

Hinde House 2-16 Academy Academy

Special Educational Needs Academy Information Report July 2021 - July 2022

This is our Special Educational Needs academy information report. It is produced by the academy to show parents and carers how the SEND policy is implemented and achieved. It is updated annually at the end of each academic year. The report for 2021/22 will be completed in the summer of 2022. It complies with the requirements of the Children and Families Act 2014 and the revised SEND code of practice 2014.

If you have any queries about SEND provision, please contact:

- **Simon Winslow: Director of Education**
- **Rachel Burgan: Assistant Principal – Inclusion 2-16 Years**
- **Rachel Grice: Primary Phase SENDCO: Bracken Road, Sheffield. S5 6FH:
Tel 0114 2426874**
- **Louise Fox: Secondary Phase SENDCO: Shiregreen Lane, Sheffield S5 6AG: Tel 0114
2438486**

Email: enquiries@hindehouse.net

Introduction:

The Directors and staff of Hinde House 2-16 Academy 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 academy. 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 academy's policy and practice in meeting the needs of all learners in academy including those identified as having special educational needs and disabilities.

This report links to our policies/ plans on:

- Accessibility
- Behaviour and Anti-Bullying policy
- Complaints procedure
- Admissions policy
- Safeguarding and welfare
- SEND
- Medical Policies

The main principles of Inclusive Education in Hinde House 2-16 Academy:

In line with the SEND Code of Practice 2014 and the Children and Families Act 2014:

- We believe that every teacher is a teacher of every pupil including those with SEND
- We adopt the 'graduated approach' that places Quality First teaching and learning at the heart of all lessons for all pupils, ensuring maximum progress and achievement for all

Therefore:

- The academy has high aspirations for the achievement of all pupils
- Pupils will be encouraged to participate fully in all the decision-making processes in their education
- Parents/carers will be involved as partners with the academy in supporting their child's education
- Provision in Hinde House Academy is based on an analysis of need
- There is close monitoring of pupil progress
- There is a shared perception of the desired outcomes for every pupil
- All pupils have an equality of opportunity through learning together regardless of race, gender, or ability
- Adequate staffing and resources enable every pupil to participate fully in all aspects of academy-life
- The academy community celebrates and values difference and diversity
- Opportunities are provided for staff to be trained and supported in meeting the needs of learners and working in collaboration with external specialists
- Each Phase strives to be as physically accessible as possible
- The academy ethos reflects a commitment to inclusive education with all staff working within it building positive attitudes towards inclusive practices.

The kinds of Special Educational Needs that are provided for in Hinde House 2-16 Academy:

The academy caters for pupils with a wide range of special educational needs. These include:

- Speech, language and communication needs
- Moderate learning difficulties
- Specific learning difficulties e.g. Dyslexia
- Visual impairment
- Hearing impairment
- ADHD/ ADD
- Social and communication difficulties including Autism
- Social and emotional difficulties
- Medical Needs
- Mental Health difficulties
- Physical disability/ mobility issues

Broad areas of need in the SEND Code of Practice 2014:

There are four broad areas of need:

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

Communication and Interaction:

This grouping includes children and young people with speech, language and communication needs who have difficulty communicating with others. They may have difficulty saying what they want to, understanding what is being said to them, understanding the social rules of communication. Children or young people with Autism or Asperger's Syndrome have social communication difficulties.

Cognition and Learning:

Some children and young people learn at a slower pace than their peers, even with appropriate differentiation. This broad grouping can include pupils with Moderate Learning difficulties, Severe Learning difficulties, and Specific Learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional; and Mental Health difficulties:

These difficulties may show in many ways e.g. being withdrawn, displaying challenging, disruptive or disturbing behaviour. There may be underlying mental health difficulties e.g. depression, anxiety, self-harming, substance misuse, eating disorders. Attention deficit disorders, attention deficit hyperactive disorder or attachment disorder are also included in this grouping.

Sensory and/ or Physical needs:

Many children and young people with vision impairment, hearing impairment, and multi-sensory impairment will require some specialist support and/or equipment to access their learning. Some children and young people with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to work out what action the academy needs to take, not to fit a pupil into a category.

