselves/their child for screening and diagnostic assessment.
- 4.3 The SEND procedure will allow for the initial identification of SEND students in line with the code of practice. Where appropriate external agencies will also be involved in diagnostic testing.
- 4.4 Students needs will be reviewed via regular SEND meetings in line with SEND support in School and Educational, Health and Care Plan (EHCP) Stages of the Code of practice. At both stages parental, student and staff views will be sought and student profiles drawn up and reviewed at regular intervals. All staff will have a copy of the student profiles including strategies to support each student, and implement them into their lessons in order to help students access the lesson.
- 4.5 Teachers are responsible and accountable for the progress and development of the students in their class, even when the student accesses support from a teaching assistant, or a specialist teacher. High quality teaching and differentiation for individual students is the first step to responding to students who have or may have SEND.

5. Section 6.25 – 6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As such all children who require school support must be registered under one of these categories.

6. Communication and Interaction

6.1 Difficulty communicating with other people due to speech, language and communication needs (SLCN). Difficulty understanding what is being said to them, difficulty finding the words to respond to an individual, or difficulty understanding the social rules of communication. Children and young people with Autistic Spectrum Disorder, Autism or Aspergers Syndrome might have difficulties with social interaction.

6.2 For students experiencing difficulties in this area:

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care.
- Flexible approaches to timetable and enhanced access to additional aids.
- Careful planning of transitions
- Mentoring and/or buddy systems
- Use of specialist outside agencies
- Teaching assistant support

7. Cognition and Learning

7.1 Learning difficulties cover a wide range of needs. A child might be assessed to have moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) or specific learning difficulties (SpLD) which includes one or more specific aspect of learning such as dyslexia, dyscalculia or dyspraxia.

7.2 Cognition and Learning: Within the Academy, students have access to:

- Regular, individually focused intervention and progress clubs.
- Practical and technical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, ICT software.
- Range of interventions to improve literacy skills: Lexia, Accelerated Reader, 5 min of reading at the start of every lesson, literacy and numeracy intervention.
- Adaptations to assessments to enable access e.g. readers, scribe, and extra time.
- Curriculum will be adapted and differentiated to meet the learning needs of the child/young person.

8. Social, Emotional and Mental Health Difficulties

8.1 A child might become withdrawn and isolated, display challenging disruptive or disturbing behaviour. These behaviours might reflect an underlying mental health difficulty such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained. Other mental health disorders include Attention Deficit and Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder and Foetal Alcohol Syndrome.

8.2 For students experiencing difficulties in this area:

- Access to time out/individual work area
- Mentoring
- Access to counselling services
- Supported careers programmes
- Alternative curriculum opportunities
- Opportunities to develop Social Emotional Aspects of Learning

- Use of specialised outside agencies

9. Sensory and/or Physical Needs

9.1 Some children and young people with a physical disability might need ongoing support and specialist equipment in order to access all of the opportunities available to their peers. Visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access learning. Difficulties might be age related and fluctuate over time.

- Physical aids to support access e.g. wheelchair, hearing aids, large print materials (DDA Compliant)
- Access to a specialist teacher/LSA for hearing/visual impaired (outside agency).
- Therapy programmes delivered in the Academy, designed by specialist e.g. Occupational Therapists, Physiotherapists.
- Access Arrangements

10. Plan



10.1 The Director of Inclusion should agree in consultation with the parent any SEND support plan that will be put in place. This can include adjustments, interventions and support to be put in place. All teachers and support staff working with a child should be informed of their needs, the desirable outcomes and any teaching strategies or approaches required. Parents are encouraged to be involved in planned interventions, and to contribute to or reinforce progress at home.

10.2 Thomas Hepburn Community Academy aims:

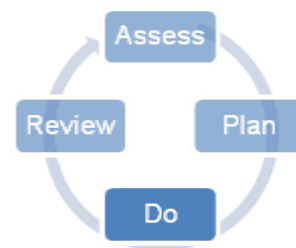
- The staff and governors at Thomas Hepburn Community Academy support a whole Academy approach to special educational needs. We work together as a team, collaborating all that we do for the benefit of all children.
- We believe in a fully inclusive approach.

- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and Academy.
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.
- Through using guidance, nurture, support and challenge we will enable all children to fulfil and reach their potential.

