

# Policy for Special Educational Needs and Disability Inclusion

Last Review:	June 2025
Next Review:	June 2026

## 1. Policy

- I. We are committed to meeting the needs of students with special educational needs and evaluating their progress.
- II. The needs of students with special educational needs will normally be met in a mainstream school or setting.

## 2. Definitions and References

- I. In accordance with the Code of Practice 2015, we recognise that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- II. Children can be defined as having a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream, post-16 institutions.
- III. The term parent(s) will be taken to include parents, carers or guardians
- IV. This Policy and other curriculum policies and schemes of learning take appropriate account of the Disability Discrimination Code of Practice (2006), The Equality Act (2010) and the SEN Code of Practice (2015).
- V. Whole school policies take account of the Code of Practice (2015) and the principles contained in "Removing Barriers to Achievement (2003), and the Inclusive Education Programme. They also take account of the Disability Discrimination Code of Practice (2006), and The Special Educational Needs and Disabilities Regulations (2014).
- VI. Inclusion is defined by the academy as a process that maximises the opportunity for all children to access a broad, relevant and stimulating curriculum in a range of educational settings appropriate to their needs.

## 3. Key Principles of Inclusion

- I. The academy is committed to the principle of being an inclusive school and:
  - Will promote active involvement of the students, parents, staff, governors and the wider community in this process
  - Provides ongoing training for all staff which forms part of the CPD Plan
  - Will ensure that arrangements for planning, implementation, funding, monitoring and evaluation of SEND are clearly defined
  - Will ensure that prior to any inclusion, an audit of the premises is carried out to ensure that provision is suitable and that all necessary Health and Safety considerations have been taken into account
  - Will work collaboratively with Hackney Education and the Department for Education to overcome problematic issues
  - Will provide a secure and stimulating environment to meet the needs of its students
  - Will be flexible in meeting the unique individual needs of its students
  - Will ensure that the academy calendar provides sufficient time within the year for the necessary planning, evaluation and reporting procedures prescribed by the SEND Code of Practice
  - Will ensure that appropriate assessment and support arrangements are in place to monitor the progress of students



- Will ensure that the language used within the academy is appropriate and monitored regularly
- Will provide resources which offer positive role models
- Will develop a wide range of support and advice from external agencies and will consult with such agencies to assess and support students where necessary
- Will ensure that the Equal Opportunities Policy reflects the high priority placed on inclusion for all students attending
- Will share our good practice and learn from others

## II. Entitlement - All students are entitled to receive:

- A full and warm welcome, acceptance and real opportunities to make positive relationships with their peers and adults
- Respect from their peers and adults
- A broad, balanced and relevant curriculum which meets any special need they may have
- Support to develop their independent learning skills and independence within the school community
- Access to as full a range of learning opportunities as possible, including collaborative learning with their peers
- Appropriate, timely and effective support and access to resources and advice to assist in overcoming potential barriers to learning
- Learning experiences that provide appropriate challenges and high expectations
- A learning environment that promotes positive attitudes to gender, disability, and racial, social and cultural diversity

## III. Implementation - our academy will endeavour to ensure that:

- The admission of students with SEND is handled sensitively
- Contributions by all students to the work of the academy are valued
- Positive images of an inclusive education are presented at all times
- Schemes of learning provide scaffolded learning which is appropriate and that takes account of different learning styles
- Approaches are used that develop the strengths and aptitudes of students to ensure effective inclusion and participation
- The academy works with external professionals to enhance the provision offered
- Students (where appropriate) are included as fully as possible in all discussions concerning their progress both with parents and any involved professionals, and are given full opportunities to identify targets and evaluate their own progress towards them
- Effective support, appropriate to the individual student's needs, is provided

I. IV. All members of the academy community actively work towards the full inclusion of all students.

II. V. All students are valued as members of the academy community with unique interests and strengths.

III. VI. All those involved with the student: outside agencies, governors, teaching staff, non-teaching staff and, most importantly, parents will be encouraged to work in partnership, sharing their knowledge and understanding for the good of the child.



