Hope Academy

A joint Catholic & Church of England Academy

SEND Policy

Status	Statutory
Responsible Authority	Local Academy Council
Date Approved	May 2025
Responsible Person	SENCO
Review Date	May 2026
Last Amended Date	May 2025

Staff Responsible for SEND:

- SEND Lead – Mrs P Hible
- SENDCO – Mrs E Frodsham
- Learning Hub Manager – Mrs S. Breslin
- SLT / Head of School – Mrs. M. Adams
- SEND Governor – Ms F McCaul

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Purpose

This policy is designed to set out Hope Academy's aims and objectives for meeting the special educational needs of students. It is important that this policy is read in tandem with the SEND Information Report.

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice; 0-25 years January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools June 2014 – SEND Gateway
- SEND Code of Practice 0-25 Jan 2015
- Schools SEN Information Report Regulations 2014
- Children and Families Act 2014
- Statutory Guidance on Supporting pupils with medical conditions April 2014
- The National Curriculum in England Framework December 2014
- Teachers' Standards 2012

This policy was created by reference to the Academy's SENCO, SEND Governor, in liaison with the SLT, all staff and parents/carers of pupils with SEND and external advisors; this co-production reflects the spirit of the new Code of Practice

This document should also be considered in the light of the following Academy Policies

- Curriculum Policy
- Admissions
- Behaviour for Learning
- Child Protection
- Complaints
- Medical Policy

Our Context, Aims and Objectives

Vision-Mission-Values

- ***Our Vision***
  Serve others through love
- ***Our Mission***
  Working together to inspire excellence guided by Christian values
- ***Our Values***
  Respect, Courage, Ambition, Hope

Our Philosophy

All members of staff, in conjunction with the relevant authorities (Governing Body, Sponsor, Local Authority) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision) and their relative progress will be recorded, valued and reviewed. Appropriate, reasonable intervention will be provided in the light of on-going progress monitoring.

The Aims of this policy

- To ensure that all students have access to a broad and balanced curriculum
- To ensure that students and staff with any disability are not treated less favourably
- To ensure parents/carers of students with SEND are kept informed of their child's progress
- To adopt where possible a whole academy approach to students with special educational needs, ensuring full inclusion were reasonably possible.

The objectives of this policy to enable us to meet our Aims

- To identify and provide for students who have special educational and additional needs
- To fully adopt a graduated approach in line with the Special Educational Needs Code of Practice 2015 to ensure each student's needs are met with a view to maintaining the highest possible expectations for progress
- To clearly identify the roles and responsibilities of Academy staff and SEND Governor in providing an appropriate education for all students with SEND
- To provide a differentiated curriculum appropriate to the needs of individual students
- To provide a focus on student outcomes to ensure appropriate levels of progress
- To provide appropriate opportunities for the social, moral and spiritual development of all students with SEND and encourage full participation in the wider aspects of Academy life, with a long-term goal of developing positive self-esteem, greater independence and preparation for adulthood.
- To involve all staff in training opportunities to enhance expertise across all relevant aspects of SEND
- To liaise with external agencies in order to provide appropriate levels of support to meet individual student needs
- To ensure that parents/carers and students are fully involved in the development of an appropriate curriculum to meet specific needs.
- To provide a timeline of student assessments, reviews and reports to monitor progress against individual targets and to adjust support in the light of progress and the adopted graduated approach.
- To provide appropriate access to resources in light of the whole Academy needs
- To review this Policy annually and amend as required
- To stretch and challenge students to realise their true potential commensurate with their peers
- To identify and implement Special Access Arrangements during internal and external examinations and assessments

Identifying Special Educational Needs

The Code of Practice (2015) refers to four broad areas of need and support

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

It should however be noted that individual students often have needs which cut across all these areas and their needs may change over time.

