

**Honiton Community College
Academy Trust**



This policy was adopted by the
Full Governing Body of
Honiton Community College
on 14th July 2021
and will be reviewed annually.

Names Updated 01.09.2021

S.E.N.D. POLICY

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1. ACRONYMS

SEND	Special Educational Needs and Disability
EAL	English as an Additional Language
EHCP	Educational Health Care Plan
SENDCo	Special Educational Needs and Disabilities Co-ordinator
LA	Local Authority
HOP	Head of Pastoral for particular year group/s
SIMS	School Information Management System
ANA	Additional Needs Assistants
AND	Additional Needs Department
PE	Physical Education
ICT	Information and Communications Technology
CAMHS	Children and Adolescent Mental Health Service
EP	Educational Psychologist
PSP	Pastoral Support Plan
K	SEN support
QFT	Quality First Teaching

Other Terms:

- **ACE Dictionary - A dictionary for dyslexia**

2. Legal Framework

2.1 This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 including Part 3, and the Special Education Needs and Disabilities Regulations 2014.
- Health and Social Care 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

2.2 It will also consider statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working together to Safeguard Children.

3. Definitions

3.1 The law states that a child has a special educational need if he/she has a:

- Significantly greater learning difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of education facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

4. Areas of Special Educational Need

4.1 Honiton Community College Academy Trust will make provision for students with the following 4 kinds of need:

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health.
- Sensory and/or Physical.

4.2 Honiton Community College Academy Trust is committed to providing an appropriate and high-quality education to all the students living in the local area. We believe that all students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

4.3 We believe that all students should be equally valued in College. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

4.4 Honiton Community College Academy Trust is committed to inclusion. Part of the College's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

4.5 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs providing a graduated response to special educational needs.

4.6 We believe that education inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Learners who need support to learn English as an additional language (EAL).
- Learners with special educational needs.
- Learners who have a disability.
- Learners who are gifted and talented.
- Those who are looked after by the local authority.
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion.
- Any learners who are underachieving against their academic potential.
- Any learners who are in receipt of pupil premium funding.

4.7 At Honiton Community College Academy Trust we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve his or her full potential. This policy seeks to explain our school offer to students at Honiton Community College Academy Trust to support them in removing barriers to their learning and reaching their academic potential.

4.8 Honiton Community College Academy Trust sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We believe in a learner centred approach to support where we work in partnership with the parents/carers and other agencies.

5. Inclusion Principles

5.1 Staff at Honiton Community College Academy Trust value students of different abilities and support inclusion.

5.2 Within the College, staff and pupils will be constantly involved in the best ways to support all student's needs. There is flexibility in approach in order to find the best solution for each student.

5.3 Within each class, teaching and learning styles and organisation try to be flexible to ensure effective learning.

5.4 Creative solutions and intervention are sought to enable all students to reach their full potential within the College's existing structure.

6.Aims and Objectives

- 6.1 To ensure the Children's and Families Act 2014 (including SEND Code of Practice 2014) and relevant Codes of Practice and guidance are implemented effectively across the College.
- 6.2 To ensure equality of opportunity for and to eliminate prejudice and discrimination against, students with special educational needs.
- 6.3 Endeavour to continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
- 6.4 To provide access to a broad and balanced curriculum through appropriate planning by class teachers, SENDCO, and Additional Needs Department staff as appropriate to ensure barriers are removed.
- 6.5 To provide support for all students who are underachieving against their targeted potential including those identified as BTL (Barriers to Learning-students who have identified needs that can be met by quality first teaching or universal provision), SEND Support or those with an EHCP.
- 6.6 Endeavour to ensure that students with SEND are perceived positively by all members of the College community, and that SEND provision is positively valued and accessed by staff and parents/carers.
- 6.7 To ensure that we are able to meet the needs of as wide a range as possible of students who live in our catchment area.
- 6.8 To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of College further education, career and life skills.
- 6.9 To involve parents/carers at every stage in plans to meet their child's additional needs.
- 6.10 To involve the students themselves in planning and in any decision making that affects them.

7. Roles and Responsibilities

7.1 The SENDCo

The SENDCo is Faith Harrell and can be contacted by telephone on 01404 42283 or by email at fharrell@honitoncollege.devon.sch.uk

They will:

- Work with the Principal and SEND 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 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 Principal and Governing Board 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 SEND up to date.

7.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the College and update the Governing Board on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the College.

7.3 The Principal

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision in the College.
- Have overall responsibility for the provision and progress of learners with SEND.