- IV. VII. All teachers are responsible for children with special educational needs and disabilities and are accountable for their progress. Teaching is inclusive.
- V. VIII. The resources allocated for support and provision for SEND will reflect the various levels of need experienced by students and will be "transparent" and available for staff, parents and other professional workers to see.
- VI. All those involved with students on the SEND register will strive to ensure that they are given the fullest possible, appropriate opportunities to reach their full potential educationally, emotionally, physically and spiritually.
- VII. Students with special educational needs and disabilities will be identified at the point of transfer or during their time at the academy.
- VIII. Children with special educational needs and disabilities will be offered full access to a broad, balanced and relevant education, including the National Curriculum. Student progress will be assessed and monitored. In many instances, the curriculum goes beyond the National Curriculum to ensure adequate stretch and challenge, as well as to support teaching and provide enrichment. The Mossbourne Habits of Expert Teaching & Toolkit, which outlines our approach to outstanding pedagogy and ensuring excellent outcomes for all students, makes specific reference to supporting students with SEND.
- IX. The identification and assessment of students whose first language is not English is handled with particular care. We make a clear distinction between EAL and SEND (See Section 4.10)
- X. Parents and carers have a vital role to play in supporting their child's education.
- XI. The views of students are sought and taken into account.

#### **4. Responsibilities**

- I. The Governors will appoint a nominated SEND Link governor who overviews, on behalf of the Governing Body, the way the school manages its provision for students who are on the Special Educational Needs and Disabilities Register.
- II. The Principal or Head of School is the day-to-day manager of all aspects of academy work, including the provision of special educational needs. The Principal or Head of School has delegated responsibility for SEND to the SENCo, who is part of the Senior Leadership Team.
- III. The SENCo leads the Support Team to whom areas of SEND responsibility are delegated.
- IV. The SENCo reports directly to the Senior Leadership Team on all matters pertaining to Inclusion.
- V. The SENCo liaises with Subject Leaders and Phase Leaders on a regular basis.
- VI. The SENCo is responsible for ensuring that any individual education plans and targets are in line with, and meet, academy objectives.

#### **5. Role Definitions**

- I. The Role of the SENCo is to:
- Manage the day-to-day operation of the SEND Policy
  - Liaise with Hackney Education about SEND issues
  - Liaise with other Local Education Authorities about out-borough students with EHCPs
  - Maintain the SEN Register and oversee the records of all students with SEND



- Monitor the High Needs funding for student with EHCPs, where relevant, ensuring accurate records are kept of statutory provision and ensure that this information is shared with the Federation Finance Team and Chief Operating Officer
- Ensure students receiving High Needs funding receive support in line with the provision specified on the EHCP, also ensuring that appropriate Annual or Early Reviews are carried out where funding is not adequate to meet needs
- Monitor the setting of SEND child centred plans, Behaviour Support Plans (BSPs - for students with Behaviour Support Plans) and or Pastoral Support Plans
- Line manage, delegating direct line management as appropriate, all support staff
- Ensure support staff receive relevant training and CPD needed to fulfil areas of responsibility
- Liaise with, advise and support all staff and students
- Co-ordinate provision for students with SEND both in school and externally
- Liaise with parents and carers and developing ways to improve parental awareness and partnership
- Identify and contribute to whole school SEND training
- Liaise with external agencies
- Liaise with Subject Leads
- In consultation with colleagues, use information from students' previous and current attainment, National Curriculum Tests, standardised tests to provide starting points for the development of appropriate provision for individual students
- Contribute to the development and implementation of whole academy behaviour management
- Arrange and chair review meetings including Annual Reviews, Child Centred Review Meetings, Pastoral Support Plans and Behaviour Support Plans
- Ensure ongoing observation and assessment of students on the SEND register, and provide regular feedback to all teachers and parents/carers about students' achievements and experiences to ensure that the outcomes of such assessment form the basis of planning for the next steps of students' learning
- Monitor the provision for students on the SEND Register in terms of planning, writing and delivery of group and one-to-one interventions, as appropriate
- Liaise with the SEND Inclusion Link Governor
- Raise awareness of the SEND Inclusion Policy
- Liaise with feeder schools to ensure a smooth transition for students on the SEND Register and ensure that information is passed on
- Ensure that assessments and submissions for Special Arrangements for Key Stage Assessments are carried out in line with the academy's Access Arrangements
- Liaise with Subject Leads and SLT regarding the assessment and induction of all new students

