



Hinde House 2-16 Academy Special Educational Needs & Disabilities Policy

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Author including Title:	Fiona McLeod - SENCO
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Hinde House 2-16 School is a multi-cultural inner- city through school, educating children from the ages of 2 to 16 years. It is one of a small number of similar schools across the country. It has a school population of approximately 1306 of whom 36% are in the Primary Phase. During 2014-15, provision for two – three-year-old children began in a separate building adjacent to the Primary Phase.

The Primary admission number is 60. The Secondary admission number in each year is between 160 and 180.

The Primary and Secondary schools are located on separate sites approximately 0.5 km distance from each other.

The Directors and staff of Hinde House 2-16 School are committed to the development of an inclusive ethos that will support and inform their work with pupils and parents/carers. Staff strive to ensure that every pupil is welcomed and valued as an individual and has an equality of learning opportunity within the school. This will be achieved through the provision of the support, resources, tasks and activities needed to promote confidence as well as competence, for each pupil to fulfil their learning potential. The commitment to inclusive education lies at the heart of the school's policy and practice in meeting the needs of all learners in school including those identified as having special educational needs and disabilities.

The Inclusion Team has a vital role within the school and across Brigantia Learning Trust. This vision is shared across all of our Primary, Secondary and Post 16 learning establishment/s with a united approach coordinated by our Director of Academies for Primary with a lead on SEND.

Teaching pupils with special educational needs and disabilities is a whole school responsibility. All teachers are teachers of pupils with special educational needs and disabilities.

When special educational needs are identified, subject teachers and Inclusion staff devise interventions that are additional to, or different, from those provided as part of the school's usual differentiated curriculum.

Subject and Pastoral staff / class teachers remain responsible for working with a pupil on a daily basis and for adapting their programmes and approaches to allow the pupils to make progress. But the SENDO, the Senior leadership team, the Inclusion Team, pupil and parents/carers can also be part of the process when devising an individualised programme for each pupil when needed.

All interventions are monitored by the Senior leadership team, SENDCO and SEND coordinator in discussion with Phase Leaders, Class/ Subject Teachers and support staff

The SENDCO, SEND coordinator, Inclusion Teams and Senior leaders take the lead in:

- Planning future interventions for the pupil, in discussion with staff
- Monitoring and reviewing the action taken
- Ensuring that parents/carers are involved at all stages

Subject, pastoral staff, parents/carers, outside specialists' assessments and views are all taken into account as part of a graduated approach. The responsibility for the day-to-day teaching still lies with the class or form teacher.

Differentiation:

Class and subject teachers, across both phases, value the spiralling model of the 'Plan, Do, Assess, Revisit' approach and differentiate, within their class teaching, according to the needs of the class by:

- choosing materials from earlier key stages or year groups
- maintaining and reinforcing previous learning as well as introducing new knowledge, skills and understanding
- focusing on one aspect or a limited number of aspects in depth
- chunking learning down into the skills required and reinforcing these in a variety of contexts
- tuning all the class into the learning by reminding them of previous learning and the skills / context already covered through engaging activities

The SENDCO and SEND team and the Primary Inclusion team can offer advice to staff on strategies to support pupils in lessons and on the production of differentiated materials.

All staff are trained to support all learners to access the curriculum using a scaffolding approach to teaching and learning.

Personalised provision for Pupils with SEND

At Hinde House 2-16 students are only withdrawn from mainstream groups on a regular basis:

- to receive help with literacy, numeracy, behavioural, emotional, social skills and communication skills
- to work with Educational Psychologist or other Local Authority Support Teams (CYT workers, CAMHS etc.)

A team of Teaching Assistants is used throughout the school to work alongside teaching staff in meeting the needs of pupils. They may support pupils with SEND by giving targeted help within class, offering smaller group support or working with individual pupils. There is an allocation from the school budget to supply materials and resources to support the work with students with SEND throughout the school

Following the graduated approach, if a pupil is not making expected progress from the personalised support within class then individual provision will be set up according to the needs identified by the SENDCO, SEND coordinator, parent/carers and outside agencies

Strategies/ Interventions used across both Phases may include:

- Teaching Assistant support into classes
- Computer-based program: Lexia
- Read, Write, Inc / Fresh Start
- Multi-sensory literacy program based on the Hickey approach (dyslexia)
- Spelling mastery or spelling workshops
- Catch up Phonics
- Behaviour modification programmes emphasising praise and reward
- Individual counselling
- Study skills programmes outside school hours including holidays
- Homework club daily (secondary phase only)
- Individual programmes to improve targeted behaviours
- Negotiated timetables: modified or reduced
- Cross-phase working
- Support around all transition points
- Access to Educational Psychologist