7.4 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 SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

8. Arrangements for coordination of SEND provision including identifying students with SEND and assessing their needs

8.1 The College system for regularly observing, assessing and recording the progress of all students is used to identify students who are not progressing satisfactorily and who may have additional needs and require intervention.

8.2 The College's system includes reference to information provided by:

- Baseline assessment results.
- Assessment for learning strategies.
- Progress measured against the Performance level descriptors (P scales).
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development.
- An existing/EHCP assessment of need, Individual Education Plan or Educational, Health and Care Plan (or existing statement).
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- Another College or Local Authority which has identified or has provided for additional needs.

8.3 Based on the College's observations and assessment data and in liaison with the class teacher, HOP, SENDCO and parent, the student may be recorded as:

- NK Assessments underway for SEND/currently needs are met at QFT
- K SEN support – support given that is over and above QFT
- E Education, Health and Care plan

8.4 We have created a system within SIMS which displays the criteria needed to be identified on the College register as having a Special Educational Need: this is in line with the SEND code of practice.

8.5 Learners with complex needs will have an Individual Education Plan which will be reviewed throughout the year.

8.6 The kinds of SEN that are provided for

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

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

8.7 Identifying pupils with SEN and assessing their needs

8.7.1 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.

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

8.7.3 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.

8.8 Consulting and involving pupils and parents

8.8.1 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 consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

8.8.2 Notes of these early discussions will be added to the pupil's record.

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

8.9 Assessing and reviewing pupils' progress towards outcomes

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

8.9.2 The class or subject teacher will work with the SENDCo 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.

8.9.3 The assessment will be reviewed regularly.

8.9.4 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.

8.10 Supporting pupils moving between phases and preparing for adulthood

8.10.1 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.

8.10.2 As part of the Y6-Y7 transition process, all primary schools with children that have SEND are contacted and information is shared. All students that require extra support with transition are offered additional settling in days. Parents are contacted where necessary and their children's needs are discussed.

8.10.3 Meetings are held with Heads of Pastoral for each year group to discuss SEND students in their year groups.

8.10.4 Meetings are held with the Director of Post 16 to ensure information is shared between Key Stage 4 and Post 16 studies.

8.11 Our approach to teaching pupils with SEN

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

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

8.11.3 Interventions are listed in Appendix 1.

8.12 Adaptations to the curriculum and learning environment

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

- 8.12.1 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.
- 8.12.2 Adapting our resources and staffing.
- 8.12.3 Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- 8.12.4 Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8.13 Additional support for learning

8.13.1 We have 10 Additional Needs Assistants who are trained to deliver interventions as outlined in Appendix 1.

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

- Devon County Council
- Babcock Education
- Devon Young Carers

8.13.2 Expertise and training of staff

We have a team of Additional Needs Assistants and Health Care Assistants who are trained to deliver SEN provision.

Staff have been trained in Lego Therapy, Attachment Based Mentoring, Forest School, Dyslexia support and Read, Write, Ink, amongst other interventions and procedures.

8.13.3 Securing equipment and facilities

Appropriate risk assessments are completed when necessary to ensure equipment and facilities are kept secure. In addition, the Security Risk assessment is kept up to date and reviewed by the Health and Safety group.

8.14 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 half a term.
- Using student questionnaires.
- Monitoring by the SENDCo.
- Holding annual reviews for pupils with statements of SEN or EHC plans.
- Holding Team Around the Family meetings.

8.14.1 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.

All pupils are encouraged to go on our Year 7 residential trip as part of their transition and induction process.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

The College accessibility plan can be found at <https://www.honitoncollege.com/college-policies>

8.14.2 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. This is done through assemblies, Life Skills lessons, workshops, Student Support and external agencies are involved where appropriate. Further information can be found at <https://www.honitoncollege.com/safeguarding>

We have a zero-tolerance approach to bullying and our policy can be found in the Behaviour Policy and Child Protection and Safeguarding Policy at <https://www.honitoncollege.com/college-policies>

8.15 Contact details of support services for parents of pupils with SEN

Contact details can be found at <https://www.pinpointdevon.co.uk/>

8.16 Contact details for raising concerns

SENDCo: Faith Harrell 01404 42283
fharrell@honitoncollege.devon.sch.uk

Principal: Glenn Smith 01404 42283
gsmith@honitoncollege.devon.sch.uk

SEND Governor: Tony Smith 01404 42283
asmith-governor@honitoncollege.devon.sch.uk

Chair of Governors: Tony Smith 01404 42283
asmith-governor@honitoncollege.devon.sch.uk

8.17 The local authority local offer

Our contribution to the local offer is outlined in appendix 1.

