



SEND POLICY

Approved:

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Manor Community Academy is an inclusive school community with a focus upon achievement, progression, enjoyment and a sense of worth. Our vision and values ensure that we are committed to applying this policy in a fair, equitable and consistent manner which will ensure that the aims and objectives of the policy are met and that Manor Community Academy is further enhanced by their application. Throughout the application of this policy, we will remain committed to our principle of care, courtesy and consideration in all that we do to ensure that the needs of all of our stakeholders are met and upheld.

1. Aims and Objectives of the Policy

The Governing Body of Manor Community Academy is committed to ensuring that all students are able to access an education which allows them to achieve their very best and to develop as confident and capable individuals who are able to make successful transitions at each stage of their education and into adult life. This policy sets out the responsibilities of all staff at Manor Community Academy in relation to SEND provision and makes clear the processes and procedures which the academy will use to support students with SEND.

Manor Community Academy will ensure that the SEND needs of students are identified and supported at every level. There is a commitment to ensure that all students with SEND will be able to fully and actively participate in all aspects of academy life including extra-curricular and additional academy activities.

Strategic responsibility of SEND provision at Manor Community Academy resides with the Principal and Governing Body. The Principal is the named SEND champion and will work alongside the nominated SEND governor to promote and represent the needs and achievement of SEND students at a leadership level. The academy SENDCO along with a team of staff will have operational responsibility for SEND provision across Manor Community Academy. Provision for students with SEND will primarily be the responsibility of the classroom teacher.

2. Principles of the Policy

SEND practice at Manor Community Academy is underlined by the principles of:

- The full participation and involvement of students in all aspects of Manor Community Academy life
- The promotion of high expectations and raised aspirations for all students with SEND
- The desire to incorporate the views and wishes of students in decisions about their educational provision and to ensure that they are fully consulted and understand the processes under discussion
- A regard for each student as an individual who will have their needs met in an individual manner which is bespoke to their requirements
- An open, transparent and trusting relationship with parents and carers which promotes positive outcomes for students
- A collaborative and positive relationship with other agencies (including health and social care) which promotes positive outcomes for students
- A confident and skilled workforce who are able to deliver high quality provision to meet the needs of all students with SEND

- An inclusive ethos which fully supports the individual needs of all students
- A focus upon transition and preparing students for the next stage in their education and/or future life.

3. Definition of Special Educational Needs and Disabilities

Students are considered to have a Special Educational Need/Disability when their learning difficult or disability calls for provision or support which is different from and additional to that which would be available to other students. Regular assessment will ensure that students who are making progress which is less than expected are identified at an early stage. Progress which is less than expected can be defined as progress:

- which is significantly slower than that of their peers when starting from the same baseline
- which fails to meet or better than which has been previously made
- which fails to close the attainment gap between the individual students and that of their peers
- which widens the attainment gap

The needs of students who are recognised as SEND will be recorded on the SEND register; all staff in the school will be aware of the individual needs of all students and will ensure that support and provision is in place which allows for achievement. Student SEND needs will be classified as:

- **Cognitive and Learning Needs**

Support may be required when a student learns at a slower pace despite differentiation being in place. Learning difficulties can include specific learning difficulties (SpLD) such as dyslexia or dyspraxia; moderate learning difficulties (MLD) and severe learning difficulties (SLD); in the case of SLD, students may require support across all areas of the curriculum. Students with profound and multiple learning difficulties (PMLD) will have severe and complex learning needs as well as a physical disability or sensory need.

- **Social Emotional and Mental Health Difficulties**

Underlying mental health issues may result in a young person becoming anxious or depressed which can manifest as isolated behaviour, self-harm, substance misuse, eating disorders and physical symptoms which cannot be diagnosed. A carefully co-ordinated approach to support such students will be implemented through liaison between Achievement Leaders, the SENDCO and the Intervention Co-ordinator. Disorders such as attention deficit hyperactivity disorder (ADHD) and attachment disorder are also identified as a Social, Emotional and Mental Health Difficulties.

- **Speech, Language and Communication Needs**

Students who display speech, language and communication needs have difficulty in communicating with others. They may not understand what is being said to them or they will lack understanding in social 'rules of communication'. Difficulties in speech and language acquisition may also be prevalent. Children and young people with Autistic Spectrum Disorders (ASD) including Asperger's Syndrome and Autism will have particular difficulties with social interaction as well as imagination and

understanding social boundaries. This may impact upon their relationships with others.