- Special arrangements may be made to support students in GCSE exams
- Application for Special Considerations/ access arrangements may be made to support GCSE exams
- Additional support from Sheffield Futures' staff into post-16 placements
- Visits to post-16 placements, link courses, additional interviews
- Additional support with applications for post-16, telephone calls, additional periods of work experience
- Liaison with post 16 providers and support from a school Careers Adviser
- Personalised timetables if required
- Vocational courses in Y10 and Y11 if desirable
- Support from Attendance Workers
- Access to Autism Team
- Liaison with MAST, CAMHS, Ryegate, Social Care, Health

Physical/ Health:

- Physio program organised by Ryegate staff
- Jump Ahead/ Fine motor skills practise
- Support from Personal Care Worker
- Liaison with Health Visitor, School Nursing Service, Vision / Hearing services
- Lift access
- Support from Personal Care Workers
- Liaison with School Nursing Service and specialised nurses
- Access to Speech and language Service, Learning Support (when needed), Visual and Hearing Team

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, SEN co-ordinators (SENCOs) and the SEN information report

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

3. Definitions

A pupil has SEN 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

The SENCO

The SENCO is:

Fiona McLeod: 2-16 Secondary Phase based: Shiregreen Lane, Sheffield S5 6AG :

Tel 0114 2438486

Rachel Grice: Primary Phase based: Bracken Road, Sheffield. S5 6FH: Tel 0114 2426874

They will:

- Work with the Executive Principal, Secondary and Primary Principals and the SEN governor to determine the strategic development of the SEN 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 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 Executive Principal, Secondary and Primary Principals 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 SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive Principal, Secondary and Primary Principals and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The Executive Principal, Secondary and Primary Principals will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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 SEN policy

5. SEN information report

The kinds of SEN that are provided for

Our school 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/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

Identification of special needs can be through assessing each child's current skills and levels of attainment on entry, building on previous settings and key stages, where appropriate. Class teachers make regular assessments of progress for all children. They identify children who may or may not have special educational needs if:

- their progress is significantly slower than that of their peers starting from the same baseline
- attainment is significantly lower than that of their peers starting from the same baseline
- their rate of progress slows significantly
- medical professionals identify a disability

This may include progress in areas other than attainment, for example, social or emotional needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

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 child 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.

Before entry to school, information is obtained about each pupil through home visits before a child begins Nursery; when in school, from previous schools/ classes and from external specialists e.g. Educational Psychologist.

In the Primary phase, the school will assess each pupil's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the pupil's pre-school years. If the pupil already has an identified special educational need or disability, this information will be transferred from the Early Years setting and the SENCO and SEND/ Inclusion team and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the pupil within the class
- Use the assessment processes to identify any further learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning
- Involve parents/carers in implementing a joint learning approach at home and agreeing the provision in school.

The identification and assessment of the special educational needs of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers and the SEND/ Inclusion team will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or which arise from special educational needs. It will become apparent within a few months which of these it is.

Consulting and involving pupils and parents

Partnership with parents/carers is essential for enabling children and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. Parents/carers of pupils with SEND are treated as partners and supported to play an active and valued role in their children's education. The school tries to provide user-friendly information for parents/carers.

Children and young people with special educational needs have a unique knowledge of their own needs and their views about what support they would like to help them make the most of their education are ascertained. They are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Parents/carers should have knowledge of their child's entitlement within the SEND framework. They must be told when a SEN is first identified. They are consulted and involved in the review of progress, target setting and planning the programme until the next review.

Permission must be sought from parents/carers before any individual programme is begun or before any external agency works with their child.

Parents/carers are invited to attend all reviews of students. Reviews occur each term. They are centred on seeking the views of the parents/carers about their child before school staff add their views. These reviews are in addition to the school annual cycle of parents/carers' meetings. Parent and pupil comments from the termly review meetings form part of the SEN pupil profile document (one page profile)

The Inclusion Team tries to ensure that parents are clear about aspects of the Code of Practice and the procedures involved in it. They try to liaise closely with the parents/carers of any pupil with SEND who is experiencing difficulties with learning and communication. This liaison may be managed by letter, phone, email, meeting or visit.