Our local authority's local offer is published here:
<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

9.Provision for students with Special Educational Needs

9.1 We believe that all students who are underachieving need to have some support in place to ensure they can reach their academic potential. Therefore, we have provisions which are specifically designed to support underachieving students; these are mainly short-term intensive provisions designed to solve particular academic issues the learner may be experiencing.

9.2 For those students with longer term needs we have designed a series of provision maps, which show the four key categories of need and the provisions we offer to all learners (BTL), then also to those students with identified needs (SEND and EHCP).

See Appendix 1 for attached provision Maps for different needs.

10. Arrangements for providing access to learning and the curriculum (see also College Accessibility Plan)

- The College will ensure that all students have access to a balanced and broadly-based curriculum, and the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will aim to be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff are expected to work in a way to avoid the isolation of the students they are supporting and should encourage peer tutoring and collaborative learning.
- Schemes of learning and policies for each area of the curriculum are in place and are increasingly differentiated to include appropriate learning outcomes for all students.

11. Disability equality and trips or out of school activities

Honiton Community College Academy Trust tries to make all trips inclusive by planning in advance and using accessible places. We aim to provide additional ANA support for individual students as required.

12. Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint using the College's Complaints Procedure.
- Any issues that remain unresolved at this stage will be managed according to the College's Complaints Policy. A copy of which is available on the College website.

13. Monitoring arrangements

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

It will be approved by the Governing Board.

14. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality Policy and objectives
- Supporting Pupils with Medical Conditions
- Child Protection and Safeguarding

These policies can be found at <https://www.honitoncollege.com/college-policies>

Appendix 1: Provision Maps

Communication and Interaction Provision Map

Universal Provision

- Teacher language adaptation.
- Preparation for change.
- Visual prompting/cues.
- Clear rewards/sanctions.
- Teacher awareness of student need.
- Buddy system.
- Monitoring/ report cards.
- Chunking instructions.
- Extra time to process.
- Visual support across curriculum.
- Name cueing.
- Simple instructions.
- Awareness of possible triggers, for anxieties.

SEND Support

- Support from trained ANA's.
- Allow students to record ideas using diagrams.
- 1:1 Mentoring for progress.
- Support for organisations (through AND).
- Support for emotional literacy.
- Visual reward/Sanction system and close monitoring.
- Alternative curriculum.
- Visual timetable.
- Whole College awareness and training.
- Counselling support.
- Support in AND; additional studies, intervention.
- Information on SIMs.
- Support from key workers.

EHCP

All of above +

- Scheduled and long term study skills support on 1:1 level in AND.
- Termly review meetings.
- Bespoke support package in AND.
- Outside agency intervention.
- Therapy based approach.

Speech Therapy 1:1 Long term programme.

Cognition and Learning Provision Map

Universal Provision

- Name Cue
- Clear/simple instructions
- Access to SEND resources
- Vocab support
- Modified tasks
- Check for understanding
- Give time before response
- Visual cues/prompts
- Repetition and reinforcement
- Tasks simplified
- Whole College awareness/training
- Scaffolds for writing
- Use of laptops

SEND Support

- Visual timetable
- Specialist 1:1 teaching
- Long term specialist interventions
- Specialist software - touch typing
- Electronic spellcheckers
- Alternative curriculum
- Modified personalised timetable

EHCP

- Outside agency support
- 1:1 ANA support
- Bespoke programme in AND
- Support with education, health and /or social care issues as agreed in the EHCP

Physical and Sensory Provision Map

Universal Provision

- Seating Plan
- Organisation of learning environment
- Some specialist equipment in subject areas i.e. PE/ technology
- Vocabulary support
- Thinking time
- High/low contrast whiteboard/ resources
- Exam special arrangements
- Coloured overlays

SEND Support

- Curriculum adaptation
- Site amendments for individuals
- Modified resources
- Life skills/social skills support
- Exam special arrangements
- Occupational therapy programme
- Handwriting/touch typing programme
- Down time needed in supportive environment

EHCP

- All of above +
- 1:1 ANA Specialist support
- Specialist equipment/ICT advisor input
- Regular agency monitoring and advice

Social, Mental and Emotional Health Provision Map

Universal Provision

- Whole College wellbeing strategy
- Consistent use of rewards/ sanctions
- Solution focused approach
- Attachment based approach
- Seating plan
- Restorative approaches
- Advocacy

SEND Support

- All the above +
- 1 to 1 wellbeing support
- Group support
- Forest school
- Personal health support – school nurse
- Referral to specialist providers

EHCP

- All of above +
- EP/outside agency offering sustained support