



# **Special Educational Needs or Disability (SEND) Policy 2022-23**

**Classification:** Public

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## **Policy Introduction & Purpose**

Hall Cross Academy is committed to providing an outstanding education for all students including those with SEND. Our core values of Community, Achievement, Respect and Equality underpin all of our endeavours at Hall Cross and have informed our approach to supporting students with SEND.

This policy provides useful information in regard to all aspects of Hall Cross' SEND provision and details how that provision meets relevant statutory guidance and regulations.

The purpose of the policy is to provide all stakeholders with the information necessary to ensure that SEND students at Hall Cross are fully supported in achieving their potential and the Academy meets its legal obligations in regard to SEND. The policy is organised into sub-sections which should make navigating the policy document as straightforward as possible.

## **Policy Aims**

This policy aims to provide effective information in order that:

- Parents and carers can make informed choices and be reassured in regard to provision for their son/daughter.
- Teachers are aware of processes, systems and their obligations in regard to SEND in order that they are able to make effective provision for students in regard to their learning.
- Governors have the necessary information to hold school leaders to account and support the academy as necessary in regard to SEND matters.
- SEND students thrive at Hall Cross both in terms of progress in the classroom and in terms of their social and emotional well-being

This policy applies to all Hall Cross students with SEND, parents and guardians of SEND students, Academy employees, Governors, contractual third parties and partner organisation employees who have access to any data held or provided to/by the Academy with regard to SEND students. This includes permanent and temporary staff, consultants, contractors and partner companies.

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## Section 1: Main contact details and policy key dates

Name and contact details of the Head teacher:

Mr S Swain – 01302 320626

Name and contact details of the SEND Co-ordinator:

Ms N Laszkowicz – 01302 320626 ext. 258

[lni@hallcrossacademy.co.uk](mailto:lni@hallcrossacademy.co.uk)

Postgraduate Certificate in Education and Inclusion (National Award for SEN Coordination)  
November 2018

Date of previous Policy	December 2021
Reviewed Policy agreed by Governing Body on:	
Reviewed Policy shared with staff on:	
Shared with parents/ carers on:	
Policy to be reviewed again on:	January 2024

## Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 January 2015 (updated May 2015). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015
- Ofsted Section 5 Inspection Framework, August 2015
- Teachers Standards 2012
- National Inclusion Statement

- 2.2 Our school has separate policies in place for:
- Accessibility, Admissions, E-safety, Safeguarding and Child Protection, Pupil Premium
- 2.3 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010.
- 2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice, which can be accessed at:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

### **Section 3: Profile and Values**

#### **3.1 Our School Profile**

Hall Cross Academy is a mainstream secondary academy for 11 to 18 years old which is situated on two sites; a KS3 lower site and a KS4/5 upper site. The aim of the Academy is to keep all students safe and protect each other's rights. Making provision for students with special educational needs with or without an EHCP ensures that students have the right of access to a broad and balanced curriculum, which meets their needs, and to make good progress with their outcomes.

Hall Cross Academy offers a supportive and encouraging learning environment to all its students. The Academy places equal value on and offers equality of opportunity to students with special educational needs. All students have talents and abilities, which the Academy aims to nurture and develop. The Academy celebrates achievements that represent the fulfilment of a student's individual ability. Within this general framework, our main objectives are to ensure that the barriers to learning are removed so that: -

- Students with special educational needs receive their entitlement to a broad and balanced curriculum.
- All teachers endeavour to meet and address the individual needs of students with special educational needs by ensuring that the teaching and learning strategies are matched with the learning needs of the individual pupil.
- The curriculum is appropriate and accessible whilst offering opportunities for success and growth to students with special educational needs or disability.
- The Academy's procedures for identifying, assessing and meeting the needs of students with SEND are followed.
- All teachers are aware of students in their teaching groups who have SEND and plan for them, including equality of access, medical plans and emergency procedures for disabled students.
- All teachers are aware of the range of provision available and the key colleagues with respect to SEND within the Academy.
- Pupil progress is monitored and recorded in line with the Academy's policy.
- Effective partnerships between pupils and their parents, the LA and other outside agencies.