## II. The Role of the Phase Leader is to:

- Identify students with SEND
- Liaise with the SENCo following completion of an 'SEND Initial Concern Referral Form'
- Liaise with the SENCo in the provision of differentiated targets and strategies to meet the needs of students with SEND
- Monitor the progress of students with SEND and contribute to reviews
- Share responsibility for Pastoral Support Plans and Behaviour Support Plans



- Update the SENCo on all issues pertaining to SEND
- Ensure that SEND issues are discussed at Progress Meetings
- Ensure that all issues pertaining to inclusion are addressed
- Collaborate with the SENCo when meeting parents and external agencies, in review or planning meetings and regarding provision or action that needs to be implemented

### III. The Role of the Subject Leader is to:

- Ensure that SEND and inclusion is a priority
- Ensure appropriate teaching and learning strategies are in place to meet the needs of all students
- Ensure that scaffolds are part of the planning process for every teacher
- Ensure that teachers liaise with and inform the SENCo about students causing concern using the agreed pro-forma 'SEND Initial Concern Referral' form.
- Collaborate with teachers in ensuring that a scaffolded curriculum is implemented to meet students' needs
- Ensure that scaffolds are part of the planning process in order that lessons provide all students with the opportunity to succeed, in line with the Special Educational Needs and Disabilities Regulations (2014)
- Collaborate with the SENCo when reviewing student progress and in the decision to take further action

### I. The Role of the Teacher is to:

- Regularly review and action specific student targets to ensure the progress of students with SEND
- Identify the needs of students with special educational needs using the agreed pro-forma 'SEND Initial Concern Referral' form
- Liaise with the SENCo to discuss strategies to support students causing concern
- Take account of students' and parents' views
- Plan individually, or with another adult, for the scaffold of activities and tasks to ensure that the curriculum is accessible to all students in line with the Special Educational Needs and Disabilities Regulations (2014)
- Deliver effective classroom management, including the management of teaching assistants (hereafter referred to as TAs)
- Provide access to non-teaching staff, as required, to lesson planning including learning outcomes
- Work collaboratively with TAs and other support staff, as appropriate
- Provide evidence of student progress through assessment and record keeping
- Set individual targets as appropriate
- Provide opportunities for students to work towards the targets set for them within the context of the subject, where appropriate
- Monitor and evaluate student progress and provide feedback
- Inform the SENCo about any student already on the SEND Register who is causing concern, via the appropriate channels
- To work in partnership with parents, in accordance with the Code of Practice and other related documents and in line with departmental procedures
- To assist in regular Home/Academy liaison
- To provide support, by way of advice, regarding parental support for the student at home



#### IV. The Role of Support Staff: Teaching Assistants (TAs)

- Support Staff will endeavour, at all times, to promote the inclusion of all students. Support staff provide support for the student, the teacher, the curriculum and the academy. In turn, the academy is responsible for supporting support staff in fulfilling the expectations of their role, through the provision of in-service training and involvement in the academy's performance management programme
- Support Staff work most closely with students identified as having special educational needs on the SEN Register. They also have a role in supporting students identified as being a cause of concern for any reason

Teaching Assistants (TAs) will:

- Participate fully in the life of the academy, attending briefings and meetings, INSET and whole academy events as directed by the SENCo
- Supervise and assist individuals and small groups of students under the management of the line manager; this could be the SENCo, or Class Teacher
- Develop students' social skills
- Assist teachers in the furtherance of agreed education plans and programmes, and in the care and behaviour management of students
- Promote students' independence and self-help skills
- Explain instructions and motivate students to remain on task
- Maintain appropriate resources under the direction of the line manager
- Participate in the running of clubs and activities to support students' learning
- Assist in the supervision of students in and around the academy, and at break and lunchtimes
- Monitor the progress of targeted students
- Provide evidence for and assist in the setting of targets
- Attend Planning Meetings and Annual Reviews for students for whom they act as key worker
- Liaise with the subject teacher, whenever possible, with regard to the provision of support and materials for target students
- Work with outside agencies as directed
- Attend courses to further their professional development
- Maintain strict confidentiality, at all times, with regard to students
- To observe and share good practice through undertaking a programme of peer observation as part of the Performance Management Programme

## 6. Identification, Assessment and Review

- I. Procedures for the identification, assessment and review of students follow guidance in the revised Code of Practice, as set out in chapter 5, 6 and 7, thereby forming the basis of the academy's graduated response to student needs.