Parents/carers are contacted when their child is absent from school by phone or text unless they have contacted school already

Contact with home is very regular if parents request support or problems emerge. This contact may be via home visits, phone calls, home-school book (Primary), Pupil Planner (Secondary), email, daily report or meetings in school.

Assessing and reviewing pupils' progress towards outcomes

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

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.

In the Early Years' Setting, the Government's Early Learning Goals set out what most pupils will have achieved by the end of the foundation stage/school reception year. Pupils progress at different rates during the foundation stage. By the end of this stage some pupils may still be working towards the goals. Such pupils will need differentiated learning opportunities to help them progress and need regular monitoring of their progress.

Once practitioners have identified that a pupil has special educational needs, the SENDco and Inclusion team review the provision according to need and may provide interventions outside of the core offer. If these interventions do not

enable the pupil to make satisfactory progress the SENCO may need to seek advice and support from external agencies. An essential initial step is to ensure that parents/carers contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them.

Each member of staff acts as a key-worker for a group of children, and this facilitates communication with parents and other professionals involved with the family. However, all members of staff are responsible for observing the behaviours and skill development of children with SEND, and these observations are then discussed at review meetings. Foundation Stage 1 and 2 follows the school's behaviour management policy at an age appropriate level. The Head of the Nursery also takes responsibility for communicating with outside agencies; she is in regular contact with health visitors, communication therapists and the Under-fives Team at Ryegate.

From Year 1, baseline measures are established for every pupil and progress is measured from that point.

On entry to the Secondary Phase: throughout the y6 to y7 transition period, Y6 class teachers and Primary SENDCOs will share any concerns with our secondary team. This information will be reviewed alongside the SATS results. Once settled, if pupils are below expected in an area of literacy and numeracy, diagnostic tests are given, which may include some of the following:

- Macmillan Reading Analysis, the Corrective Reading Placement Test, the British Picture Vocabulary Test, a Fresh Start placement test.
- The Boxhall social and emotional assessment, plus a range of tests, are available to support the examination of various aspects of need outside of literacy and numeracy

Regular meetings are held between the SEND/Inclusion Team and individual class teachers (Prim) and Subject staff groups and Year Leaders (Sec) to discuss progress made and identify if any pupils' needs are not being met. Plans are agreed and reviewed at these meetings in both phases. Teachers are asked to contribute to the three yearly SEN reviews by evaluating their progress against the outcomes stated in their SEN profile and against age related subject expectations. All staff are asked to continually examine the teaching strategies suggested on the profiles and to share positive working ideas that are personalised with other staff members.

These reviews may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour.

Alongside the half-termly progress reviews in curriculum subjects, which all pupils undertake, pupils who also follow literacy based, speech or communication intervention programmes, outside of the main classroom, take an assessment on entry and exit to the programme.

Supporting pupils moving between phases and preparing for adulthood

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.

- Staff visit each home before a child joins Nursery or Foundation Stage 2 to meet the child, parents/carers and discuss any individual needs the child may have and there is liaison with any settings attended previously.
- Parents are met before pupils join the Primary Phase.

- Parents of pupils with SEND are identified by staff from the Junior Schools when the SENCO and other Secondary staff visit the different schools. Needs are discussed and, where the Junior school staff feel it would be helpful, contact is made with parents/carers of pupils with SEN and early transition visits are made to the Secondary Phase. Some pupils visit weekly during the last half term and before the main transition visits. Y6 pupils coming to join the Secondary school in September will spend three days in the school taught by Secondary staff
- Y6 pupils are invited to take part in a week of Summer school activities in August, led by teachers, support staff and a range of professionals providing an exciting range of activities designed to ensure that all of our new pupils will feel comfortable and secure
- Parents in both Phases are invited to Parents Evenings or days to meet staff, look around the school and become familiar with the school procedures.
- Form groups are constructed around friendship choices made by pupils, supported by staff and have a balance of pupils from different schools.
- Forms are altered if the combination of pupils adversely affects the progress of pupils.
- Extensive preparation is made before pupils move to post 16 destinations. There is discussion with providers about individuals` needs, accompanied visits made and considerable work undertaken by the Careers Adviser.
- Specialist staff from Sheffield Futures support pupils with complex needs.
- Sheffield Futures` staff support pupils who have most needs and continue to offer that support during the following year.
- Over 95% of students in Year 11 go on to further education or training and many choose to attend Colleges. There is liaison with all these Colleges about support requirements.

