

Hilltop Primary Academy

Special Educational Needs and Disability Policy

(and Information Reports)

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Document Change History

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| Oct 2022 | 1.0 | Annual review |
| Sept 23 | 1.1 | Changed to a specific Hilltop policy |
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Mission Statement

“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”

Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

Our SEND policy and individual school information reports aim to:

- Set out how our school 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.

At the Skills for Life Trust we value all students equally.

- All students are part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum, achieve their best, become confident individuals with fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training;
- We recognise that SEND support is a whole staff responsibility with ‘quality first teaching’ that considers the individual needs of students when planning our curriculum;
- We recognise that some children need additional support to ensure access to the whole curriculum. We ensure that the needs of children are assessed, planned for and reviewed so

that appropriate support strategies are provided. If additional specialist advice and support is necessary, the appropriate external agencies will be contacted;

- We include parents/carers in the identification, assessment and response to their children's special educational needs. We work in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education;
- We involve the student and the importance of taking their views into account and include the student in decision-making about their special educational provision;
- We are committed to effective collaboration between all agencies working with a student and adopt a multi-disciplinary approach to meeting a student's special educational needs.

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, SEN coordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEND if they have a learning difficulty or disability that 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 the 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.

Roles and Responsibilities

The SENCO

They will:

- Work with the Headteacher and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN 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 (LA) and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEND Link Governor

The SEND Link Governor will:

- Help to raise awareness of SEND issues at Local Governing Body (LGB) meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Body (LGB) on this;
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher will:

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

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision;
- Ensuring they follow this SEND policy.

Monitoring Arrangements

This policy and information report will be reviewed by The Trust Executive Team and SENCo's every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board.

Links with Other Policies and Documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy

The kinds of SEN that are provided for

At Hilltop Primary Academy, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties.

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The school currently meets the needs of pupils with an Education, Health and Care plan as well as those that do not have a plan, but have a learning difficulty that places them in need of SEND support.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in conjunction with the school. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Identifying pupils with SEN and assessing their needs

At Hilltop Primary Academy, we monitor the progress of all pupils 3 times a year to review their academic progress.

We also use a range of assessments with all the pupils at various points throughout the year and more specific assessments are used when necessary. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional literacy and numeracy support, in class strategies, social skills groups, language intervention and motor skills support.

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.

At Hilltop Primary Academy, we are experienced in using the following assessment tools Language Link, Speech Link and GL Dyslexia screening. In addition to this, we have access to external advisors who are able to use a range of additional detailed assessment tools. The purpose of this more detailed assessment is 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 SEN 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 school 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 SEN 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 teaching approaches to be used.

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.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying any barriers to learning 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.

Assessing and reviewing pupils' progress towards outcomes

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

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Hilltop Primary Academy are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

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 or behavior;
- 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.

Supporting pupils moving between phases and preparing for adulthood

At Hilltop Primary 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 transition into school as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting. We will agree with parents and pupils which information will be shared as part of this.

We will prepare pupils ahead of transition through discussion and tailored activities (creating transition booklets for example).

All children will have induction into their new phase or school.

In some cases, secondary schools will support with additional transition sessions (which may include a programme within the primary setting) to support children identified as additional transition arrangements at this phase.

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 SEN. This will be adapted for individual pupils.

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 SEN most frequently encountered SEN Code of Practice (2014, 6.37).

Teaching and learning is monitored closely by the senior leadership team with the aim for all teaching to be good or better. At Hilltop Primary Academy, the quality of teaching was judged to be 'good' in our last Ofsted inspection.

A range of Quality First Teaching strategies are used throughout all lessons. These include, but are not limited to:

- Recording work in a variety of ways, e.g. mind maps, story boards etc;
- Matching ability with different levels of guidance and additional prompts;
- Supporting verbal information and instructions with visual aids;
- Using study guides/help sheets/visual prompts around the room;
- Taking the student's interests into consideration;
- Providing a variety of adapted tasks;
- Using 'dyslexic friendly' font and background/paper colour/spacing;
- Ensuring that resources are well designed and presented in a variety of ways;
- Providing resources with appropriate reading levels;

- Break tasks down into small chunks to allow small steps approach;
- Use prompts including repetition of objectives and what's expected.