## II. The Initial Concern

- Concerns about a student may be raised by parents, carers, any member of staff or professional involved with the student or occasionally, by the student
- The relevant SEND Initial Concern Referral Form is completed and passed to the SENCo
- The parent must be informed and consulted by the SENCo about the concerns raised. Parents should be invited to contribute to discussions regarding differentiated strategies to support their child and notified of the review date
- The SENCo sets a review date, no longer than 6-8 weeks from the date of referral, and parents and the student are invited to attend along with any relevant staff or professionals
- Prior to the review meeting, relevant academy staff will audit the student's academic progress, personal development and, in particular, any issues that may be affecting the student's progress in school
- Teachers and/or Phase Leaders/Subject Leads will plan and implement a differentiated curriculum and will set two or three individual targets to meet identified objectives. External professionals may also be involved as part of this process
- During the next 6-8 weeks, the student's teachers will also be asked to provide information on some, or all, of the following:
  - Current levels, grades and test scores as appropriate
  - Indication of progress in class
  - An outline of differentiated strategies used to support the student in accessing the curriculum and an evaluation of their success
  - Comments on the behaviour or any other appropriate aspect of the student's performance
  - An indication of the student's level of competency in named specific skills
  - Feedback from the student

### I. Initial Concern Review

- This review takes place after a period of 6-8 weeks following the decision to implement a differentiated approach to the student
- The Initial Concern Review is recorded using the 'Action Steps' form following receipt of a 'SEND Initial Concern'
- The meeting will be chaired by the SENCo or representative; the student parents, all key staff involved and any involved external professionals must be invited
- Opinions of all will be valued and carefully considered
- At the review, a decision will be taken as to whether any further action is required. Possible outcomes include:
  - No further action is necessary
  - Continued monitoring of the student for an agreed time period, with a view to all parties agreeing to a further review of the student's progress. (This, and subsequent reviews at the Concern Stage are recorded on the form 'Action Steps' following receipt of a SEND Initial Concern')
  - Placement of the student at SEND Support on the SEND Register





## Triggers for SEND Support

There are many reasons why the decision is made that a graduated response to the student is now required. With the agreement of parents, a student will be placed at SEND Support if at least one of the following applies:

- Despite differentiated and personalised learning opportunities there is little or no progress in developing literacy or numeracy skills
- There are continuing, on-going communication/interaction difficulties, which impede progress, despite the implementation of a differentiated curriculum
- There are continuing, on-going persistent emotional and/or behavioural issues, which are not ameliorated by management techniques and the differentiated strategies employed
- The student has sensory or physical problems which impede progress, despite the provision of specialist equipment and support
- The school or parent/carer may want to seek the services of an outside agency. Concerns will be raised at the review or at a meeting called for this purpose. Referrals to external agencies, made with parental agreement, will be made if at least one of the following applies:
  - There is still little or no progress in the development of literacy or numeracy skills, despite access to school-based provision
  - student grades are substantially lower than that expected, despite access to school-based provision
  - There are continuing, on-going communication issues, despite access to school-based provision
  - There are continuing ongoing behavioural issues that have not been ameliorated through the pastoral behaviour systems, despite access to school-based intervention
  - The student has sensory or physical problems which impede progress, despite the provision of specialist equipment and despite access to school-based provision

## V. SEND Support

SEND Support is the provision made by the academy to meet the student's needs. This provision will reflect the wide variety of students' needs and, in order to monitor provision and student progress, the following will now take place:

- A SEND file will be set up to include all SEND documentation pertaining to the student
- All meetings and reviews will be recorded using an SEN Student Support Plan/ Child Centred Review Plan
- Regular reviews involving the parents and student will be arranged throughout the year
- Teachers will be consulted regularly regarding student interventions and progress
- A Child Centred Review Plan will be drawn up using targets identified by some, or all, of the following: the student, teachers, parents or Phase Leader, SENCO
- The student will have access to academy-based provision, as appropriate to their needs
- Staff will be notified that the student has been added to the SEND Register
- Information on the student's needs will be made available to all involved with the student, as appropriate
- If appropriate, the academy's graduated response is supported and enhanced by the advice and/or provision of specialists from an external agency, e.g. an Educational Psychologist, Speech and Language Therapist, CAMHS