Our approach to teaching pupils with SEN

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 differentiated for individual pupils.

Class and subject teachers, across both phases, value the spiralling model of the 'Plan, Do, Assess, Revisit' approach and differentiate, within their class teaching, according to the needs of the class by:

- choosing materials from earlier key stages or year groups
- maintaining and reinforcing previous learning as well as introducing new knowledge, skills and understanding
- focusing on one aspect or a limited number of aspects in depth
- chunking learning down into the skills required and reinforcing these in a variety of contexts
- tuning all the class into the learning by reminding them of previous learning and the skills / context already covered through engaging activities

The SENDCO and SEND team, The Centre/Primary Inclusion team can offer advice to staff on strategies to support pupils in lessons and on the production of differentiated materials.

All staff are fully trained to support all learners to access the curriculum using a scaffolding approach to teaching and learning.

We can also provide the following interventions (not all are available at one time):

Cognition and Learning					
Intervention	Description of intervention	Year	Frequency & Duration	Ratio	Impact Measure
Educational Psychologist (Consultative)	Educational Psychologist part funded by the local authority and part funded by school. Used to support parents and schools to identify the needs of children (without diagnostic assessment) and suggest strategies and resources to support pupils. Also to support in the access of support via an EHCP.	All	Termly consultations, frequency for pupil's varies according to need	N/A	Tracking of personalised targets met. Teacher voice Pupil voice
Early Years Inclusion Service	Local authority service of specialist teachers and teaching assistants who work with young children with complex needs with transition into early years settings.	FS1 & FS2	Visits and blocks of support vary according to need	1:1	Tracking of personal targets met
Fusion s2s	This private service is used to support parents and schools to identify the learning strengths and weakness of pupils and suggest strategies and resources to support pupils.	Key Stage 1 and 2	Varies according to need	1:1	Tracking of personal targets met. Baseline assessments and monitoring assessments throughout pupils school years.
Fresh Start English	Provided by a trained RWI teacher to support pupils with phonics within a	Year 5 to 8	60 minutes 4 x weekly	1:10	Phonics tracker/ reading book band. Pre post assessment test

	reading and writing context.				
Catch up phonics	Provided by a trained RWI teaching assistant to support pupils with phonics.	KS1 and Year 3/4 pupils who did not pass phonics screening	20 minutes x 3 weekly.	1:1	Key Stage 1 phonics screening test before/ after. RWI phonics tracker
Reciprocal Reading	Provided by a trained teaching assistant to improve reading fluency, reading confidence and reading comprehension skills. Reciprocal reading uses a structured conversation about the text to improve pupil's comprehension skills.	Year 2 – Year 6	30 minutes x 3 weekly/ 12 – 16 weeks	1:6	Salford reading age test before/ after Tracking of child's book band level.
Lexia (software)	Lexia addresses the development of oral language, reading, spelling, and writing skills for pupils who are learning English or recapping the basics. Pupils will develop fundamental reading skills.	All	20 minutes x 3 weekly	Individually completed – overseen by class teacher	Progress tracked. Pre assessment and post assessment on Lexia.
Handwriting	Provided by a trained teaching assistant to deliver the HH handwriting programme to ensure pupils achieve consistency in letter formation, sizing and joining.	Key stage 1 and 2 KS3 and 4 when needed	20 minutes x 3 weekly	1:4	Achievement of English handwriting year group objectives.
Add on Maths	Pupils are identified by the class teacher throughout the maths lesson as needing extra support to close the gap and achieve the lesson objective.	HHP	Daily 15 minute sessions after maths lessons – varies according to needs	Varies	Achievement of Maths objective
Multi- Sensory Learning Group	Provided by a trained teaching assistant to improve the strategies reading and writing	Year 3 – Year 11	20 minutes x 3 weekly. Ongoing and ad required.	1:4	Salford reading test before and after.