A definition of special educational needs

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

A Definition of disability

Discrete SEN	Both SEN & Disability	Disability
Mild Dyslexia Difficulties- (social factors) Mild Dyspraxia Minor Speech impairment Mild learning difficulties Speech & Language and Communication	Long-term motor impairment Learning difficulties Hearing impairment/deaf Visual impairment/blind Specific Learning Difficulty Dyslexia Epilepsy ADHD Autism (ASD) Other factors – medical/ mental health Social and Emotional Difficulties	Asthma Diabetes Cancer recovery Mental health issues Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature Cerebral Palsy Brain injury Cystic Fibrosis AUTS2 Chronic Fatigue Incontinence

Please note there are appendices to the policy providing further information on Dyslexia, Autistic Spectrum Disorder and EAL.

Identification of special educational needs

The purpose of the identification processes is to support the provision of appropriate interventions and strategies for the individual student and not to fit the student into a category. The Academy seeks to consider the needs of the whole student.

- Students are admitted to the Academy with special educational needs previously identified by their primary school. The Academy builds strong relationships with partner primary schools to ensure the effective transition of all relevant information
- Reference is made to the student's prior attainment in National Tests
- All pupils are assessed on entry with specific reference to the key skills of literacy and numeracy
- The academy will make reference to concerns raised by teachers, parents/carers and the students themselves
- Liaison is maintained with relevant external agencies involved in additional provision for any student

- Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme.
- Teachers and other staff raise concerns that little, or no progress is made in spite of the use of targeted teaching approaches and a differentiated curriculum.
- Teachers note that the student is working at levels significantly below age expectations, particularly in literacy or numeracy.
- The student presents persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- The student has sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- The student exhibits poor communication or interaction, requiring specific adaptations to access learning.
- Where, following concerns raised, relevant specific testing indicates the need for additional support

The Academy will follow a clear cycle of **ASSESS-PLAN-DO-REVIEW** and parent/carers, students and teachers will be involved in this on-going continuous process.

New Intake Students in Year 7

Primary Liaison

Feeder primary schools are visited and contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school. Transition work will begin during the Spring term once the Local Authority have allocated places to the students.

The LA notifies school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

Initial Screening

- KS2 tests
- Reading Test – GL Assessments
- Maths Tests – GL Assessments
- Spelling Test – GL Assessment/ IDL
- CATS tests
- Tests undertaken by the SENCO as identified

Screening in Other Year Groups

Other screening tests are administered when required.

Staff Observation

- The graduated approach to dealing with SEN concerns has been adopted at the Academy.
- Where members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and/or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referral by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon

Provision to meet the needs of students with special educational needs.

A Graduated Approach is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Approach

Wave 1 – *Quality First teaching by all teaching staff.*

It is initially the role of the class/subject teacher with specialist knowledge of the student and their subject to make adjustments and interventions through the provision of high-quality teaching. Teachers are responsible and accountable for the progress and development of the students in their class including where the student accesses support from teaching assistants, specialist staff, SENCO or external agencies.

The Academy regularly and carefully reviews the quality of teaching for all students including those at risk of underachievement. This includes where necessary improving teachers' understanding of strategies to identify and appropriately support and challenge vulnerable students and those with identified specific needs. Additional intervention and support is not expected to compensate for a lack of high-quality teaching.

Where required an individual learning plan (ILP) will be implemented for relevant students

Wave 2 - *additional support from specialist SEND staff*

This is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as previously noted and through reports and recommendations from the subject teaching staff.

Criteria for Wave 2 include:

- Low numeracy/literacy scores
- Not meeting age related expectations in Key Stage 2 SATs
- Teachers' observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as literacy and numeracy.
- A range of bespoke small group support sessions for wider pastoral issues from the Inclusion Co-ordinator
- Targeted focused support at KS3 and KS4 from Mr Logan, the literacy specialist.

- Targeted focus support at KS3 and KS4 from the numeracy specialists
- Appropriate teaching groups/sets.
- Year 11 registration groups selected for dedicated Maths and English support
- Additional staff training.
- A KS3/KS4 bespoke group of selected students with high needs who require smaller class grouping with additional adult support to ensure they are able to access a broad and balanced curriculum.
- Individual, personalised guided options meetings for students in year 9 with high needs to ensure the most appropriate courses are selected during the options process.