- The student will have access to external provision/advice, as appropriate to needs; this support may be delivered in-house or externally

#### Triggers for Statutory Assessment for an Education, Health and Care Plan

- In some circumstances, it may be deemed necessary to seek a Statutory Assessment. The academy follows the revised SEND Code of Practice guidelines. The criteria for seeking a Statutory Assessment are laid down by the local authority responsible for the student. The importance of close liaison with parents is recognised during the Statutory Assessment process
- The SENCo, in liaison with all involved with the student and with parental agreement, submits a request for Statutory Assessment (SA1)

#### VII. Statutory Assessment for an Education Health and Care Plan

- When a student is issued with an Education, Health and Care Plan (hereafter referred to as an EHCP) the academy has a legal duty, with the support of the child's residing local authority hereafter referred to as the LA) to make the provision outlined in Section F of the EHCP
- Following the formal presentation of an EHCP, the SENCo will: undertake to co-ordinate provision for the student based on the support specified in the EHCP and, within six weeks of the Final EHCP issue date, an initial planning meeting with the parents and all involved professionals will be held. The SENCo will then:
  - Ensure that appropriate written information is available for staff, as appropriate
  - Oversee the formulation of an EHCP Child Centred Review Plan
  - Ensure that this is delivered and monitored
  - Liaise with, and ensure access to, external agencies as appropriate
  - Co-ordinate the Annual Review, ensuring invitations are issued to parents and all involved professionals

#### VII. Change of provision from an Education, Health and Care Plan (EHCP) to SEN Support

On occasion, the LA will decide that the support of a full EHCP is not warranted or is no longer required. In both instances, the LA may wish to outline the specific needs of a student, and a Student Support Plan may be issued. In such cases the academy will follow the advice contained in the Student Support Plan and the student will be supported at SEND support.

#### VIII. English as an Additional Language (EAL)

The identification and assessment of students, whose first language is not English, requires particular care. The academy makes a clear distinction between EAL and SEND. A student may be failing to make adequate progress or be unable to access the curriculum due to difficulties related to having English as an additional language

- In such cases, careful assessments will be undertaken to ascertain whether there may be any SEND issues that might be affecting the student's progress
- The EAL co-ordinator, responsible for EAL students, will assess students using the EAL assessment procedures
- Students who are not making appropriate progress will be identified using the Initial Concern Record



- Student progress will then be monitored carefully and further assessments carried out by the SENCo or other professionals, as appropriate

## 7. Review Procedures

I. The review process is viewed as an ongoing process and occurs at all levels of day-to-day academy operation and management. The review of students on the SEND register is carried out in line with guidelines in the Revised Code of Practice 2015.

### II. SEND Support Plan Reviews

- A Planning Meeting will be held during the Autumn Term for those on SEND Support
- The parent may also be invited to meet with the SENCo during Parents' Evenings
- Student progress is discussed in the light of the assessments and tracking data used at the academy
- Parent and student opinions are invited and considered carefully
- Progress towards targets set for the student are evaluated and, if appropriate, new targets are set
- Reports are written if appropriate, from external agencies currently involved with the child
- One of the following outcomes to the review will be agreed with the parent and the student:
  - The student continues to be supported at SEN Support
  - The provision for the student is revised to meet needs
  - Parents and the academy agree to a referral to an external agency.
  - Provision is discontinued and the child is removed from the SEND Register

### III. Annual Education, Health and Care Plan Review

Annual Reviews for students with EHCPs follow the procedures laid out in the SEND Code of Practice.

### IV. Preparation for the Annual Review

- For all students with EHCPs a Planning Meeting will be held during the student's first few weeks in the academy
- The Annual Review is held on, or before, the anniversary of the EHCP date of issue
- The SENCo advises Teachers and support staff of Annual Review dates at the beginning of each year
- The SENCo invites parents and all external agencies to attend Annual Review and requests appropriate reports from external agencies involved with the student
- Parents and professionals involved are provided with the relevant pro-forma – 'Professional's View and Parental Advice'
- For all reviews where amendments to the EHCP are likely, or where specific issues need to be addressed, a representative from the local authority and/or Educational Psychologist is also invited
- The SENCO circulates student report requests to the student's class teacher
- Four weeks prior to Annual Review, the SENCo collates all written advice from teaching staff into the Annual Review School report, using the 'Teaching/ Support Staff Views' report form
- Three weeks prior to Annual Review, the Class Teacher submits a report
- Two weeks prior to Annual Review, the SENCo sends all reports to parents and all invited parties
- Two weeks prior to the Annual Review, the SENCo confirms meeting with parents