In order to fulfil these objectives, each department is required to plan a curriculum differentiated in pace and designed to meet a wide range of individual needs. Departmental schemes of work are supported by assessment procedures that offer opportunities for all students to exhibit knowledge and learning and gain success. Subject departments and the Special Needs Department must work closely to ensure that information relating to a student's special educational needs will be used to benefit the child.

## **Section 4: Aims and Objectives of our approach to SEND**

### **4.1 We aim to:**

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and success for all our students
- encourage high levels of participation from students, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties

### **4.2 Our Objectives are:**

- to work in partnership with families and others involved in the care of students in our school
- to promote our students' self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every student, including those with SEND, through well-targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each student's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children and young people, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs & Disabilities Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up-to-date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services

- to work always in the best interests of the student alongside our responsibility to ensure the effective and efficient use of public resources.

## **Section 5: Definitions of SEND and of Disability**

### **5.1 SEND Definition**

A student has a learning difficulty or disability if he or she:

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

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Students may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated, Quality First teaching and all relevant and purposeful interventions and strategies being in place.

The Code of Practice (2015) identifies four categories of Special Educational Needs. It is important to note that a young person may experience difficulties in one area, or multiple areas.

### **5.2 Communication and Interaction (C and I)**

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and his or her needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with Social Communication Difficulties or Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can influence how they relate to others.

### **5.3 Cognition and Learning (C and L)**

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD),



- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- Profound and Multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### 5.4 Social, emotional and mental health difficulties (SEMH)

Students may experience a wide range of social and emotional difficulties, which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools.

#### 5.5 Sensory and/or physical needs

Some students require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Students with an MSI have a combination of vision and hearing difficulties.

Some students with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

#### 5.6 Difficulties which may not be related to SEND

Some students in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may influence a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

## 5.7 Disability

The definition of disability under the Equality Act 2010 is a 'physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have SEND, but there is a significant overlap between disabled students and those with SEND. Where a student requires special educational provision, they will also be covered by the SEND definition.

The academy carries out regular audits to ensure that the facilities are accessible to all students regardless of their SEND. The academy provides disabled access to all building and specialised toilet facilities. In addition, disabled parking and clear signage is available to ensure safe access into the main building.

## **Section 6: Graduated approach to identifying if a child requires SEND Support**

### 6.1 Whole-school general identification and assessment

All our student's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, Plan, Do and Review)
- listening to and following up parental concerns, views, wishes and feelings
- listening to and considering the student's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual student's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in-year transfer
- exchanging information from other services across education, health, care and the voluntary sector

- involving an external agency, and the Educational Psychology Service (EPS), where it is considered that a special educational need may be significant and long-term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

## 6.2 General provision for all children using core school funding

All students will have access to well-differentiated, Quality First teaching enhanced, where appropriate, through low level, short-term interventions.

Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Students who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be students with SEND.

The whole school provision map enables us to:

- plan strategically to meet student's identified needs and track their provision;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;
- cost provision effectively;
- demonstrate accountability for financial efficiency;
- demonstrate to all staff how support is deployed;
- inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
- focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

## 6.3 Examples of Curriculum Access and Provision

Where students are underachieving and/or identified as having high incidence special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of Quality First teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence-based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- bilingual support/access to materials in translation
- differentiation of curriculum resources
- homework/learning support club
- SMART target setting
- emotional care-nurture, friendship and support groups
- co-ordination-motor skills and handwriting support groups
- support to participate in the life of the school
- key-working
- social skills and emotional literacy groups
- dedicated support hub
- IDL literacy and numeracy

## 6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- student and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about a student's progress between teachers and the SENCO

#### 6.5 Additional SEND Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEND support to replace School Action and School Action Plus from September 2014. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEND funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy a minimum of £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all students, our approach to SEND Support is as follows:

- the SENCO, will discuss with parents if we feel that their child requires SEND Support;
- additional SEND support will be in place when a student's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer;
- we will use the LA's current guidance on SEN Descriptors, if the child is placed on the SEN register they will be identified with a code K (support) or E (EHCP).
- those in receipt of SEN support will be highlighted through the use of a 'One Page Profile' detailing student needs and support strategies for that child
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate on a SEND Support Plan (SSP);
- we will use the latest LA's guidance on SEND descriptors;
- targets will address the underlying reasons why a student is having difficulty with learning;
- our SSPs will be accessible to all those involved in their implementation – students should have an understanding and 'ownership of their SSP;
- our SSPs will state what the student can do, what the student has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- our SSPs will have a maximum of four SMART targets;
  - o discussion with other practitioners as appropriate
  - o classroom observations by the school's Special Educational Needs Co-ordinator (SENCO) and other Senior leaders;
- our SSPs will be time-limited – to be reviewed a minimum of twice yearly;
- our SSPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the SENCO and parent agree that the student has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole-school interventions and assessment. In this instance, the student would no longer be recorded as being in receipt of SEND Support (code K) and the code would be changed to N.