Hinde House 2-16 academy aims to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the pupil.

The following may also impact on progress and attainment but are not SEN:

- Disability - this alone does not constitute SEN
- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/ woman

Subject and Pastoral staff remain responsible for working with the pupils daily and for adapting their programmes and approaches to allow the pupils to make progress. The SENDCO's for both phases and the wider Inclusion team, pupil and parents/carers will advise and help to devise an individualised programme for each pupil when needed and/or to adapt teaching styles and resources.

Identification of pupils with Special Educational Needs or Disabilities.

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 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 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 the academy, information is obtained about each pupil through home visits before a child begins Nursery; when in school, from previous academies classes and from external specialists e.g. Educational Psychologist.

In the Primary phase, the academy 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-academy 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 SENDCO 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 academy.

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.

Assessment:

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/academy 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 SENDCO 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 keyworker 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 academy'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 SEND reviews by evaluating their progress against the outcomes stated in their SEND 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 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 several ways. It might be progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap growing wider
- Is like 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.

Maths interventions are also undertaken. Pupils may be identified before entry at transition, or by the class teachers through Quality First Wave teaching in the classroom setting. In the Secondary establishment, this is run by a HLTA (Higher level Teaching Assistant) under the direction of the Head of Maths. Success@Arithmetic is a calculation-based intervention around basic numeracy skills.

Both phases can also use supporting assessments available from Sheffield Local Authority Services including Early Years Inclusion, Fusion S2S, NHS Speech and Language Service and Educational Psychologist.

Families are regularly invited into academy to discuss their child's progress and welfare across the academy. We follow the graduated approach and the four-part cycle of assess, plan, do, review. These are completed every term and the document is communicated by the SENDCO to parents/carers and children. It sets out the provision and strategies in place for the child and current assessment data.

Children who receive additional support have an **individual one-page profile** that details their strengths and difficulties, likes and dislikes, provision and strategies for teachers to use in lessons. These are reviewed termly with the child to ensure it is fully up to date and to check that the support in the classroom is making an impact on the child's progress. Parents are fully involved in the review process throughout the year.

If there are concerns that the child is not making enough progress after two terms, the SENDCO and relevant agencies will consider completing a **'My Plan'** with the child and parents. This will create a provision plan and detail the past and current settings of the child and assessments and outside agencies which have formed part of this provision. This plan will be reviewed termly and will run for at least two cycles before an **Education Health and Care Assessment (EHCP)** is considered.

Arrangements for consulting parents of pupils with Special Educational Needs and involving them in their education:

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. Each phase recognises that 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. All parents/carers of pupils with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Parents/carers should have knowledge of their child's entitlement within the SEND framework. They will be told when SEND is first identified. They will be consulted and involved in the review of progress, target setting and planning the programme until the next review. Wherever external agencies are involved, all agencies involved with the pupil will be invited to attend or submit a written report at least once a year.

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

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

Arrangements for consulting young people with special educational needs and involving them in their education

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

Transition Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood.

Home visits are made by Primary staff before pupils begin Nursery or Reception and information is obtained from Early Years providers. Parents visit the academy with their children and support their child's gradual start into academy.

In academy, there are meetings between teachers before pupils move to different classes and information is passed on. Parents meet the new teachers and children spend introductory time with their new teachers.

Before entry to the Secondary Phase, visits are made to Primary Phases by members of the SEND/ Inclusion Team and information about the special educational needs of pupils is obtained from class teachers, including Key Stage 2 results, standardised test results, any Individual Plans, successful strategies used, My Plans and Education Health and Care Plans.

Wherever possible, contact is made with named pupils by staff which may include observing them in the classroom, looking for strategies that have proved successful. Each pupil either with a My Plan or EHC Plan or targeted pupils at SEND Support where the Primary SENDCO thinks it will be helpful, will be invited, with their parent / carer, to a meeting with the SEND/Inclusion Team before starting at Secondary and may make a number of extra visits into the Secondary Phase before the official transition visits.

