



**EMPOWER**  
LEARNING ACADEMY TRUST

**POLICY ON IDENTIFYING  
AND PROVIDING FOR  
PUPILS WITH SPECIAL  
EDUCATIONAL NEEDS AND  
DISABILITIES**

**Agreed by M.A.T. Board: November 2018**

**Next Review Date: November 2021**

## GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

### **Three principles for inclusion**

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities the Empower Learning Academy Trust policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010 and the Children's and Family Act 2014, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the Academy along with pupils who do not have special educational needs;
- to ensure that each Academy has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the pupils concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable pupils with disabilities to access the whole Academy curriculum including school trips and out of school hours activities and learning;

- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

This policy has been written with due regard to the **Statutory guidance for local authorities and organisations providing services to children and young people with SEN** published in August 2014 and therefore the Academy will adhere to the guidance outlined regarding the transition from Statements to Education, Health and Care Plans. Whilst this transition is ongoing, the two terms should be viewed interchangeably for the purposes of this policy where appropriate.

### **ROLES AND RESPONSIBILITIES**

In attempting to achieve these objectives, the Local Governing Committee, the Headteacher and the staff of each Academy will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

**Local Governance Committees (LGC)** will fulfil their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the implementation of the Trust's SEND policy and their Academy's Accessibility Plan and ensure provision is an integral part of their Academy development plan. All LGC members, along with the SEND link member will be knowledgeable about their Academy's SEND provision, including how funding is deployed. The LGC members will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

**The Principal/Headteacher** has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. He/she will work closely with the Academy's SEND coordinator (SENDCo) and will keep the LGC fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. He/she will ensure all members of staff to participate in training to help them to meet the objectives of this policy including that the SENDCo has the statutory requirements for the performance of his/her duties.

### **The Special Educational Needs Disability Co-coordinator (SENDCo)**

- The SENDCo is a qualified teacher and meets the statutory standards for practice as a SENDCo. The SENDCo will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

See **Appendix 1** for the SENDCo's full job description.

**All staff should** be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

**The Responsible Person:** The Academy has informed the LA that, when the LA conclude that a pupil at the Academy requires an Education, Health and Care Plan, they should inform the Responsible Person of each Academy who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

### **ADMISSIONS**

Each Academy aims to meet the needs of any pupil whom the parent wishes to register at the Academy as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Empower Learning Academy Trust makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at the Academy.

Where a pupil due for admission is known to have special educational disability needs the SENDCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

## **SPECIAL FACILITIES**

**Each individual Academy's Accessibility Plan outlines how access to the curriculum and physical environment for disabled pupils is enabled.**

**The Action Plan shows how the individual Academy will improve the access to its curriculum and physical environment. This includes the consideration of "auxiliary" aids which may enable pupils with a disability to access the curriculum. The Accessibility Plan also shows how the Academy will improve the delivery of information to disabled pupils and involve them in its plans.**

## **RESOURCES**

When the Trust Board approves each academy's budget, consideration will be given to the resources allocated to meeting special educational needs. The individual academy's annual SEND report will include this information. The Principal/Headteacher will manage the allocated funds and will ensure that the best use is made of these resources. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEND support required by a young person.

## **STAGES OF INTERVENTION AND PROVISION**

Access to each academy's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching; Universal provision. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes; Targeted provision. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEND Support); Intensive provision.

### **Support/Graduated Intervention**

**This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.**

- 1) An important feature of SEND support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENDCo identifies a pupil with special educational needs the individual academy will ensure the provision of interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the academy's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
- 2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
  - makes little or no progress

- shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
  - persistent emotional difficulties which continue despite management techniques generally used in the Academy
  - has significant sensory or physical problems that impact on their ability to learn
  - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum
- 3) The SENDCo will facilitate the collection of all available information about the pupil.
- By informing parent/carers and seeking their views.
  - By reviewing all school information including Assessment and Tracking data on the pupil.
  - By seeking the views of the pupil.
- 4) Information will be collected from;
- Relevant staff within the academy
  - Assessment and Progress tracking information
  - Parents/carers and the pupil
- 5) The SENDCo will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.
- 6) The pupil's subject and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
- 7) The SENDCo will co-ordinate planning through a Pupil Profile Plan which includes desired outcomes in discussion with appropriate staff, the pupil and parents.
- 8) All staff will be involved in providing further help to pupils.
- 9) The Desired Outcomes will be discussed with the pupil and parents.
- 10) The Desired Outcomes will be reviewed on a termly basis.
- 11) The pupil and parents will take part in the review process and will be involved in setting further outcomes. Subsequent Pupil Profile Plans will reflect strategies to meet their needs and show a graduated response to those needs
- 12) If necessary a request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCo in consultation with teaching staff, parents and pupil.
- 13) Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
- 14) Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
- 15) If the pupil:
- continues to make little or no progress in specific areas over a long period of time

- continues working at standards substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised management programme
- has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
- is receiving at least £6000 of support and any pupil premium to which they are entitled

then a statutory assessment may be sought from the Local Authority for an Education Health Care Plan.