The SENCO and relevant teachers consider all the information gathered about a student's progress alongside national data and expectations of progress; the student and their parents/carers are also involved in this process to ensure that there is clarity about any decisions regarding further levels of provision.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the Academy seeks advice and involvement from external support services.
They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Individual Learning Plan is revised, and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

Wave 4

Statutory Assessment/Education, Health & Care Plan

If a student fails to make adequate progress and/or has demonstrated a significant cause for concern, the academy and/or parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocates students with EHCP's or Top-Up funding a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved in this process
A statutory formal review of the EHCP will take place annually with all relevant parties invited.

Individual Learning Plan

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Individual Learning Plan and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision. All students with SEND have an Individual Learning Plan and their progress is closely monitored. This will be attached to Arbor, available for all staff to access.

Special Access Arrangements

Students who may be dyslexic, have cognitive processing difficulties, or a physical or sensory impairment may be eligible for Special Access Arrangements. Teachers will provide evidence of the student's difficulties and the SENCO will arrange for a specialist to assess the student for 25% Extra Time, a Reader, or a Scribe. The SENCO and Exam Officer will apply to JCQ for approval based on

the test evidence gathered. The SENCO is responsible for organising and implementing the Special Access Arrangements in liaison with the subject teachers.

Transitional arrangements under the new Code of Practice 2015
The Academy will follow the guidance provided in the DFE's Transition to the new 0-25 special educational needs and disability system March 2015.

The above guidance is reviewed periodically during the transition period up to 31st March 2018

Students who currently have statements of educational need will gradually be transferred to Education Health Care plans in line with the relevant Local Authority's published transition plan.

Contents of the Individual Learning Plan include:

- Access arrangements information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

Academy support for students with special educational needs

Reporting of students' needs to all members of school staff.

Providing an appropriate curriculum, taking into account,

- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans.

Delivering an appropriate curriculum, taking into account,

- Suitable teaching materials
- Effective, differentiated teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.
- Robust data analysis to measure progress against set targets

Providing learning support through

- Curriculum development
- Support teaching
- Bespoke training
- INSET for all staff
- Individual Learning Plans
- Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
- Teaching Assistants and teachers collaborate effectively.

RISE Base (Reintegration Into Secondary Education)

This is a facility where students who may have SEND can receive specialist therapeutic support for emotional deregulation through a variety of small group interventions, working in a quiet environment. Interventions are temporary and time limited to re-integrate students into mainstream curriculum lessons.

Using outside agencies

Where it is necessary and appropriate you may also wish to refer to the Local Offer of St Helens Council which can be located on:- https://www.sthelens.gov.uk/send/

Monitoring individual progress and making revisions where necessary:

- Using data regularly and feeding back to students, teachers and parents/carers
- Encouraging students with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.
- Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

The Learning Support Department

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list).

Curriculum development:

- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

In-service Training

- The SENCO provides induction for ECTs and other new staff at the school on Code of Practice procedures at Hope Academy.
- Individual departments can ask for training from the SENCO as required, for specific purposes or generic training.
- Whole school CPD, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.
- The SENCO arranges a high-quality programme of CPD for the teaching assistants every week to keep up date with the changing diverse needs of the school community.

Improving Levels of Literacy

Literacy skills are seen as essential to ensure students are able to access all aspects of the curriculum. Students' literacy levels are regularly assessed and inform the Individual Learning Plans and the intervention strategies implemented to aid student progress.

Access All Areas is a whole school approach to raising literacy standards where students are effectively immersed in improving their reading skills across all subjects. In addition to this, students with SEND also access the following bespoke programmes of support:

- Lexia Software programme
- Read Write Inc. Fresh Start programme
- NASEN reading programme.
- Guided Reading

All teachers are seen as teachers of literacy and there is a whole academy Literacy Policy which is seen as a key policy document for enhancing learning skills.