- **Sensory and Physical Needs**

Students may require special provision because they have a disability which hinders them from making use of the educational facilities available to them. Sensory difficulties including visual impairment, hearing impairment and multi-sensory impairment will result in young people requiring specialist support and equipment to help them to access their learning and the provision on offer through the whole school, including extra-curricular opportunities.

Students who require the additional support of an Educational health care plan (EHC – sometimes referred to as a One Plan) will be clearly identified on the register. The support that a student requires will be clearly stated in the plan and the views of both parents and carers will be included. Other students who are identified as having a SEND need will be identified on the register as receiving special support. Manor Community Academy aims to meet the individual needs of all students and the support which they require should be identified and implemented across the academy.

Those students who have needs relating to health or medical issues will be recorded on the Medical register which is maintained by the SENDCO.

4. Identification of SEND

Manor Community Academy will use a variety of different ways to identify SEND needs. These will include:

- Liaison with partner schools and effective transition procedures
- Assessment and screening (based upon formal assessment periods, interim assessments and assessments and screening carried out by the SEND team and other professionals)
- Individual diagnostic assessments carried out by the Educational Psychologist
- Staff observation and feedback from teaching and support staff
- Referrals by other agencies and parents

Parents will be kept fully informed if the Academy feels that a SEND need requires further investigation and support. The process of identification is always carried out in a manner which helps and supports a student and removes barriers to learning.

5. Support and Intervention

Manor Community Academy is a highly inclusive community and the progress of all SEND students is the responsibility of each of their subject teachers and all of the other staff who come into contact with them. If a student receives specialist support or is identified as having an EHC plan, their progress in each subject remains the responsibility of the classroom teacher. If a student is not making enough progress then class teachers, Achievement Leaders, SEND staff, parents and where appropriate other agencies should work together to ensure that the individual needs of the students are met and that barriers to learning are removed. The students should be fully involved in all decisions about their progress.

First Stage Support – Wave 1

High quality, individualised, classroom teaching (Quality First Teaching) is the responsibility of all teachers to all students. The progression of SEND students is the responsibility of each classroom teacher and notice must be taken of the objectives and support agreed in EHC plans and Student Passports where appropriate. Classroom teachers should identify the barriers to learning in their subject and ensure that differentiated teaching and learning activities are deployed to reduce and remove these barriers.

Second Stage Support – Wave 2

Where a student fails to make adequate progress and continues to struggle as a result of their SEND need, wave 2 support and intervention will be deployed. Identification of wave 2 support and intervention will be carried out:

- By classroom teachers who will pass their concerns to Achievement Leaders and/or the SENDCO
- Through the analysis of reports and data which shows that students are failing to make adequate progress
- Through parental liaison
- Through information passed during transition

It is the responsibility of classroom teachers to identify when a student requires additional support in their subject areas. It is the responsibility of the SENDCO and Achievement Leader to co-ordinate this support. The SENDCO and Achievement Leader will regularly meet to discuss the progress of those students who require wave 2 support.

Third Stage Support – Wave 3

When a student struggles to make progress, despite additional provision through wave 2, then third stage support (wave 3) will be implemented. This support will be sourced and co-ordinated by the SENDCO and all students who require wave 3 support will have a Student Passport. Wave 3 support can include:

- Specialist assessments and guidance from the SENDCO and/or outside agencies
- High level in school support via the SEND area
- Modified timetables and the use of in school support bases (Headway, SEMH Base, Link Learning Centre and HUB provision)
- Additional staff training and development (both internal and external)
- Personalised provision which meets the learning and social needs of the individual students.
- Request for a statutory assessment via the Hartlepool SEND Panel
- Revision to an existing EHC Plan (One Plan)

Students who display persistent withdrawn or disruptive behaviour **do not necessarily have SEND needs**. Concerns regarding students should be discussed between the SENDCO and the Achievement Leader and it may be necessary for assessment to be carried out regarding any underlying learning needs, communication difficulties or mental health issues. If environmental issues such as housing, family or other domestic circumstances are found to be the underlying factor behind disruptive or withdrawn behaviour, the Intervention Co-

ordinator may become involved. Staff should also be aware that issues such as bullying or bereavement can have an impact upon the learning and development of students.