	skills of pupils with dyslexic tendencies. The programme follows a structured approach based on the 'Hickey Multi sensory' techniques.				
Pre teach vocabulary	A programme based on SALT techniques to embed subject specific vocabulary to support learning in the classroom	Y7-9 pupils with lower than expected reading SATS or reading age/ identified as having vocabulary retention difficulties by outside agency assessment	35 minute/ 2 x week	1: 6	Tracking of personalised targets met. Teacher voice Pupil voice
Guided Reading	A structured reading approach to support pupils with decoding and phonetical gaps. Also supports vocabulary extension, reading comprehension and understanding the literal meaning	All	40 minutes x 2 weekly/ 12 – 16 weeks	1:6	Salford reading age test before/ after Monitor subject progress
The New start Centre	A primary style teaching environment, focussing on the basics in reading, writing, phonics (TES/ Fresh Start) and Maths through a topic approach	KS 3 and 4	Can be fulltime (length dependent on baseline assessment on entry and progress made)	1:12	Baseline assessments: reading age, TES phonics, Maths proficiency. End of NSC assessments before entry to mainstream classes
Success@Arithmetic	A light touch calculation based intervention for learners who have	Y7-9	30 minutes/ 2x weekly	Varies	Pre and post course assessment

	difficulties with arithmetic proficiency. Pupils are identified by the class teacher throughout the maths lesson as needing extra support to close the gap				
Communication and Interaction					
Intervention	Description of intervention	Year	Frequency & Duration	Ratio	Impact Measure
Speech and language Therapy service	External agency (referral system). Fully qualified Speech and Language Therapist who can assess pupil's communication needs.	All	Varies according to need and age of the child	1:1	Tracking of personal targets
Speech and language session	Group/ individual programme devised by SALT to improve pupils' communication and interaction skills with others. TAs are trained by SALT	All	30 minutes/ 2 x weekly	1:4 or 1:1	Pre and Post Language screening assessment
LEAP	Provided by a trained teaching assistant to develop listening, talking and social skills.	HHP	20 minutes/ 3 x weekly	1:4	Pre and Post Language screening assessment
VIP	Provided by a trained teaching assistant - Vocabulary Improvement Programme to support pupils to verbally communicate who is doing what/where and when.	All	20 minutes/ 3 x weekly	1:4	Pre and post vocabulary assessment
Lego therapy	This is a highly structured, systematic programme which supports pupils to learn to communicate with others, express their feelings and develop problem solving skills	Y7-9	30 minutes/ 2 x weekly	Groups of 3 1 adult to supervise if needed	As above

Group communication	Pupils practise responding to visual stimuli; they describe situations and possible feelings in a social situation. They are encouraged to ask and answer questions and play games cooperatively	HHS	30 minutes/ 2 x weekly	1:4/6	Set 'good communication' criteria together session 1. Assess against that criteria beginning and end of programme
Social, emotional, mental health					
Intervention	Description of intervention	Year	Frequency & Duration	Ratio	Impact Measure
Learning Mentor	Group work or individual work to support pupils in the following areas: Behaviour for learning Confidence and self esteem Social skills Emotional regulation	HHP	Varies depending on need	1:1 1:4	Pupil voice and teacher voice Tracking of personal targets Attainment/ progress data entry and exit
Play therapy	Delivered by a trainee play therapist under the supervision of a clinical supervisor. Play therapy uses play as a communication tool to alleviate emotional difficulties for children.	HHP	60 minutes – weekly	1:1	Strengths and difficulties questionnaire pre and post Teacher and parent voice interviews
Quiet lunch time space	Quiet space is available for pupils to eat their lunch. Overseen by lunchtime supervisors and learning mentor.	HHP	Lunch time daily	Varies	Pupil voice
Child & Adolescence Mental Health Service	External agency (referral system) who will assess the mental health needs of pupils and provide ongoing therapeutic support for families and pupils. They also provide assessment information to support the completion of My Plans and EHCPs	All	Varies depending on need	1:1	Progress met against personalised therapeutic targets and/ or My Plan /EHCP outcomes and steps/ Less incidents of poor or concerning behaviours
Behaviour and Welfare Officer support	Group work or individual work to	Y7-Y11	Varies depending on need	1:1	Pupil voice and teacher voice