Students with SEND are taught within the mainstream classroom through quality first teaching with differentiation and personalised support to meet need. A graduated response is employed to the identification, assessment and teaching of students with SEND as follows:

**UNIVERSAL SUPPORT:** Quality first teaching for all learners with recognition that some learners may require very time-limited support in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

**UNIVERSAL PLUS SUPPORT:** Quality first teaching for all learners with recognition that some learners may require time-limited intervention programmes in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

**TARGETED SUPPORT:** Quality first teaching for all learners with recognition that some learners may require increasingly individualised intervention programmes, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.

**SPECIALIST SUPPORT:** Quality first teaching for all learners with recognition that a few learners may require significant amounts of additional to and different from provision in order to secure effective learning and increase the rate of progress.

## **Section 7: Request for statutory education, health and care assessment**

For some students with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an educational psychologist, will already have been involved in discussing, assessing the student and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a student with SEND, our school will fund this as part of additional SEND support up to £6,000 per year for each individual child. Students with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in the joint purchase/hire of equipment.

For some student's additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND Team before a request is submitted.

## **Section 8: Education Health and Care Plan**

Students with an Education Health and Care Plan (post September 2014) will have access to all arrangements for students in receipt of SEND Support and, in addition to this, will have an annual review of their plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice January 2015.

## **Section 9: Management of SEND within our school**

### **9.1     General**

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs & Disabilities Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of students who are adopted or in local authority care and will work in close partnership with the SENCO where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Hall Cross Academy fully understands and supports the need for our staff to have appropriate training and be supported in meeting the needs of all students. Staff have continued professional development about SEND in line with identified training needs. This training may be gained via INSET, teaching and learning briefings and guidance from the SEN specialists in school and external agencies.

### **9.2     Headteacher**

The Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn

### **9.3     Special Educational Needs and Disabilities Coordinator (SENCO)**

Our SENCO will oversee the day-to-day operation of this policy and will:

- be a qualified teacher working at our school and will have completed the National Award for Special Educational Needs Coordination

- disseminate information and raise awareness of SEND issues according to the SEND Code of Practice 2015;
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- identify on the provision map those children requiring SEND support from the school's delegated budget, children in receipt of High Needs funding and with Education Health and Care plans
- co-ordinate provision for students with SEND
- complete annual and transitional reviews
- liaise with and advise teachers and other classroom/targeted support staff
- manage the records on all students with SEND
- liaise with parents of students with SEND, in conjunction with class teachers
- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on SSPs
- co-ordinate multi agency meetings and statutory annual reviews for students with an Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for students moving into and out of our school
- evaluate regularly the impact and effectiveness of all additional interventions for students with SEND
- follow Local Authority guidance and procedures when it is considered that a student with significant and long term SEND may require significant support through statutory processes
- attend SENCO network meetings and training as appropriate
- liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerable learners
- monitor the delivery of the SEND Policy
- deploy the Academy's learning support team.

#### 9.4 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

Our teachers will:

- focus on outcomes for every student and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENCO;
- have high aspirations for every student; and
- have a detailed knowledge of students with SEND
- devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with the SENCO
- refer to student one page profiles/advice from SENCO
- monitor the progress of students with SEND,



- raise individual concerns with the SENCO
- contribute to annual and transitional reviews.