Allocation of Resources
The academy is funded to meet the needs of all its students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Structure of SEND

Roles and Responsibilities

SEND Lead: Mrs P Hible
Qualifications: BSc; BEd; MA (Advanced Educational Practice)

SEN Coordinator: Mrs E Frodsham
Qualifications: BA; PG Cert Special Educational Needs Co-ordination

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

SEN Coordinators

- Disseminating information and raising awareness of SEND issues throughout the school.
- Responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and Performance Management/Appraisal
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Individual Learning Plans for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Liaising with Subject leaders
- Liaising with outside agencies
- Analysing student data and recommending amendments to provision
- Liaising with parents/carers
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Advising re the preparation of appropriate learning resources.
- Liaising with schools including feeder primaries and specialist provision
- Liaising with other SENCOs, both locally and nationally.
- Contributing to in-service training and external training (as appropriate).

- Being involved in preparing the SEND report, which the Principal presents to the Governors.
- Being responsible and accountable for the whole school SEND resources and sharing with the Principal and CFOO responsibility for the allocation of funding devolved directly from the LA.

Governing Body:
SEND Governor: Mrs F McCaul – Former Teacher within Hope Special School, Wigan LA

- In partnership with the Principal, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the academy development plan, which includes provision for SEND.
- Monitoring the policy through the academy's self-review procedures.
- All governors are informed regarding the academy's provision, including funding, equipment and staffing.
- Reporting annually to parents on the academy's policy through the website.

The Principal along with SEND Lead, Mrs P Hible and SENCO, Mrs E Frodsham

- Setting objectives and priorities in the academy development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the academy's overall financial resources.
- Informing the Governing body relating to all relevant aspects of SEND provision and progress

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from Academy capitation.
- Raising awareness, of Academy responsibilities towards SEND.
- Monitoring of progress of students with SEND

Other Staff:
"All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated and scaffolded methods of access to the curriculum, in conjunction with the Learning Support Department
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Individual Learning Plans are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENCO.

Teaching Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Assist in the production of appropriate learning resources
- Monitor progress against targets using Individual Learning Plans and Arbor.
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review process either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.

- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

Other

- Communicate SEND issues to and from the Academy.
- Raise awareness of SEND issues at Departmental/Academy meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

Admission Arrangements

Admission arrangements are outlined in the school prospectus and on the school's website.

Inclusion

At Hope Academy, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the academy's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education. Students with SEND are integrated and included fully into the life of the academy as a whole, including its social and cultural activities.

The academy believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment.
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.
- the family and community should work together.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- SLT Learning Walks
- SLT formal reviews
- Reports from external agencies
- The SENCO reviewing procedures in consultation with subject leaders and outside agencies.
- Feedback from departments, outside agencies.
- Number of complaints received.
- Attitudinal studies undertaken by students
- Expert external assessor visits
- Students' progress against baseline assessments

Partnerships to support and Develop SEND in school

- The SENCO liaises closely with individual Senior Leaders, Head of Year and Heads of Department. Information and concerns are always discussed with the appropriate member of staff.
- Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents
Hope Academy actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls, emails or home-school books.
- New parents can attend the Open Evening in the autumn term prior to transfer.

Students
Hope Academy acknowledges the student's role as a partner in his/her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Students' views, where appropriate, are recorded as part of the Review process and their views are valued and listened to.

External Support
The Academy aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Hope Academy include (this is not an exhaustive list and can also be found on the School website under Local offer):

- LA SENDCO briefings- The SENCO attends Local Authority meetings once per term with the Educational Psychologist, LA SEND Case Managers, School Health 0-19 team and LASCS representatives to remain up to date on referrals and best practice in supporting the needs of students
- TESSA Triage Service
- The Educational Psychologist
- The Child and Mental Health Services (CAMHS)
- (Connexions) Service for Young People
- School Health 0-19 team
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- The Parent Partnership
- Behaviour Improvement Plan

Between Schools
The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-Briefing' meetings.
- At the All Saints Multi Academy Trust SENCO meetings
- At archdiocesan SENCO meetings
- On the transfer of a student with SEND

Transfer Arrangements
All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for all students with SEND and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school.

Documentation relevant to the last Review is forwarded to Post 16 placements.

Complaints Procedure

Initially, all complaints from parents or carers about their child's provision are made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure may be followed. The Academy Complaints Policy is available in the Policy and Procedures section of the Academy's website.