	<p>support pupils in the following areas:</p> <p>Support the pupil and family around attendance and punctuality concerns</p> <p>Behaviour for learning</p> <p>Confidence and self esteem</p> <p>Social skills</p> <p>Emotional regulation</p>				<p>Tracking of personal targets</p> <p>Attainment/ progress data entry and exit</p> <p>Use of SOL tracker for attendance</p>
Flower 125	Delivered by a trained BWO or CILS worker, this is an emotional regulation and friendship supporting group	Y7-Y11	30-60 minutes – weekly 12 sessions	1:6	<p>Strengths and difficulties questionnaire pre and post</p> <p>Teacher and parent voice interviews</p> <p>BOXALL profile: a checklist to score aspects of social and emotional behaviour</p>
Nurture group	Group support based in The Centre around social and life skills, confidence and behaviour for learning as well as promoting self esteem (can also be on a 'drop in' basis to support individuals who need short term pastoral support)	Y7-Y11	1 x 30/60 minutes session per day or 1x 30/60 minutes session per week	1:6	As above
Quiet room	Quiet room is available break and lunch time for down time; for those pupils who need this from their SEN portrait	HHS	Break and lunch	Depends on the day	Pupils prepared to enter tutor/ lessons after break/ lunch 5* data increased
Turn –around- time	Pastoral support for those who need some down time or preparation for lesson time	HHS	As needed	N/A	Progress seen when back in lessons full time

The Sanctuary	Sensory room to support those who have emotional regulation traits/ ASD traits. Pupils may need time on their own to relax or reflect	HHS	As needed	Individuals (monitored by adult from the Centre)	Pupils are prepared to discuss their issues and / or return to a learning environment
Traffic Lights	Group work around regulating emotions with a regular staff member. Comic strips/ social stories used to review feelings/ situations/ consequences	HHS	30 minutes/2 x weekly	1:4	BOXALL profile: a checklist to score aspects of social and emotional behaviour
Mood diaries and personal counselling	Pupil led counselling with our trained professional	HHS	When needed	1:1	
Mighty Minds (in development)	Teaching assistants / BWO attend training by the Educational Psychologist team. A structured intervention to support those who find making and maintaining positive friendships difficult	Y3 to Y 8	30 minutes/2xweekly	1:6	Mighty minds assessment pre/post
Autism Intervention Team	External agency (referral System) who provide support: <ul style="list-style-type: none"> - Support pupils in class to learn/ be part of a classroom and school environment Support the school to deliver staff training on how to maximise the pupils' potential	All	Varies according to need	1:1 Staff training-variable	Progress measured against personalised targets with staff, pupils and parents and/ or My Plan /EHCP outcomes and steps/
Community Youth Team	A multi -agency team (referral system) early help service to support engagement with Education,	Age 10-18 years	60 minutes/ 1 x weekly	1:1	As above and/ or BOXALL progress

	Employment and Training; reducing risk taking behaviours				
Sensory and/ or physical impairment					
Intervention	Description of intervention	Year	Frequency & Duration	Ratio	Impact Measure
Fine Motor Skills	Practical activities provided by the teaching assistant and class teacher to improve hand eye co-ordination, hand/ finger strength and hand/finger manipulation.	All	10 minutes daily	1:1- 1:4	Personal targets met
Occupational Therapy	Provides external specialist support to pupils who have sensory, fine or gross motor skill needs.	All	Visits vary depending on need to assess, review equipment, put a programme in place and discharge	1:1	Occupational therapy assessment, observation and staff questionnaire.
Physiotherapy	Provides external specialist support to pupils requiring physiotherapy	All	Visits vary depending on need to review equipment and programmes	1:1	Review of targets on individualised programmes
Vision impaired Service	Provide external specialist support to the pupil/ family/ teachers and whole staff if required. Equipment is also provided	All	Varies according to Sheffield Support Grid level As required for staff training	1:1 in class	Personal targets (set by VIS) met and those on My Plan/EHCP
Hearing Impaired service	Provide external specialist support to the pupil/ family/ teachers and whole staff if required. Equipment is also provided	All	Varies according to Sheffield Support Grid level As required for staff training	1:1	Personal targets (set by HIS) met and those on My Plan/EHCP
Touch Type programme (under development)	To provide a speedy alternative to handwriting for pupils who are unable/ uncomfortable handwriting for long pieces of work	Y7-10	15 minutes / 3 x weekly 6 weeks	1:4	Baseline assessment on speed and accuracy 1 st and last session

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
- 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.

Additional support for learning

Please see table above

Expertise and training of staff

In the Primary School, the Team includes a SENDCO, a SEND coordinator, a Senior Learning Mentor, Behaviour Manager, Senior Teaching Assistant, Home-School Worker, Attendance Worker and Teaching Assistants based in year groups and leading interventions.