We will also provide appropriate interventions including:

- Speech and/or language intervention;
- Precision teaching;
- ELSA;
- Social skills;
- Social stories;
- Sensory circuits;
- Gap filing (i.e. Maths, literacy);
- Fine motor;
- Gross motor;
- Handwriting;
- Memory intervention.

Adaptations to the curriculum and learning environment

At Hilltop Primary Academy we follow the advice in the Medway Core Standards on how to adapt the curriculum and learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Through our accessibility Plan. We aim to address the three areas of improving access to • The physical environment • Access to the curriculum • Access to information usually provided in written form.

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

- Adapting 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
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each

pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up funding to the school.

Expertise and training of staff

Our SENCO Mrs Osmond is a qualified teacher and has over a year's experience in this role. She is allocated 3 days a week to manage SEND provision.

We have a team of 16 teaching assistants who are trained to deliver SEND provision through in house-training delivered by the SENCo and other staff, external agency support and training and through The National College.

In the last academic year, staff have been trained in a number of areas including The 4 Areas of SEN and The Graduated Approach, Restorative Practice, Autism Communication Strategies, Dyslexia, Emotional Wellbeing, precision teach and Positive Behaviour Strategies.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions after six weeks;
- Using pupil questionnaires;
- Monitoring by the SENCO;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in all aspects of school life including sports day, school plays and assemblies and special workshops.

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

The Academy website publishes a copy of the Accessibility Plan which shows how we currently provide support (reasonable adjustments) and intend to improve accessibility for disabled pupils in the following areas:

- Improving the physical environment e.g. lifts and ramps to help physically impaired children;
- Making improvements in the provision of written information e.g. providing items;
- that are usually provided in writing (hand-outs, timetables etc.) in Braille, large print etc. for visually impaired children;
- Increasing access to the curriculum e.g. by classroom organisation, assistive technology, (interactive whiteboards), easy to use keyboards.

In addition, the Local Authority will make suitable arrangements for transport to and from the Academy for eligible disabled children.

Support for improving emotional and social development

At Hilltop Primary Academy, we understand that an important feature of the school 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, along with the PSHE curriculum and the Skills for Life values. For some pupils with the most need for help in this area we also can provide the following: access to Health and Welfare Officer, counsellor, positive behaviour mentor, Emotional wellbeing team or external referral to CAHMs. We have a zero tolerance approach to bullying.

Working with other agencies

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

- Speech and Language Therapy Services;
- Occupational Therapy services;
- NELFT;
- Medway Community Pediatrics;
- School support Group;
- Zone support group;
- Fortis Trust Outreach;
- Marlborough Outreach;
- The Rowans outreach;

- Education Psychology Service;
- Hearing Impairment Service;
- School Nursing.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

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.

Contact details of support services for parents of pupils with SEN

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 Children and Families Act (2014) Parent Partnership Services.

Medway SEND Information and Family Action - SENDIAS provide free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. SENDIAS can be contacted on 01634 566303.

Contact details for raising concerns

The school office: office@hilltop.medway.sch.uk

The Local Authority local offer

The Local Authority's local offer is published on <http://www.medway.gov.uk> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Equality Impact Assessment

| Who is the policy or process intended for? | Pupils | Employees | Govs/ Trustees | Volunteers | Visitors | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--|--|
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Status of the policy or process: | New policy or process | | | Existing policy or process | | | |
| | <input type="checkbox"/> | | | <input checked="" type="checkbox"/> | | | |
| Analysis | | | | | | | |
| Protected Characteristic | Impact analysis | | | Explanation of impact analysis | | | |
| | Positive | Neutral | Negative | | | | |
| Age: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Disability: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Sex: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Gender reassignment: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Race: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Religion or belief: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Sexual orientation: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Marriage or civil partnership: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Pregnancy and maternity: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Pupil groups (PP/SEN/CLA): | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| Evaluation and decision making | | | | | | | |
| Summary of action taken: | | | | | | | |
| Final decision: | | | | | | | |