The Local Offer

More information is available on the St. Helens website for parents regarding external support for students with SEND in the St. Helens Local Offer:

https://www.sthelens.gov.uk/send/

Related Policies

Policies relating to the SEND Policy can be found on the Hope Academy website:

SEND Information Report
Disability Policy
Behaviour for Learning Policy
Equality and Diversity Action Plan

Policy Review

This policy will be reviewed every year in line with the Academy's rolling programme of policy renewal and to meet any amendments to the statutory regulations pertaining to Special Educational Needs and Disability

Date of next review: **Annually**

Appendix 1

Dyslexia

Information Notes

Introduction

Dyslexia is a learning difference, a combination of strengths and weaknesses that affects the learning process in reading, spelling, writing and sometimes numeracy. People affected by dyslexia may also have accompanying difficulties in short term memory, sequencing and the speed at which they process information. These are key skills that are relevant both in the classroom and in many aspects of life.

Purpose

Learning problems arise if dyslexia is not recognised and the teaching inappropriate. Hope Academy views dyslexia as a learning difference, and those students who are within this group are understood to have their own profile of learning strengths and preferences. The approach endorsed by the Academy is that students with dyslexia (together with all students that have individual needs) should expect to have their learning needs met through appropriate differentiation and the use of whole class strategies that empower all learners. This is in line with the Academy's SEND Policy.

Principles

Our guiding principle is to create an inclusive academy that meets the academic, social and emotional needs of all its students.

We believe that students with dyslexia, like all students, need to have their achievements celebrated so they develop into confident and optimistic adults.

We acknowledge that both discrete specialist teaching and dyslexia-aware whole class approaches are integral to creating a truly dyslexia-friendly school.

Aims

We want our students affected by dyslexia to have full access to the curriculum and to be confident that teachers have strategies in place to meet their needs.

We want discrete specialist teaching to be available to some students with dyslexia. We believe provision should be focused in Years 7 and 8 and 9, with the aim of developing independent learning skills from Year 10 and beyond.

We want appropriate technology to be available to support independence.

Identification

The liaison between Primary schools and Hope Academy prior to students commencing Year 7 will inform the Learning Support department of those previously identified as having special educational needs, including needs of a dyslexic type. In addition, the initial screening process that takes place in the first term may alert staff to students whose learning needs require further investigation. The

academy will use a screening tool to undertake testing and help develop a suitable programme of intervention. Should students not make the expected progress after the intervention then they may be raised at the termly planning meeting with the possibility of requesting further external agency support. The SENCo will liaise with the Examination Officer to ensure that exam access arrangements for students with dyslexia are put in place for those needing such provision, in line with JCQ guidelines. Students may be identified as having dyslexic type needs at any point through their school career. It appears that some students who manage the learning demands in lower year groups may show themselves to have specific learning needs when greater speed and organisation is required in the higher year groups.

Mainstream approaches/in class support

The SENCo will be available to help teaching faculties gain understanding of dyslexia and to develop inclusive teaching approaches. Information on each dyslexic student's skill level and learning needs are available on Individual Information sheets.

While recognising that each subject has its own teaching and learning demands, there are some basic dyslexia-friendly approaches that have cross-curricular relevance. Guidance regarding dyslexia-aware teaching is also available in school. Classroom teaching assistants have a key role to play in supporting students with dyslexia. All teaching assistants have regular training that includes the support of students with dyslexia.

Discrete dyslexia programmes

Students identified as having dyslexic style learning needs are withdrawn from Inspire to complete Lexia, a computer-based programme to help develop literacy skills. It is an individually planned session for each student. For most students this is one hour per week. In some cases, students will be withdrawn from mainstream classes to receive intervention. This could be one to one or in small groups. Care is taken to spread time between subjects, which is achieved by changing the timetable each half term. However, we are aware this is both challenging for the students and may still disrupt learning in affected subjects.

Monitoring and evaluation

Individual students' progress will be assessed through twice-yearly reading and spelling tests. In Years 10 and 11 assessments will be focused around data required for Exam Access Arrangements, updating individual information sheets where necessary. An on-going record will be kept of student progress and learning needs are an integral part of the information kept as part of lesson planning and review.