In the Secondary School, the Team includes: the SENDCO, a Higher Level Teaching Assistant, 6 Teaching Assistants who work primarily with core subjects and lead interventions and a full time SEND administrator. This team is one strand of our Secondary Inclusion team. We work closely with our Behaviour and Welfare team who consist of our Secondary School Behaviour Manager and team of Behaviour and Welfare Officers and our Safeguarding and welfare Officers, including our Looked –After Children officers. The teams also work closely with our attendance team to ensure that we have a detailed overview of our young peoples' needs in order to offer the maximum support we can.

This academic year, staff will have received training on:

- how to support SEND pupils within the classroom
- Responding to the needs of a child on the Autism spectrum
- Supporting the dyslexic child within the classroom

Teaching Assistants will have received:

- Might Minds training
- Lego therapy
- Phonics
- Basic literacy
- Lexia
- The use of assessment within numeracy and literacy (The Birmingham toolkit)

Securing equipment and facilities

Where a child requires additional equipment or facilities to enable them to access a mainstream school, equipment and support are sought from the relevant outside agency:

- Communication and Interaction – Speech and Language Therapy Service, Autism Team
- Cognition and learning – Fusion TSA

- SEMH – MAST/CILS, CAMHS, Educational Psychology
- Sensory or physical need or disability - Visual Impairment Team, Hearing Impairment Service, Sheffield Children’s Hospital, Occupational Therapist, School Nursing, Barnardos

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 half term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO / SEND coordinator/SLT
- Work scrutiny against pupils’ SEN outcomes
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans alongside their termly reviews (including those on My Plans and SEN profiles) and measuring the progress they are making

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

Pupils with SEND are encouraged to take part in activities outside classes alongside all pupils, e.g. they are encouraged to join in lunchtime activities, residential experiences, School Council, Student Ambassadors and Peer Mentor schemes and sporting activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school and breakfast clubs.

All pupils are encouraged to go on our Y6 residential trip

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 school welcomes pupils with a wide range of special educational needs or disabilities. All pupils follow the same admission procedures. The school will not refuse to admit a pupil on the grounds that they feel unable to cater for their special educational needs or disability unless in very rare and exceptional cases, they feel that it would not be in the child’s interests or the interests of other children in the school.

As part of its inclusive philosophy, the school supports the re-integration of pupils from special schools, units or the Inclusion Centres, where appropriate. The school liaises with the Local Authority and other schools to support the transfer of pupils to and from the school

Disabled pupils will have the same right of access to school and the curriculum as their non-disabled peers. Often a disabled pupil will also have SEN but this is not always the case. For example, a child with severe arthritis or diabetes may not have SEN but may have rights under the Disability Discrimination Act.

The school must, by law, take reasonable steps to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison to pupils who are not disabled. This is known as the ‘reasonable adjustment’ duty.

The school will keep its policies, practices and procedures under review, for example, school and classroom organisation, timetabling of lessons for disabled pupils, arranging school trips, sporting activities and extra-curricular activities to ensure that arrangements make such activities accessible to disabled pupils.

Accessibility Planning: Please see the Accessibility Plan

https://www.hindehouse.net/about/special_educational_needs_and_disabilities_send/

The planning duty has three elements:

- Improved access to the curriculum
- Physical improvements to increase access to education
- Improved information in a range of formats for disabled pupils

Both Phases offer facilities to increase access to the school for pupils who are disabled. The lifts, ramps, wide corridors, wide doors, fire doors which hold back, unisex toilets and changing facilities are an indication of the much improved access arrangements.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our clubs to promote teamwork/building friendships etc.
- There is a wide range of provision to support the wellbeing of pupils in both Phases.
- Personal and Social Education is taught across the school by specialist staff. This programme includes disability awareness, online safety, building successful relationships and British Values.
- Learning Mentors and Behaviour and Welfare Officers are available to support pupils as needed and remove barriers to their learning. They support pupils if they are having difficulties making and keeping friendships and also help when disagreements occur. In addition, the Learning House and The Centre offer programmes to support individual pupils with social, emotional, medical and behavioural problems. They work with pupils who are anxious, angry, lack confidence, are on the autistic spectrum, and other difficulties. Teaching Assistants can offer support throughout the day. In the Secondary phase, a school counsellor provides' drop in 'support and networks to promote well-being.
- Some pupils have early dinners and have arrangements to move around the school avoiding busy times.
- Support is offered at breaks and lunchtimes for pupils who need this. Supervised structured activities including indoor games, outdoor sports and a quiet room are available each day.
- Circle of Friends is used to encourage peer support for individual pupils with SEN/ disability and the Friends' / Mighty Minds intervention.
- Careful discussions may be held with a class/ tutor group about an individual's needs: friendship groups, likes / dislikes and emotional well-being.
- We have a zero tolerance approach to bullying.