### 9.5 Teaching Assistants

- TAs are part of our whole-school approach to SEND working in partnership with the classroom/subject teacher and the SENCO.
- we deploy our TAs depending on their level of experience.
- our TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- TAs can be part of a package of support for the individual student but will never be a substitute for the teacher's involvement with that student.
- plan and deliver individualised programmes and interventions where appropriate
- monitor progress against targets
- assist with drawing up SEND Support Plans
- contribute to the review process, either in-person or with a written report
- work in partnership with teachers to ensure effective deployment within the classroom
- work with small groups or individuals under the direction of the class teacher
- support students on educational visits, as required
- communicate SEND issues to the SENCO and liaise with teaching staff
- attend meetings and training as required.

## **Section 10: Partnership with Parents/Carers**

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting students and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the student's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having SEND, involving parents in drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- producing a SEND Information Report that will be published on the school website; and
- publishing information about the Pupil Premium (expenditure & impact) on the school website.



Parents and carers are welcome to contact the Academy, if they have concerns about progress, achievement and current support.

### **Section 11: Involvement of Pupils**

Students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their individual progress through the use of layered targets. Students are invited to attend meetings, where they have the opportunity to talk about the support they receive, identify their strengths, areas of development and suggest how improvements can be implemented. Students are involved in developing their own one page profile, which describes their strengths and difficulties, and identifies ways in which staff can effectively support them. This document is shared with all staff.

We endeavour to involve all students fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEND Support Plan; and
- create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

### **Section 12: Supporting pupils at school with medical conditions**

Some students in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some students with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

If a student has identified medical needs, parents/carers and students will be asked to contribute to a health care plan, which will be shared with relevant staff.

The Academy will consult with Health Services to update Care Plans and make sure that risk assessments/ personal education plans (PEPs) are in place where necessary.

### **Section 13: Effective Transition**

Hall Cross Academy works closely with our feeder primary schools to share information and identify students that may require additional support. Academy representatives (Year 7 manager or a member of the SEND team) attend the annual reviews of the EHCP students in Year 6 to ensure that we have an accurate picture of need. In addition, a member of the SEND department meets with staff from primary school during the summer term to discuss all students who are currently on their

SEND register for SEND support. This enables us to plan the provision that may be required and create one page profiles.

We endeavour to involve all students in transition by:

- ensuring early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- during the year in which students are due to change school, transition meetings and transition days for all students are held and arrangements discussed. For students with SEND this may include additional familiarisation visits, parent/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.
- when students are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- we will discuss transition needs of all students with Education Health and Care Plans at their statutory annual reviews.
- from Y9, we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood
- for students with an Education Health & Care Plan in transition years, the SENCO will also attend any annual reviews for the students at their feeder school if invited.

#### **Section 14: Admission Arrangements**

No child will be refused admission to school based on his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school*).

#### **Section 15: Exam Access arrangements**

The school completes assessments, and applies to the individual examination board to ensure that appropriate and timely arrangements are in place for eligible students. Testing for exam arrangements begins within the summer term of Year 9.

#### **Section 16: Storage of records**

The Academy follows the guidance given in the General Data Protection Regulations. Records are kept securely and confidentially, within the school until a young person reaches the age of 25, then they will be securely destroyed.

#### **Section 17: Complaints**

If there are, any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the year manager and SENCO, then, if unresolved, by the Head-teacher. The

governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general governor's complaints procedure.

### **Section 18: Other key members of staff in our school**

Name of Designated Teacher with specific Safeguarding responsibility: Mrs K Hargrave

Name of staff member responsible for managing PPG/LAC funding: Mrs K Miles

Name of staff members responsible for managing the schools' responsibility for meeting the medical needs of pupils:

Mrs J Jones – Lower School

Ms C Lambert/Mrs E Stables – Upper School

### **Section 19: Links with Other Services**

Effective working links are maintained with:

Attendance and Pupil Welfare Service: 01302 736504

Autism and Social Communication Education and Training Service: 01302 734838

Education Psychology Service: 01302 737291

SENDIAS Service – Special Educational Needs and Disabilities Information Advice and Support:  
01302 736920

### **Section 20: Information on where Doncaster Local Authority's Local Offer is published**

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

## Policy Review & Development

This SEND Policy was updated in September 2020 and will be reviewed annually by the Governing Body:

### Document version change control

Version:	Date:	Details of changes:
2	Sept 2020	Annual Review Contact details, page 20.
3	Sept 2021	Graduated Response descriptors, page 15 Contact details, page 20.
4	Jan 2023	Change of ext. number, page 4