## V. The Annual Review

- The Annual EHCP Review Meeting is chaired by the SENCo. Any key members of staff attend the meeting, as appropriate
- At the meeting, reports and student progress are considered. Long-term targets are set for the forthcoming year
- One of the following outcomes to the Annual Review will be agreed with the parent, student and reported as a proposal to the local authority:
  1. Maintain the EHCP
  2. Maintain the EHCP but propose changes in resources or placement
  3. Cease/discontinue the EHCP-an appropriate level of provision is agreed and proposed
- The local authority is advised of the agreed proposed outcomes in the Review Outcome Report

## VI. Post-Review

- The SENCo, completes the Annual Review Report and submits this together with all reports to Hackney Education/LA responsible within fourteen days of the Annual Review
- A copy of the Annual Review Report and new plan is sent to the parent/carer and to all those invited
- The local authority informs SENCo and parents of the outcome
- All review papers are filed in the student's confidential file

## 8. Student Support Plans (SSPs) and EHCP Student Support Plans (ESSPs)

Student Support Plans (SSPs) and EHCP Student Support Plans (ESSPs) will generally be in place for all students with EHCPs and for some students with complex needs at SEND Support:

- Will be written by the SENCo & Phase Leader (for Behaviour Support Plans) in collaboration with professionals involved with the student and with contributions from the parent and student
- Will be written in such a way as to make the targets accessible and meaningful to the student
- Will be available to all staff involved with the student
- Will outline the following:
  - areas to be developed
  - targets and timescales agreed with all concerned
  - the success criteria/expected outcomes
  - teaching strategies to be employed to help the student meet the targets
  - student contribution
  - parent/carer contribution
  - support arrangements
  - key staff responsible
  - pastoral/medical arrangements
  - review date
- Will be reviewed regularly
- Will be evaluated by those teaching the student and according to agreed procedures (See Section 7, Review Procedures)



## 9. Record Keeping and Monitoring

Records need to be kept up to date. The regular assessment and monitoring of student progress is essential to ensure that student needs are met and to ensure that all relevant information is accessible to all individuals and agencies involved. IT will be used, whenever appropriate, and will play a vital role in the development of effective assessment and monitoring systems and in the management of information. The use of SIMS and Progress Teaching is used to reduce bureaucracy and to improve the dissemination of student information within the academy. To ensure appropriate provision is made, and to maintain student confidentiality, the following broad principles are adhered to:

- I. Confidential documents, containing records pertaining to all students on the SEND Register, with the exception of safeguarding and child protection records, are stored in secure folders on the system; appropriate staff have access to these records.
- II. Support Staff have access to records, as appropriate and on a need-to-know basis, at the discretion of the SENCo
- III. SEND files/details of students who transfer to the academy on the SEND register are read by the Phase Leader, Class Teacher and SENCo. Records are scanned and filed in secure student folders.
- IV. All documentation related to safeguarding and child protection are removed from the main student file and SEN file and are transferred to the secure safeguarding folder.
- V. The SEND Register is maintained by the SENCo and is available to all teaching staff and Support Staff, as appropriate. The SEND Register is a working document, kept constantly under review.
- VI. A register of students causing concern is also kept and regularly updated. This Register will remain strictly confidential.

The SEND Student File contains:

- A copy of the Education Health and Care Plan, if applicable
- Records of reviews including Outcome of Annual Reviews for students with EHCPs
- All information/records pertaining to the needs of a student e.g. individual assessments, reports from external agencies, letters etc.
- SEND Support plans
- SEND behaviour plans or risk assessments, if applicable
- Students' provision maps
- Student resources (e.g. visual timetables or reward systems)
- Access Arrangements information, if applicable

## 10. Access to Examinations

The SENCO ensures appropriate arrangements are in place for students sitting SATS and formal assessments.

## 11. Resources Allocation

Mossbourne Primary Academies are independent bodies; resources for SEND are managed by the Principal / Head of School in liaison with the SENCO and where appropriate the Chief Operating Officer for The Mossbourne Federation.