The Future

The academy will endeavour to extend experience and expertise and will seek accreditation as a Dyslexia Friendly School.

Appendix 2

Autistic Spectrum Condition

Introduction

There are a number of pupils at Hope Academy who have a diagnosis of an autistic spectrum condition, the primary characteristics of which are as follows.
Difficulties relating to:

- non-verbal and verbal communication,
- social understanding and social behaviour,
- thinking and behaving inflexibly (rigidity of thought) according to the situation
- sensory perception and responses.

Pupils with an ASC commonly experience unusual sensitivity to sound, touch and visual stimuli. Reference to 'a spectrum' of difficulties is made because there is a change in the child's needs over the years of his/her development and the difficulties vary. This information document, in line with the SEND Policy, sets out the academy's aims, principles and strategies for the education of pupils with an autistic spectrum condition. It will form the basis for the development of autism-specific practice in the academy.

Purpose of these information notes

In order to ensure that pupils on the autistic spectrum are able to access the broad, balanced and relevant curriculum offered to pupils throughout our school the additional difficulties characteristic of pupils on the autistic spectrum need to be considered. Their needs should be taken into account in all aspects of their school life, including the school environment, planning, teaching and learning objectives.

Aims

To ensure the following key principles underpin our practice to enable us to provide the best possible education for pupils with an autistic spectrum condition.

- Knowledge and understanding of autistic spectrum condition throughout the academy.
- Knowledge, understanding and implementation of established interventions and approaches.
- Knowledge and understanding of general and specific behaviours and behaviour management approaches.
- Academy staff are kept up to date with current research relating to the education and wellbeing of pupils with an autistic spectrum condition.
- Provision of pupils on the autistic spectrum is continuously monitored and evaluated as part of the self-evaluation process, in line with the SEND Policy.

Equal Opportunities and inclusion

Pupils with an autistic spectrum condition may be taught in an autism-specific class or tutor group or may be included within a generic class on a full or part-time basis. They may also access sessions in other mainstream settings. The decision as to where a pupil is placed, and their degree of inclusion will be based upon individual need; assessed and agreed at annual or interim review.

Sensory Issues

Sensory profiles are drawn up for pupils in specific classes using a sensory assessment. Sensory profiles are devised by the Occupational Therapist who will conduct an assessment after referral by the SENCO if necessary. Sensory assessments are monitored and reviewed at annual review. Staff will liaise with OT to ensure the programme is adapted as needs change. Similarly, students with the condition ADHD require movement breaks as part of their sensory needs and benefit from following an exercise programme for 20 minutes delivered prior to lessons in the morning and 20 minutes during the afternoon. The programmes are provided by OT.

Environment

Many pupils with an autistic spectrum condition have sensory difficulties which can result in unusual or uncomfortable perception of sound, sense, touch, sight and smell. This means that many children are unable to focus upon teaching activities and are distracted by noise and visual or other stimuli. This has a profound effect upon their ability to learn and impacts behaviour when sensory input causes extreme discomfort or pain. Pupils on the autistic spectrum also have difficulties with flexibility and require clear visual support to understand routines and expectations. Therefore, we try to reduce environmental anxiety and distress by the following:

- Providing an environment which is calm, distraction free and has a low level of visual and auditory stimulus.
- Providing students with a high degree of visual and physical structure.
- Providing students with a means of requesting withdrawal to a chill-out area (safe-space) when their levels of anxiety become raised.

Approaches and Interventions

The teaching philosophy at Hope Academy embodies the rationale of the TEACCH approach. However, in order to meet the needs of all pupils across the spectrum we use an eclectic mix of established and researched approaches and interventions, drawing on best practice and continuously monitoring and evaluating their use. Interventions and approaches include PECS (Picture Exchange Communication System), Intensive Interaction and Social Stories.

Assessment

On entering the academy all students will have a profile of need completed. This will highlight 'pro-active' interventions (interventions already known and being used). There is also space for 'reactive' interventions that reflect what we are learning as we work with our young people. Such reactive interventions can feed into the pro-active aspects. All pupils are assessed using PIVATS, evaluation of annual progress targets, ILP targets and behaviour plans and informal assessment against the triad of impairment. Assessment outcomes are reported at Annual Review.