### **Academy Request for a Statutory Assessment**

The SENDCo will again take a leading role and will provide information including:

- the Academy's action through Assess, Plan, Do, Review cycles
- Pupil Profile plans for the pupil
- records of regular reviews tracking progress for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals when appropriate
- involvement of the social services or education welfare services when appropriate
- pupil attendance details

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The individual Academy's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

### **Education, Health and Care Plan**

If the LA does draw up an Education, Health and Care Plan then the Academy's role is as follows.

- 1) The SENDCo will implement the recommendations
- 2) Desired Outcomes will be set and reviewed at least three times a year. The strategies to meet those outcomes will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The SENDCo will seek;
  - written advice from parents and professionals
  - ascertain the views of the pupil
  - convene the review meeting
  - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are;
  - the pupil's parent/carer
  - relevant teacher/s
  - the pupil
  - Any other relevant professional and, in the year of transfer to further education, SENDCo or representatives from colleges/sixth form colleges etc.
- 6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest. It is possible that meetings may take place over more than one day to give all concerned some thinking and response time.

### **The Annual Review in Year Nine**

The annual review of the Education, Health and Care Plan in Y9, and subsequent years, will consider all the same issues as at other reviews but will specifically focus on preparing for adulthood, including employment, independent living and participation in society. This must be built into the Plan. This process will be supported by The Independent Participation Advisor.

### **The Final Review in School**

The final annual review carried out preferably in the Autumn Term in the Academy will identify the young person's likely destination on leaving school.

## **INCLUSION**

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of the Empower Learning Academy Trust community.



Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the Academy has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill.
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate, and some alternative has been arranged.

### **INVOLVING PUPILS AND PARENTS/CARERS**

The views of parents will be sought at all stages of assessment and provision and the Academy will be ever mindful of the parents' rights under the revised Code. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

We will endeavour to build up positive collaborative relationships with parents which will result in a comprehensive balanced future of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

### **PARENT PARTNERSHIP SERVICES**

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website [www.havering.gov.uk/pips](http://www.havering.gov.uk/pips). Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

### **WORKING WITH OUTSIDE AGENCIES**

The SENDCO will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the Academy. Health Care planning will follow the protocol agreed by Health and Education. The Headteacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

## **COMPLAINTS**

If there is any cause to raise a complaint regarding the special educational provision that is made for a pupil, the Empower Learning Academy Trust's Complaints Policy will apply. This policy applies to all concerns and complaints other than those relating to Child Protection issues or to cases where parents wish to appeal against a decision by the Principal/Headteacher that a student be required to leave the Academy as a consequence of a permanent exclusion.. Separate policies apply to each of these exceptional cases only.

## **MONITORING AND EVALUATION**

The Local Governance Committee ensures that SEND provision is an integral part of the Academy development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". Examination analysis, ASP reports, attendance and exclusion data, destination data and the annual SEND Report will be used to support these processes.

## **SEND INFORMATION REPORT, LOCAL AND ACADEMY OFFER**

Each Academy will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at [www.havering.gov.uk/directory](http://www.havering.gov.uk/directory)

The 'Academy Offer' will be published annually on each Academy's website.

## **REVIEW OF POLICY**

This policy will be monitored for compliance and amended as appropriate every year and will be fully reviewed and updated every three years.