## **12. Admissions for Students with SEN and Disabilities**

- I. The Admissions Arrangements are available on the academy website and from Hackney Education.
- II. The Admissions Arrangements are applicable to all applicants, including those with SEND. However, for students with EHCPs, a separate consultation process is undertaken between the residing local authority and the academy. Mossbourne Primary Academies have policies in relation to Equal Opportunities, an Access Plan and a Disability Statement.

## **13. Accommodation**

- I. Mossbourne Primary Academies have been designed to be fully accessible. The Access Plan sets out the academy plan to maintain and improve access for students with SEND.

## **14. Inclusion strategies**

- I. It is recognised that all students should have access to a broad, balanced curriculum.
- II. Students are organised into mixed-ability classes per year group
- III. Support for students is organised in a variety of ways:
  - Support in-class: for individuals or small groups of targeted students
  - Withdrawal support: for individual students or small groups for a specific programme of intervention, under the supervision of the SENCo responsible for the student(s)
  - Support in-class: for individual student or small groups for targeted support
  - A structured programme of intervention for an individual or group of students, for example, students with Specific Learning Difficulties (dyslexia, dyspraxia) may be withdrawn for individual or group sessions for targeted interventions
  - Intervention Programmes: varied interventions, including social skills, literacy, attention and listening and zones of regulation are delivered during the school day, at break times or offered as an extra-curricular activity to targeted students
  - External Specialist Support: individual, small group, in-class support and intervention, according to need
- IV. Every student on roll is fully included in all aspects of academy life e.g. extended learning opportunities, educational trips, extra-curricular activities and special events.
- V. The SENCo will work with Phase Leaders and Subject Leads to support planning in relation to curriculum provision for SEND student and strategies to promote the inclusion of students with SEND.
- VI. Resources will be provided to meet the individual needs of students with physical, sensory or other needs.
- VII. The academy recognises that effective teaching for students with SEND shares most of the characteristics of effective teaching for all students. Teachers will, through in-service training and specialist advice, develop the skills to respond to the wide range of student needs within the classroom.
- VIII. The Habits of Expert Teaching will:
  - set high expectations and give SEND learners the confidence that they can succeed
  - establish what students know and build on it
  - structure and pace the learning experience to make it both challenging and enjoyable



- make individual students active partners in their learning
- develop students' learning skills and personal qualities

(From "Removing the Barriers to Achievement" (DfES 2003))

- IX. ICT and e-learning strategies will be used extensively to meet the individual learning needs of students. This will provide self-paced learning and will also facilitate the involvement of parents in their child's learning.
- X. The SENDCo and Class Teacher aim to develop close liaison between home and the academy and will, as appropriate, provide support, information meetings and specialised visitors for the parents of students with SEN and disabilities.

## **16. Complaints Procedures**

- I. The Academy follows the Department for Education Guidance for dealing with parental complaints, as outlined in the Federation Complaints Policy. At all times, the academies, endeavour to work in close partnership with parents aiming to resolve all issues of dispute at the outset. At all stages of concern, parents are contacted and invited to discuss the issues.
- II. Complaints concerning provision for students with EHCPs can be made to Hackney Education or the residing authority responsible for the student, as appropriate. Parents are informed of this procedure when the EHCP is issued.

## **17. INSET, Staff Continuous Profession Development (CPD) and Induction**

- I. Mossbourne Primary Academies endeavour to promote good practice by raising awareness of inclusive education by providing a range of relevant training. In addition, there is additional INSET to meet the needs of groups and individuals, both within the Curriculum Areas and the academy.
- II. All staff are included in the academy's professional development cycle of performance management.
- III. The SENCo & Class Teachers and TAs attend courses relevant to the needs of the academy and specific students.
- IV. The SENCo & Phase Leaders offer INSET as part of the Induction Programme for Early Career Teachers (ECTs).
- V. The SENCo & Phase Leaders provide INSET for all staff which is delivered during scheduled training sessions. This INSET is sometimes delivered by guest speakers and addresses needs for training identified.
- VI. The SENCo & Phase Leaders organise and deliver whole academy INSET as and when appropriate.
- VII. TAs are encouraged to attend training both to meet their own training needs, identified through the performance management process, and to meet the specific needs of students
- VIII. All TAs attend whole academy training days, where appropriate. On some occasions alternative training, better suited to the needs of the academy or phase, is organised.
- IX. The SENCo updates SLT regarding SEND matters through the forum of the weekly Senior Leadership Team (SLT) Meeting.