Links with other schools and arrangements for transition between schools:

When a pupil joins Hinde House Academy from another academy, all records are requested from the sending academy. If the pupil was identified as having SEND at the previous academy, then the SENDCO contacts the academy to seek further information. This information will then be shared with the relevant staff.

The Foundation Stage Leader is responsible for the transition of pupils from our nursery to other schools and the passing on of information. The Y5/6 Phase Leader will take responsibility for the transition arrangements for the move of the Y6 pupils to the various Secondary schools.

It is the SENDCO's responsibility to ensure that the papers of any pupil on the SEND Lists are passed on to a receiving academy, but in the case of Y6 pupils this usually follows a period in which Inclusion staff from the Secondary school visit Primary schools to discuss pupils with SEND with their class teachers/SENDCO, and to meet the pupils themselves. For pupils with My Plans or EHC plans, the SENDCO is responsible for transition arrangements, ensuring that receiving academy staff get all relevant information. Where possible, the SENDCO or Inclusion staff will attend the last annual review before transition. Pupils with SEND often have extra visits to the schools before official transition visits. Meetings will usually take place with parents/carers of pupils for targeted pupils or those with EHC plans before the pupil moves into the academy and profiles will be begun.

Preparation for Adulthood:

As young people prepare for adulthood, outcomes should reflect their ambitions which could include higher education, employment, independent living and participation in society.

The Secondary Academy works alongside a Careers Advisor from Sheffield Futures who, alongside our careers support leader, supports the pupils and the Year Teams with information about progression into Post 16 courses, gives information about choices available, supports the process of applications, meets with pupils and their parents/ carers

to offer further advice, liaises with Sheffield Futures staff including specialist staff who support pupils with SEND and liaises with providers. All pupils with SEND are offered early appointments and extra sessions as needed. The Careers Advisor speaks to form groups from Year 8 onwards; Form Tutors meet with pupils for a period daily and they, in combination with the PSHE programme in academy, look to support pupils in their moves towards adulthood.

Meetings between the SENDCO and Post 16 providers take place to prepare post 16 placements in order to ease transition and, with the permission of pupils and parents/carers, SEND information is passed to the relevant provider.

A considerable amount of extra support is put into place for pupils with SEND and other vulnerable pupils, particularly those who are in danger of having no training or employment post 16. Visits to past 16 placements are supported by academy staff, link courses are arranged, additional interviews arranged. Sheffield Futures offers individual support to a group of vulnerable Year 10 and Year 11 pupils to ensure that their post 16 placements are successful.

Changing provision to meet the needs of pupils with SEND:

When staff identify that a pupil has special educational needs then subject teachers and the SENDCO and SEND team devise interventions that are additional to, or different from, those provided as part of the academy's usual differentiated curriculum if required.

Teaching pupils with special educational needs and disabilities is a whole academy 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 academy's usual differentiated curriculum.

Subject and Pastoral staff / class teachers remain responsible for working with a pupil daily and for adapting their programmes and approaches to allow the pupils to make progress. But the SENDCO, 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 and SENDCOs, in discussion with Phase Leaders, Class/ Subject Teachers and support staff

The SENDCOs, 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 considered 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 spiraling 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.

Action to meet SEND tends to fall within four broad strands:

- assessment, planning and review
- grouping for teaching purposes
- additional human resources
- curriculum and teaching methods

On entry to the Secondary Phase, pupils who are well below age related expectations in English and/or Maths follow Interventions which include extra sessions to boost attainment and cover the basics. Some pupils below age related expectations receive catch-up sessions to enable them to make good progress and thus be better equipped to access the secondary curriculum.

The current emphasis on literacy across the curriculum helps to achieve consistency in handwriting, spelling, punctuation, presentation, key reading retrieval skills and vocabulary enrichment

Wherever possible, students with SEND are not a separate group. As far as is appropriate for their own needs, within the academy's finite resources and compatible with the efficient education of other pupils, they are integrated into mainstream classes and supported within them.