Working with other agencies

Please see the Intervention table above which details the agency support we engage with.

Complaints about SEN provision

If a parent/carer is unhappy about any aspect of SEND provision, then they should contact the Academy SENDco. If a parent/carer is unhappy about the progress with the complaint, then they should contact the Executive Principal: Vicky Simcock

If they continue to be unhappy then they should contact the Chair of Directors in accordance with the school's complaints procedure. If they are unhappy with the process at any point, then the independent service – Sheffield SEN and Disability Information Service (SENDIAS) is available to resolve any difficulties. The Local Authority has to provide an independent advice scheme for parents of all children with SEND (with or without statements/ EHC Plans). This Service provides information, advice and guidance, independent parent/carer supporters and looks for practical educational solutions acceptable to all parties which are in the best interests of the pupil.

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 details of support services available to parents of pupils with SEND in Sheffield can be found at the link below:

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

Contact details for raising concerns

Address:

Primary Phase: Bracken Road, Sheffield. S5 6FH : tel 0114 2426874

Secondary Phase: Shiregreen Lane, Sheffield S5 6AG : tel 0114 2438486

Phone:

Primary Phase: 0114 2426874

Secondary Phase: 0114 2438486 Email: enquiries@hindehouse.net

SENCO Secondary: Fiona McLeod **SEND Coordinator Primary:** Rachel Grice.

Executive Principal: Vicky Simcock

SEND Governor: Jo Cornelius c/o Hinde House Primary School

SEND Trustee: Kevin Clifford c/o Hinde House Secondary School

The local authority local offer

The Local Offer information is on the Sheffield LA website where there is an outline of provision for SEND in the city

[Special educational needs and disabilities \(Local Offer\): Support and services for children and young people from 0 to 25](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Fiona McLeod **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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

SEND Policy
Appendix for COVID-19
May 2020

SEND policy Appendix: Covid -19. May 2020

Special Educational Needs and provision:

The SEND team continue to play a vital role during this time by supporting pupils and their families. The team phone all pupils with high Special Educational needs once weekly or fortnightly, and help staff the HHA hubs (school provision for vulnerable pupils).

EHCP and My plan outcomes are shared with staff in the hub and these are worked towards wherever possible in order to tailor activities to support their special educational needs.

Advice is also given to parents about the support needed to work towards these outcomes when accessing school work at home.

Pupils with high needs, who are anxious at this time, are provided with strategies/ website links/ information to support positive mental health and well-being.

Work appropriate for our SEN pupils, who cannot access their mainstream class work, is provided in our SEND folder on the VLE. This includes access to software such as Lexia, virtual story sites and twinkl. We are encouraging other more creative work around life skills and celebrate success as a school through our 5* reward system.

Working together:

The SEND team work together with the welfare, year and medical teams and respond to any requests for support whenever needed and as soon as possible so that we can provide comprehensive and cohesive support to all of our pupils and families' needs at this time.

The team meet virtually every week and share any concerns around pupils' well-being and provision and plans are formulated.

The team are in regular contact with the ASD team, Educational Psychologist, Speech and Language, MAST, CAMHS and hearing support to enable the accessibility of support for our families.

Transition:

This work has begun. Y6 pupils with SEND, and their schools, will be contacted to discuss possible support packages under current Government guidelines, so that they are aware of safe places and faces in school for Y7.

Y11 SEND pupils are supported to reply to college virtual meeting requests and appropriate information is shared in order to enable post 16 placements to provide the necessary support to be in place for Y12.

Legal Requirements:

We continue to hold EHCP and My plan reviews with children and families virtually and will be in touch with other families of pupils with SEND to review their child's provision and requirements in preparation for school to 'open' in the future.

Information for reviews are still requested from staff and all outcomes to meetings are shared with staff in preparation for the future opening of the wider school.

The SENDco regularly responds to the Trust and Local Authority requests around risk assessments and provision for those pupils with EHCPS or high needs.

The hub provision:

SEND pupils who are considered 'vulnerable' are allocated provision into our hubs at HHS and HHP on a case by case basis if required.

Whist attending the hub, all pupils, including those with SEND, must follow staff instructions re social distancing at all times, including social times, during the school day. Pupils will be sent home if this is not adhered to and discussions will take place around their future place.