Curriculum

Underpinning all teaching and learning is an emphasis on the development of independence, social interaction, social understanding and social communication. Lessons are planned to facilitate development in these areas but specific teaching, for example in social skills, life skills and sensory desensitisation are also necessary. We believe in providing many 'real life' opportunities, for example, educational visits are used to help reduce rigidity, develop appropriate social skills such as waiting in shops or having a snack in a café and learning about road safety. Students access a full differentiated curriculum delivered in a way that addresses the triad of impairment and sensory issues.

Behaviour

Behaviour is often a means of communication and we endeavour to understand the function behind the behaviour. Specific strategies are used to reduce anxiety and promote feelings of well-being and to modify unwanted behaviours and promote more appropriate ones. Students will have individual behaviour plans (if appropriate) that are regularly reviewed and updated with parents and healthcare and education professionals and form part of the documentation for Annual Review. All class-based staff are trained in positive handling (Team Teach).

Continuity of Approach

We recognise the importance of generalising the skills that pupils learn across academy, home and respite settings. Class teachers regularly liaise with multi-disciplinary teams, respite workers, parents and carers to ensure continuity of approaches in and out of the academy.

Training

All TAs have attended internal training on autism-awareness and good practice.

The Future

We shall continue to build on our expertise and experience by means of further specialist training, feedback from students, parents / carers and working alongside relevant external advisors.

Appendix 3

English as an Additional Language (EAL)
Information Notes

Aims:

Hope Academy is committed to making appropriate provision of teaching and resources for pupils who have English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement due to language difficulties. The academy will identify pupils' needs, recognise the skills they bring and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have an entitlement to the National Curriculum.
- The academy applies the three principles of inclusion as identified in the National Curriculum Handbook: i) setting suitable learning challenges ii) responding to pupils' diverse learning needs iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils
- A distinction is made between EAL and Special Educational Needs
- Language is central to our identity; therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and Differentiation

Lesson planning will include suitably differentiated work to match EAL pupils' needs.
All staff are provided with a booklet - 'Teaching Strategies for EAL Pupils'.
Key features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, and uses of language or forms of text.

Literacy and Numeracy

Classroom activities have clear learning objectives and appropriate support, and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings, setting and seating arrangements to ensure that EAL learners have access to strong English language peer models.

Planning, Monitoring and Evaluation of EAL Pupils

On entry to Hope Academy information is gathered about:

- Pupils' linguistic background and competence in other languages.
- Pupils' family background
- Pupils' previous educational experience.

The pupils' level of English is identified with reference to Stages of English as an Additional Language by the Local Authority EAL Service.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils as part of the whole-school assessment and monitoring system.

Special Educational Needs and Gifted and Talented Pupils

The Academy recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to Academy SEN provision. Similarly, the Academy recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. Again, we must ensure appropriate challenge and support are provided.

Assessment and Record Keeping

The staff will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements, where necessary.

Where possible and appropriate, the Academy will provide opportunities for EAL pupils to take a GCSE examination in the home/first language.

The Academy analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

A range of resources are used to support pupils' linguistic development e.g., differentiated worksheets, key word lists, bilingual dictionaries etc.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new pupils and their families and carers. In line with the Academy's Accessibility Plan we ensure that appropriate translations of home academy communications are provided were reasonably possible.

We take account of parents'/carers' linguistic, cultural and religious backgrounds when developing home-school links in line with the Academy's Accessibility Plan