## Local Variations

### Hall Mead School

#### SPECIALISMS

##### Resource Offer

##### LOCAL OFFER SERVICE INFORMATION

<b>Service Name:</b>	Hall Mead
<b>Address:</b>	Marlborough Gardens
<b>Town:</b>	Upminster
<b>Postcode:</b>	RM14 1SF
<b>County:</b>	Essex
<b>Phone:</b>	01708 225684
<b>Fax:</b>	01708 220232
<b>Email:</b>	<a href="mailto:office@hallmeadschool.com">office@hallmeadschool.com</a>
<b>Web address:</b>	<a href="http://www.hallmeadschool.com">www.hallmeadschool.com</a>
<b>Contact Name:</b>	Mrs E Bint, Head of the Resource.
<b>Position:</b>	Director of Access and Autism
<b>Direct email:</b>	<a href="mailto:ebint@hallmeadschool.com">ebint@hallmeadschool.com</a>
<b>Direct phone:</b>	01708 225684 ext 257
<b>Service Summary:</b>	Hall Mead School has a specially resourced provision for up to 10 students who are on the autistic spectrum.
<b>Service Details:</b>	<p>The Autistic Resource is not a separate unit but an approach which deals with students on an individual basis. The aim is to integrate the students into the mainstream classes as much as possible. However timetables are personalised to reduce anxiety and students can be taught on a one to one basis. Life skills are an important element of the curriculum offered and shopping, managing money and travel training are also taught. There are a range of activities offered in a social club at break and lunch times.</p> <p>The Resource has a Personal Development Centre with a kitchen</p>

where students can learn independence skills. Students are encouraged to make their own breakfasts and snacks.

**Further Information:**

Further information can be obtained from the Head of the Resource at the contact details given above.

**How to access the service:**

Only students with a diagnosis of Autism and a Statement/Education Health Care Plan can be placed in the Resource. The decision whether to allocate a place in the Resource is made jointly by Havering's Special Needs Section and the Headteacher of Hall Mead Academy and the Head of the Resource.

**Accessibility:**

The Personal Development Centre is on the first floor and has a toilet as well as a kitchen.

There is no wheelchair access to this area.

There is wheelchair access to another area of the Learning Support Department where students on the autistic spectrum can be taught.

**Opening times:**

8.30 – 3.45

**Price information:**

**By providing the information above, we agree to the details appearing on Havering's Local Offer website.**

**Information provided by:  
Date:**

Mrs E Bint [ebint@hallmeadschool.com](mailto:ebint@hallmeadschool.com)  
01708 225684 ext 257

## **Bower Park Academy**

Jo Scott – SENDCo  
Ashley Brien – INCo (Inclusion)  
Telephone no: 01708 730244

## **The Brittons Academy**

Assistant Principal of Inclusion and Learning Support – Mrs L Cossey-Atkins  
Email:cosseyl@brittons.havering.sch.uk  
Direct telephone no: 01708 630002 ext 180

## **Hacton Primary School**

**Service Name:** Hacton Primary School

**Address:** Chepstow Avenue  
Hornchurch  
Essex  
RM12 6AU

**Phone:** 01708 443991

**Email:** [contact@hacton.havering.sch.uk](mailto:contact@hacton.havering.sch.uk)

**Web address:** [www.hacton.havering.sch.uk](http://www.hacton.havering.sch.uk)

**Contact Name:** Mrs H Standen  
**Position:** SENCO  
**Direct email** [hstanden@hacton.havering.sch.uk](mailto:hstanden@hacton.havering.sch.uk)

**Specialism:** Provision for Hearing Impaired Pupils

**Contact Name:** Mrs H Norford  
**Position:** Teacher in Charge of the Resource  
**Direct email:** [hnorford@hacton.havering.sch.uk](mailto:hnorford@hacton.havering.sch.uk)

**Service Summary:** Hacton Primary School has a specially resourced Provision for up to 24 Primary aged pupils who are hearing impaired.

**Service Details:** The Provision for hearing impaired children has 4 purpose built classrooms and a speech and language room on the ground floor of our school. It is staffed by 3 teachers of the deaf, a number of communicators, specialist nursery nurse

and a number of specialist teaching assistants.

Provision children are, however, integrated into mainstream classes as much as possible. All classes in the school have soundfield systems and all staff have deaf awareness training. Some hearing impaired pupils spend all their time in the mainstream classes, supported by teachers of the deaf, communicators or specialist nursery nurses / teaching assistants. Other more profoundly deaf pupils are withdrawn for Literacy and Mathematics. Hearing impaired pupils have full access to all extra-curricular activities.

The communication mode of the provision is total communication i.e. we use speech, British Sign Language (BSL) and sign supported English (SSE) or a combination of all three, depending on the individual needs of the children.

**How to access the Provision:** Only pupils with a significant hearing impairment can be placed in the Provision. The decision whether to allocate a place in the resource is made jointly by Havering's Special Needs section in collaboration with the Headteacher of Hacton Primary and the teacher in charge of the Provision.

**Accessibility:** The Provision for hearing impaired children is on the ground floor of the school building and has wheelchair access. It also has access to toilets.

**Opening times:** 8.45 am – 3.20 pm