11. The SEND Team

11.1 Roles and responsibilities for SEND provision

Role	Designated Person(s)
Director of Inclusion	Mrs M. Butler
SEN Assistant	Ms S Reiley
SEND Support	Ms Angela Lyden, Ms Jade Taplin. Catherine Robson, Ms Karen Jackson,
Designated Person for Safeguarding and Child Protection	Mrs F McGregor



12.DO

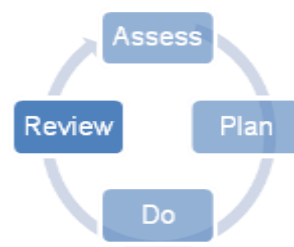
12.1 Graduated Approach to SEND support

Stage	Person Responsible
1. Staff and/or parents to initially highlight concerns to the Director of Inclusion who will offer advice, support and strategies that can be put into place within the classroom as part of Quality First Teaching and differentiation.	Director of Inclusion SLT HOH (Head of House) Head of Department (HOD) Teaching Staff
2. Identify what the barrier to learning is and discuss strategies for Quality First Teaching. Monitor intervention and impact.	Director of Inclusion SLT Teaching Staff Support staff
3. Identification of students who continue not to make progress despite Quality First Teaching Strategies and identify further assessment/intervention. At this stage the ASSESS-PLAN-DO-Review process has completed one full cycle and the child is placed on the SEND register	Director of Inclusion SLT HOH HOD External Agencies
4. Implementation of further intervention and outside agency involvement recommendations.	Director of Inclusion SLT HOH HOD Teaching Staff Support Staff
5. Monitoring of impact and progress to inform future provision, intervention. Director of Inclusion is informed at all stages.	SLT including Director of Inclusion HOH HOD Teaching Staff Support Staff

12.2 Interventions might be carried out within the classroom, during the course of timetabled lessons if this is appropriate. It might be necessary to carry out an intervention prior to the start of the Academy day for a regular 30 minute session requiring the individual to attend Academy early on specific days, or over break and/or lunchtime. Other interventions require withdrawal from lessons for a block of time. In this instance there is discussion between the person delivering the intervention and the student as to how this will best fit in to their Academy timetable.

12.3 The subject teacher remains responsible for working with the child on a daily basis. The subject teacher must work closely with the teaching assistant or specialist teacher to ensure that any intervention which requires 1:1 or group teaching away from the class does not create a gap in another area of learning.

13. Review



13.1 All interventions and/or teaching assistant support put in place will be reviewed to assess their effectiveness and impact on the students' progress. The Director of Inclusion will meet with parent/carer to discuss progress made, and further recommendations.

13.2 If strategies and resources available within the Academy have had little effect over time, there will be a recommendation for the involvement of other agencies as appropriate to ensure that the needs of the individual are being addressed. This will be drawn up into an updated plan.

14. INSET and Training

14.1 In service training in SEND is encouraged. The governing body ensures that money is available for training in SEND, but resources are also available through the LA. Training needs can be identified from a number of sources i.e. when a member of staff highlights a specific problem, when interest is initiated concerning existing difficulties i.e. AD/HD, dyspraxia and particularly to meet inclusion needs.

15. Support Services

15.1 Full and appropriate use is made of all LA and other Support Services available to the Academy. This includes:

- Educational Psychology Services (EPS)
- Alternative Educational Provision
- Specialist Social Worker
- Health Authority
- Directions and Targeted Youth Support Preventions
- Youth Offending Team
- Hearing Impaired Services (HINT)
- Visual Impaired Services(LINT)
- Speech and Language Services
- Specialist Teacher
- Child and young people's services (CYPS)
- Targeted Mental Health Service (TAMHS)

16. Complaints

16.1 Any complaints regarding SEND will follow the same procedure as all complaints in the Academy.

17. Storage and Managing Information

17.1 All information is treated with the highest level of confidentiality and is in line with the Academy's policy on data protection and storage of information.

18. Reviewing the Policy

18.1 The SEND policy will be reviewed annually.

18.2 Gateshead Local Authority Local Offer

<http://www.gateshead.gov.uk/Education%20and%20Learning/Special-educational-needs/home.aspx>