Personalised provision for Pupils with SEND

At Hinde House 2-16 Academy 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 academy 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 academy budget to supply materials and resources to support the work with students with SEND throughout the academy

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, 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 academy 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 an academy 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:

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

Primary and Secondary Phases: please see the table for intervention details we offer at Hinde House 2-16 Academy

The expertise and training of staff to support pupils with Special Educational Needs:

- Meetings are arranged to improve the partnership working of subject teachers and SEND/ Inclusion staff and ensure that teachers are aware of progress being made in any Intervention programmes where pupils are being withdrawn from classes. These meetings will be held with individual staff in the Primary school and subject departments in the Secondary Academy. The meetings will also enable discussion about CPD requirements for staff and general discussion about strategies to help academy to improve the ways they meet individual needs of pupils.
- A programme of CPD is arranged annually for all staff; information on SEND is included in regular staff meetings and there is information readily available on individual difficulties, e.g. autism.
- All staff are encouraged to develop their skills in the education and management of pupils with SEND. Each member of staff has access to a copy of the SEND Policy. The SENDCO and Inclusion Leaders offer advice to staff on strategies to support pupils in lessons and on the production of differentiated materials.
- Teams of Teaching Assistants are used throughout the academy to work with teaching staff in meeting the needs of pupils. They may support pupils with SEND by giving support within class, offering smaller group support, working with individual pupils or with parents/carers.

The responsibilities of the Directors with regards to SEND:

- The Directors will, in co-operation the Trustees and the CEO, determine the academy's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the academy's work
- The CEO and the Executive Principal have the responsibility for the day-to-day management of all aspects of the academy's work including SEND, ensuring that the Directors and Governors are fully informed and also work closely with the academy's SEND/Inclusion Teams, in particular the Trust Lead for SEND.

Directors/ Governors` Responsibilities:

- To ensure that they are fully involved in developing and monitoring the academy`s SEND provision, including how funding, equipment and personnel resources are deployed
- Ensure that SEND provision is an integral part of the academy improvement plan
- Ensure that the quality of SEND provision is continually monitored
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities
- Ensure that teachers in the academy are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult with other governing bodies and Local Authority 'where necessary and desirable' to co-ordinate provision
- Ensure that a pupil with SEND joins in the activities of the academy together with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil

receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources

- Report to parents/carers annually on the implementation of the academy's policy for students with special educational needs
- Have regard to the Code of Practice when carrying out duties towards all students with SEND Ensure parents/carers are informed when the academy is making SEND provision
- Ensure that arrangements are in place in school to support pupils at academy with medical conditions. These arrangements should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care
- They should ensure that academy leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported; staff should be properly trained to provide the support that their pupils need
- These changes should give parents and pupils confidence in the academy's ability to properly support pupils with medical conditions so that they have full access to education, including academy trips and physical education.

Hinde House Trustees and Directors should:

- Ensure that the SEND Policy is agreed and approved
- Ensure that the academy's offer is in line with statutory guidance
- Ensure that the academy contribute to the Local Offer
- Ensure that the correct documentation is placed on the academy's and Trust websites
- Ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk.

Our Inclusive Policy:

- Pupils with SEND or Disabilities are encouraged to take part in activities outside classes alongside all pupils, e.g. they are encouraged to join in lunchtime activities, residential experiences, Academy Council, Peer Counsellors, Student Ambassadors, sporting activities, Philosophy For Children classes and the form buddy system.
- The academy welcomes pupils with a wide range of special educational needs or disabilities. All pupils follow the same admission procedures. The academy 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 academy.
- As part of its inclusive philosophy, the academy supports the re-integration of pupils from special schools, units or the Inclusion Centers, where appropriate. The academy liaises with the Local Authority and other schools to support the transfer of pupils to and from the academy.
- Disabled pupils will have the same right of access to academy 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 academy 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 academy will keep its policies, practices and procedures under review, for example, academy and classroom organisation, timetabling of lessons for disabled pupils, arranging academy trips, sporting activities and extra-curricular activities to ensure that arrangements make such activities accessible to disabled pupils.

