



# The Hayesbrook School

## A Brook Learning Trust Academy

### SEND Policy and Information Report



#### Contents

1. Aims .....	1
2. Legislation and guidance .....	1
3. Definitions.....	1
4. Roles and responsibilities .....	2
5. SEND information report .....	3
6. Monitoring arrangements .....	7
7. Links with other policies and documents .....	7

## 1. Aims

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

Our SEND policy and information report aims to:

- Set out how our academy will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Identify and assess the requirements of SEND pupils
- Describe the arrangements.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Gill Ansell – 01732 500600 [ansell@hayesbrook.kent.sch.uk](mailto:ansell@hayesbrook.kent.sch.uk)

She will:

- Work with the Head of School and SEND councillors to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and academy council to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date.

### 4.2 The SEND Councillors

The SEND Councillors will:

- Help to raise awareness of SEND issues at academy council meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the academy council on this
- Work with the Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school.

### 4.3 The Head of School

The Head of School will:

- Work with the SENCO and SEND councillors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any Learning Mentors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate, and mild learning difficulties.

### 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At The Hayesbrook School we monitor the progress of all pupils three times a year to review their academic progress (Progress Checks). We also use a range of assessments with all the pupils such as annual testing for reading and spelling ages, dyslexia screening for those pupils identified with a potential need.

Where progress is not sufficient, even if a special educational need has not been identified, we can put in place extra intervention to enable the pupil to catch up. Examples of extra support are subject based catch up sessions, homework club and key stage four catch up sessions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

Where a pupil's progress is causing concern a more detailed assessment is made to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. At this point we will

have identified that the pupil has a special educational need because the academy is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the quality first teaching approaches to be used.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

At The Hayesbrook School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer in a seamless as possible. Where appropriate we arrange a bespoke transition program to ensure the pupil receives the best support possible in preparation for transferring between education phrases. With regard to a pupils onward journey we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Small group catch up for numeracy and literacy in KS3 and KS4
- Social and communication groups
- Where specified as part of a provision plan support from a Teaching Assistant in the classroom
- Use of TA and HLTA too, where deemed appropriate teach small groups across core subjects.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to meet the needs of individual students
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2015, 6.37)*

At The Hayesbrook School the quality of teaching and learning is judged to be good.

In addition to our curriculum, which covers national curriculum requirements, The Hayesbrook School provides some additional teaching approaches e.g. one to one tutoring, mentoring, small group teaching and the use of ICT software learning packages. These are delivered by our HLTA and TA's.

We have three teaching assistants, one higher level teaching assistant and one learning engagement mentor who are trained to deliver interventions such as small group literacy, reading, numeracy and social communication skills.

All the above support staff will support pupils on a 1:1 basis if specified as part of an EHCP, HNF agreement and /or a personalised provision plan. In addition Teaching Assistants will support pupils in small groups when directed to by the class teacher and /or SENCO

## **5.9 Expertise and training of staff**

All teachers and teaching assistants have had training delivered in quality first teaching strategies which support students processing information, dyslexic friendly techniques and strategies for engaging pupils with SEMH & ASD. Where a training need is identified beyond this we will find a provider who is able to deliver it. The cost of training is covered by the notional SEND funding, or funded by the schools continuing Professional Development Budget.

## **5.10 Securing equipment and facilities**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding or seek it by loan or special grant.

## **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENCO, the Senior Leadership Team and
- using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans.

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All clubs, trips and activities offered to pupils at The Hayesbrook School are available to pupils with special educational needs and or disabilities. Where it is necessary, the academy will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. In addition:

No pupil is ever excluded from taking part in activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

At The Hayesbrook School an important feature is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we can also provide the following: access to a counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated and pastoral manager support plans.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We work with the following agencies to provide support for pupils with SEND:

- Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning services (STLS), direct therapy and advice.
- West Kent Learning Federation (WKLF)
- CAMHS
- Kent Health Needs
- Fegans Counselling Service
- Tonbridge & Malling Specialist Teaching & Learning Service (STLS)
- West Kent SEN Team
- PRU, Inclusion and Attendance Service
- Social Services Early Help Team.

### **5.15 Complaints about SEND provision**

The formal arrangements for the treatment of complaints at The Hayesbrook School are used for complaints about the provision made for SEND. We encourage parents to discuss their concerns with the subject teacher in the first instance, SENCO, Team Leader, Assistant Principal and Head of School to resolve the issue before making the complaint formal to the Chair of the Academy Council.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of pupils with SEND

Information Advice and Support Kent (IASK) provides free, impartial, confidential advice, support and options around educational issues for parents and carers with children and young people with special educational needs or disabilities up to the age of 25. They empower parents to play an active and informed role in their child's education and provide impartial legally based information and support on educational matters. They can be contacted on:

Helpline: 03000 41 3000 (Monday \_ Friday 9am to 5pm)

Telephone: 03000 412 412

Email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

Website: <http://www.kent.gov.uk/kpps>

### 5.17 Contact details for raising concerns

Concerns can be raised with any of the following adults in school:

- Teachers
- Head of Year
- Director of Key Stage
- Student Managers
- SENCO
- Head of School
- Executive Principal.

### 5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.kelsi.org.uk/special-education-needs/special-educational-needs>

The Mainstream Core Standards guide is published here:

[http://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf](http://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf)

The parent version is published here: [http://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf](http://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Gill Ansell every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the academy council.

## 7. Links with other policies and documents

This policy links to our policies on:

- Mainstream Core Standards
- Behaviour Policy