## 18. External Support

- I. Most students with EHCPs and some on SEND Support receive input/support from one or more external agencies.
- II. The Code of Practice states that 'Schools may involve specialists at any point to advise them on the early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.' (SEND Code of Practice, 2015) There is a commitment for careful planning to ensure that students have access, both to the specialist support to meet their needs and to the broad, balanced and relevant education, including the National Curriculum.

## 19. Parents and Carers

- I. The academy recognises that parents and carers have a vital role to play in the development of the student, as stated in the 2015 Code of Practice 'the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions' is something that must be taken into account.'

The academy also recognises that parents are the true "experts" in matters related to their child. The academy, therefore, strives at all times to work in partnership with parents to ensure that the special needs of the student are met appropriately. To this end, we aim to meet these objectives:

- Parents will be informed of the existence of this policy which is published on the academy website
- Parents will always be fully involved in the process of placing a student on the SEND register
- Parents of students causing concern will be advised of the nature of the concern and will be invited to Initial Reviews to contribute to action planning for their child
- Parents will be invited to all SEND Reviews. Should parents be unable to attend reviews, alternative appointments will be offered, where possible
- The academy will endeavour, through its own resources or through local resources, to provide translators for parents and will also, where necessary, endeavour to ensure parents are able to access digital translation
- The academy will provide reassurance and advice for parents who feel anxious that their child may have special needs
- The academy will make every effort to inform parents about people or organisations, both within and outside of the academy, who might be of interest or assistance to them

## 20. Student Participation and Involvement

- I. The academy recognises that the views, wishes and feelings of the student are an underpinning principle in the Revised Code of Practice 2015 for SEND and, as such, the academy makes every effort to take these views into account when planning for students.
- II. Staff will make every effort to be sensitive to the feelings of the student and will endeavour to ensure that support is offered in a timely and sensitive way.
- III. Staff will ensure that students are assured of appropriate confidentiality.





- IV. Where appropriate, students will be invited to discuss the type of support they require and efforts will be made to meet these needs when practicable
- V. All students, including those with SEND plans, are involved in the setting of targets where it is appropriate for them to do so.
- VI. Students may be invited to attend the reviews. For some students, it may be appropriate to invite them to the review for some, rather than all, of the review meeting. This decision is taken jointly, both by the professionals concerned and the parents or guardians. The student's views are always recorded and are taken fully into account in the decision-making process.
- VII. For students on the SEND register, the following practices are observed:
  - As far as possible, the student will be actively involved in the ongoing evaluation of his or her own progress towards the targets set
- VIII. To develop the delivery of personalised learning, as detailed in “Removing the Barriers to Achievement” (DfES 2003), the academy will:
  - have high expectations of all students
  - build on the knowledge, interests and aptitudes of every student
  - involve students in their own learning through shared objectives and feedback (assessment for learning)
  - help students to become confident learners
  - enable students to develop the skills they will need beyond school

## **21. Transition Arrangements**

### **Primary to Secondary**

- The SENCo & Phase Leaders liaise with secondary schools. Information on all students with SEND is requested using locally agreed transition procedures. To ensure smooth transition for students with the greatest difficulties, an additional visit for students with EHCPs is arranged during the Summer Term, prior to the Year 6 Transition Day
- The SENCo undertakes close liaison with secondary SENCOs, Head of Year and the Pastoral Lead in secondary schools, to facilitate the implementation of transition programmes for specific students, as appropriate
- The SENCo will invite the Secondary SENCo to all Year 6 EHCP Reviews for students with EHCPs
- The SENCo will also make use of any test results or assessments conducted during the primary phase, made available to the secondary school

## **22. Safeguarding**

- I. Mossbourne Primary Academies recognise that students with SEND may be significantly more at risk of abuse than other students. Research suggests that students with SEND may be three times more likely to suffer abuse than children without disabilities. For this reason, all staff at the academy, including support staff, are trained to recognise the signs and indicators of child abuse.
- II. The SENCo is trained as a Designated Safeguarding Lead. Particular care is always taken in the monitoring of the wellbeing of students with SEND.