Accessibility Planning:

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 academy 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.

Arrangements for handling complaints from parents of pupils with Special Educational Needs about the provision made in the academy:

If a parent/carer is unhappy about any aspect of SEND provision, then they should contact the SENDCO on the appropriate site. If a parent/carer is unhappy about the progress with the complaint, then they should contact the Executive Principal. If they continue to be unhappy then they should contact the Chair of Directors in accordance with the academy's complaints procedure. If they are unhappy with the process at any point, then the independent service – Sheffield SEN and Disability Information Service (SSENDIAS) is available to resolve any difficulties. The Local Authority must 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.

Arrangements for supporting pupils who are looked after by the local authority and have special educational needs:

It is likely that a proportion of Looked After Children (LAC) will have an EHC Plan. The Designated teacher and SENDCO in each academy will ensure that staff are aware of the child's needs. The Local Authority's Virtual Academy Head tracks the progress of LAC.

A considerable amount of planning will be done around the care, health and educational needs of LAC. They will have a Care Plan which sets out how the Local Authority will meet the care needs of the child, addressing developmental needs. These include health, education, emotional and behavioural development, identity, family and social relationships, social presentation and self-care skills. The Care Plan will include a PEP (Personal Education Plan) and a Health Plan.

An EHC assessment must be carried out by the LA where the child lives. The child's social worker will ultimately make any educational decision on the child's behalf but the day-to-day responsibility is devolved to the carer.

Support for pupils with medical needs:

Many pupils will have short-term medical needs at some time. Some pupils have longer-term medical needs and may require medicines on a long-term basis to keep them well, for example pupils with epilepsy or cystic fibrosis.

Others may require medicines circumstances such as pupils with severe allergies who may need an adrenaline injection. Pupils with severe asthma may have a need for daily inhalers and additional doses during an attack.

Most pupils with medical needs can attend academy regularly and take part in normal activities, sometimes with some support. If support is needed, then a Health Care Plan may be needed. This will be drafted by the academy medical team, specialist nurse with parents/carers to help staff identify the measures needed to support the pupil and ensure that they or others are not put at risk. The plan will be checked by SLT.

The academy will make reasonable adjustments for pupils with medical needs so as not to discriminate against them in relation to their access to education, including academy trips. The academy staff will seek to provide access for pupils with medical needs to the academy premises and the curriculum as needed. For more detailed information, please see the Medical Policies which include arrangements for First Aid, Managing Medicines, Health Care Plans, Management of Eating Disorders, The education of ill pupils, pregnant pupils and academy-age mothers. In all cases, good communication between pupils, parents/carers and staff is essential.

If a pupil is admitted to hospital, the Hospital Teaching Service will ensure that educational provision continues to be provided, in partnership with the academy. If pupils are returning to mainstream, then the Service will work with the pupil and the academy to produce a reintegration plan.

Details of the academy`s contribution to the local offer and where the local offer is published:

Academy will refer parents/carers to the Local Offer information 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 | Sheffield Directory](#)

Restrictions due to Covid-19 Autumn term 2020: following Government and the Trust guidelines we have had to adapt some of our provision:

- Y6 transition: pupils from our primary phase joined us full time in April with their y6 teachers.
- Other feeder primary schools met with the SENCO 1:1 with their families to have after hours visits around the school which ensured social distancing was adhered to.
- Clubs will not be running in the Spring term due to the restrictions
- Interventions will be offered but will run on a restricted timetable whilst TAs and pastoral staff support the welfare of all our pupils.

Appendix: January 2021:

Due to current restrictions and following Government Guidelines the limited opening of schools, means we are unable to offer individual interventions. However, we continue to support students with complex and additional needs within a small bubble setting for those who are attending school by providing them with a bespoke curriculum that meets the needs within the group.

For SEND students who are not attending school; the SEND team are monitoring the engagement of SEND students; by making regular contact via telephone and through TEAMS communication – thus giving opportunity for any difficulties to be identified and rectified ensuring full engagement and support.

Date of report: July 2020 -revised January 2021

Date read and agreed by the full governing body: pending