As noted above we aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

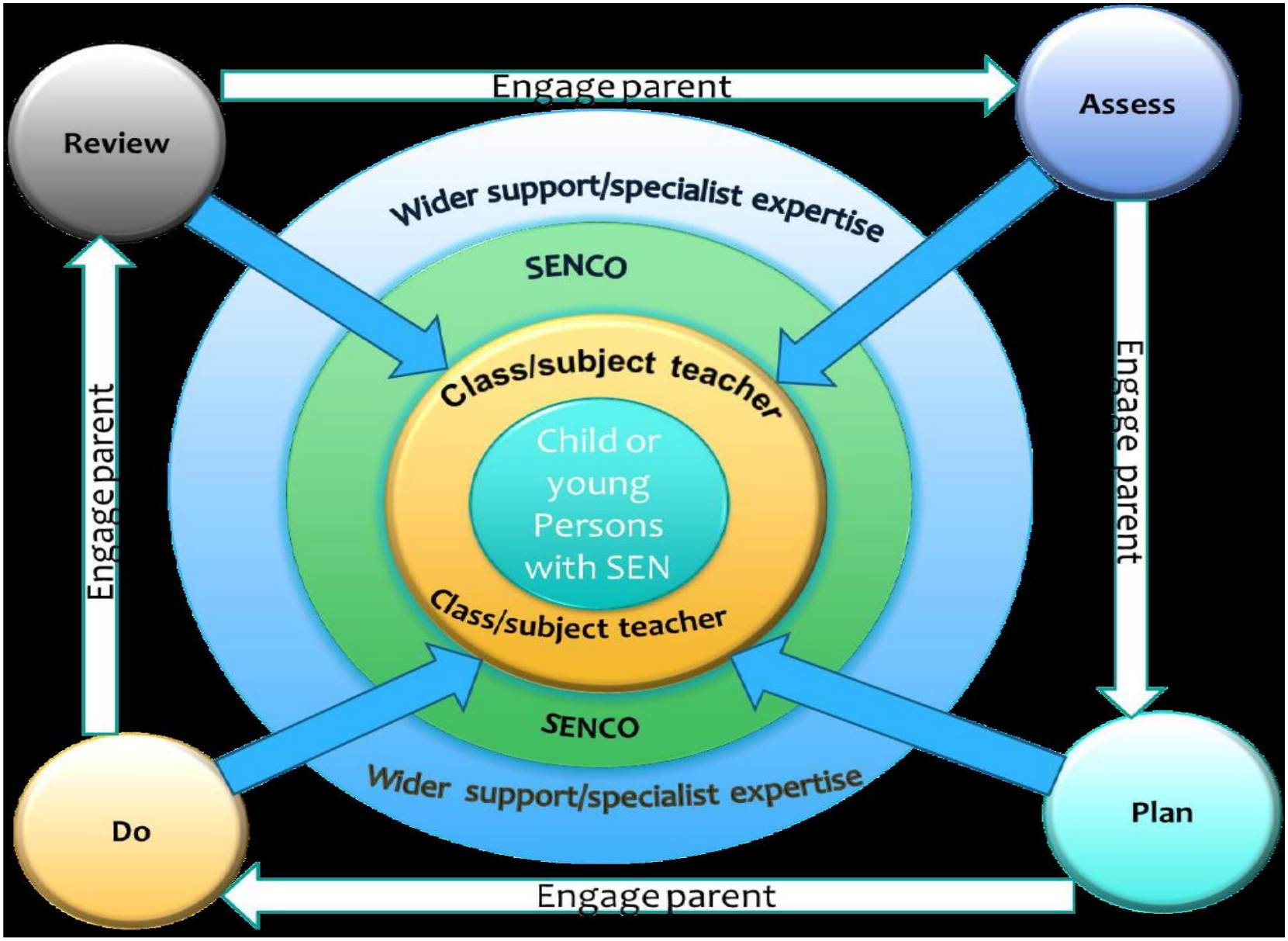
Students, parents/carers and the wider community will be involved in the continuing development of expertise in the area of EAL in order that the Academy may further develop best practice models of support and delivery.

Staff Development

The school will provide INSET for staff to ensure that provision for EAL pupils is appropriately delivered.

School data will include relevant information on minority ethnic/EAL pupils. This will enable the school to monitor targets.

The Academy will endeavour to continue to extend experience and expertise in relation to EAL by further training and research of best practice nationally.


Engage parent
Review
Assess
Wider support/specialist expertise
SENCO
Class/subject teacher
Child or young Persons with SEN
Class/subject teacher
SENCO
Wider support/specialist expertise
Engage parent
Engage parent
Do
Plan
Engage parent