

Strategy for Special Educational Needs and Disabilities: HINDE HOUSE ACADEMY

Special Educational Needs and Disability

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

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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, mainstream post-16 institution.

SEND Code of Practice 2014

(nb Post 16 institutions use the term learning difficulties and disabilities(LDD) The term SEN is used in this strategy but includes LDD)

Our Vision for all learners

“ To Create Excellence Together ”

Our Aim for SEND learners

We aim to ensure that all of our SEND learners reach their full potential in education and personal development by receiving the highest standards of teaching and caring.

We believe that all SEND learners:

- Are entitled to access a broad, balanced and relevant curriculum to meet their special educational needs
- Can raise their attainment in all aspects of life and that they should be given the opportunity to fulfil their potential
- Require differing levels of support and guidance to ensure that they can access learning, personal needs and a wider community successfully.
- Should be given the opportunity to develop into a content, secure, well-adjusted and skilled young person to make a positive contribution to society and live as independent a life as possible.

Provision for SEND learners

We will:

- Provide a caring, respectful and nurturing environment in which all staff and learners feel safe and able to learn
- Ensure well managed establishments with enthusiastic staff dedicated towards achieving high standards for each learner
- Offer an engaging, stimulating and/or personalised curriculum, which encourages every learner to achieve to their highest potential socially and academically
- Work in positive partnership with parents, carers, Local Authorities and other outside agencies to ensure all learners are given the greatest opportunity to succeed
- Support the development of the learner's awareness and understanding of moral, social, cultural and spiritual values so that they can make a positive contribution to their personal and wider society, able to make independent and informed decisions
- Ensure appropriate resources and curriculum are made available to support the identified needs
- Ensure that parents/carers and funding bodies have appropriate, relevant and informative information through regular reporting procedures
- Ensure the learner's and parents/carers voice is reflected in their support plans enabling their academic and personal development
- Ensure the learner's and parents/carers voice and needs are monitored and managed through SENco arrangements within the individual setting.

Provision for SEND learners

After initially assessing a learner's needs all provision is built around a continual cycle:

Learners (where possible) parents, school staff and external agencies, if appropriate, review the progress made, plan and agree the next steps.



Learners (where possible) parents and school staff develop appropriate strategies to support the identified needs

Agreed support strategies are implemented in the academy and at home

Special educational needs and disabilities – a tiered approach

1. Teaching

Wave 1 is provided by internal school staff. It includes the provision of:

- High quality teaching
- Differentiated learning – including curriculum opportunities, support in class and access to specific resources
- Curriculum interventions
- Small group targeted support
- Regular meetings for parents and learners with the class teacher
- Creation of an SEND profile/passport

2. Involvement of the SENDco

Wave 2 is provided by internal school staff and supported by the SENDco. It includes the provision of:

- All the provision at Tier 1
- Implementation of an educational support plan (SEND profile/Passport)
- Use of baseline assessments where appropriate
- Review meetings for parents and learners with the class teacher and SENDco

3. Involvement of external agencies

Wave 3 is provided by internal school staff, SENDco, and external agencies. It includes the provision of:

- Everything provided at Wave 1 and 2
- Implementation of a My Plan
- Advice and guidance from external agencies, such as but not limited to, the Educational Psychologist.
- Review meetings for parents and learners with the class teacher and SENDco
- Access to specialist teaching and resources
- Implementation of an Educational, Health and Care Plan if appropriate

Local Authority Provision

Sheffield is divided into 7 localities (A- G).

Each locality has:

- A designated SEND Lead Headteacher
- Several Lead SENDcos
- Funding allocated for high needs pupils
- An SEND action plan
- Allocated support from external agencies, such as but not limited, to the Educational Psychologist

Sheffield provides a local offer for all SEND learners. Each academy within the Trust contributes towards this local offer.

The local offer is available from:

<http://www.sheffielddirectory.org.uk>



Sheffield Support Grid

This support grid uses the official categories of need set out by the Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2014) and illustrates the Teaching and Learning Strategies suitable for each.

It also indicates the expected support levels to be provided (0-5), the identification and assessment tools that may be in place and which other services may be able to help.

Communication and interaction	1a	Speech and language
	1b	Social communication (including Autism)
Cognition and learning	2a	General learning difficulties
	2b	Specific learning difficulties
Social, emotional and mental health	3a	Emotional regulation
	3b	Mental health
Sensory and/or physical	4a	Visual impairment
	4b	Hearing impairment
	4c	Physical
	4d	Medical

SEND roles and responsibilities

The SENDco - Each Academy has a Special Educational Needs and Disability Coordinator.

They:

- Work with the Senior Leadership team (SLT), Trust SEND lead and SEND Trustee to determine the strategic development of the SEND policy and provision.
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, carers, and other agencies to ensure that learners with SEND receive appropriate support and high quality teaching
- Work with the (Executive) Principal and Trustees 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 learners with SEND up to date

Trust SEND Lead - The Multi- Academy Trust has member of the leadership team who leads on SEND.

They:

- Help to raise awareness of SEND issues with the Trust Executive
- Monitor the quality and effectiveness of SEND and disability provision within all the academies and update the Trust Executive
- Work with the Academy SLT and SENDco to determine the strategic development of the SEND policy and provision in the academy

The SEND Trustee - The Multi- Academy Trust has an SEND Trustee.

They:

- Help to raise awareness of SEND issues at Trustee board meetings
- Monitor the quality and effectiveness of SEND provision within the academy and update the Trustee board on this
- Work with the Trust SEND lead, Academy SLT and SENDco to determine the strategic development of the SEND policy and provision in the school

SEND roles and responsibilities

	Hinde House
Executive Principal	Mrs V Simcock
SENDco	Ms L Fox
Deputy SENDco	Mrs R Grice
SEND Champion	Mr G Battersby
Trust SEND lead	Mrs J Cornelius
SEND Trustee	Ms A Warner
Locality Lead SENDco	Mrs J Cornelius
Locality Lead Headteacher	Mrs F Rigby
Sheffield Locality	B

SEND Learners across the Trust

Primary and Secondary phases

	Hinde House
Grid level 1 / 2	184
Grid level 3	68
Grid level 4	36
Grid level 5	5
Total	293
EHCP	19

The EHCP pupils figure is accounted for in the level 3, 4 or 5 figures too dependent on their need.

SEND Learners across the Trust (Grid levels 3-5 in each area of need)

			Hinde House
Communication and interaction	1a	Speech and language	9
	1b	Social communication (including Autism)	24
Cognition and learning	2a	General learning difficulties	32
	2b	Specific learning difficulties	7
Social, emotional and mental health	3a	Emotional regulation	25
	3b	Mental health	3
Sensory and/or physical	4a	Visual impairment	1
	4b	Hearing impairment	3
	4c	Physical	3
	4d	Medical	1