Support for students with behaviour difficulties will be provided through the SENDCO and Provision Manager and additional support via SEMH Base, the Link Learning Centre and HUB provision will be co-ordinated through the Vice Principle.

Students who make slow progress or have limited attainment **do not necessarily have SEND needs**. Nor should it be assumed that attainment which is in line with chronological age indicates that there is no SEND need. All teaching staff and Achievement Leaders need to carefully examine the development of a student's learning and development to ensure that progress is in line with the child's ability and is maintained at the appropriate rate.

Students who do not have English as a first language **do not necessarily have SEND needs**. Additional support for such students will be co-ordinated through the Achievement Leader and the SENDCO and progress and attainment should be closely monitored by the classroom teacher. Regular reviews and assessments of a student's progress should be carried out to monitor attainment and progression.

6. Effective Partnerships

At Manor Community Academy we recognise that effective partnerships between parents, schools and other professionals are paramount in ensuring that students with SEND succeed and progress during their time in academy. Our SEND philosophy is based upon effective partnerships in order to best meet the individual needs of students. Partnerships exist:

- **Within school**
Professionals work together to meet the needs of individual students. Effective communication and liaison regarding the progress and development of students is actively promoted
- **With parents**
Manor Community Academy recognises that parents are 'the experts' on their child's development. Parental views will be recorded during any review and parents are actively encouraged to support and help their child with any needs they may have. Attendance at review meetings and parent's evenings is actively encouraged and the SEND team will run additional support sessions for the parents of those students who require wave 2 and wave 3 intervention. Manor Community Academy's SEND offer is available to all parents via the academy website.
- **With students themselves**
Manor Community Academy actively ensures that young people are fully involved in decisions about their progress and future. Student Voice is effectively incorporated into review and transition meetings and the views of individual young people are an intrinsic aspect of personalised provision.
- **With outside agencies**
The academy works with a number of outside agencies in a co-ordinated manner to ensure that the needs of students are met and reviewed. These include:
Hartlepool SEND Team
Educational Psychologists
Child and Adult Mental Health Services (CAMHS)

School Nurse
Occupational Therapy
Physiotherapy
Educational Welfare Officer (Attendance Team)
Visual Impairment Service
Hearing Impairment Service
Social Care
All other teams which are appropriate to the needs of the individual students

7. Key Staff in School

SENDCO

The SENDCO has overall responsibility for the monitoring of all SEND students including the quality assurance of provision at all stages. They are responsible for the co-ordination of provision at wave 2 and wave 3. The SENDCO has operational responsibility for the SEND policy on a day to day basis. The SENDCO is the lead professional regarding SEND and should provide advice and guidance to all staff and governors in relation to SEND policy and practice. The SENDCO has a strategic and operational role in working with other professionals to ensure that the needs of all students are met, as such; they are the key point of contact with external agencies. Liaison with parents and staff should be co-ordinated by the SENDCO and all records in relation to SEND students should be maintained and made available to staff and professionals as appropriate.

Class Teacher

The class teacher has responsibility for monitoring the progress and attainment of all students including those with SEND. Class teachers have responsibility for the co-ordination of all wave 1 support and should ensure that they provide learning experiences which meet the needs of SEND students and allow for progression. The class teacher is also responsible for referring students to the Achievement Leader and SENDCO when progress is not being made.

Curriculum Leader

The Curriculum Leader has responsibility for monitoring the SEND cohort across their area and quality assuring teaching and learning within their area including the provision of wave 1 support. They should liaise with Achievement Leaders and the SENDCO if a student fails to make adequate progress despite the implementation of effective wave 1 support.

Achievement Leader

The Achievement Leader is responsible for the progress of all students in their year group. They should monitor the progress of individual students and cohorts of students to ensure that all students are making expected progress and better. Where there are concerns about individual students or groups of students with SEND, the Achievement Leaders should liaise with the Curriculum Leader to ascertain the support available through wave 1 intervention and the SENDCO to discuss and implement wave 2 support. The Achievement Leader line manages one or two LSAs who are deployed to support and ensure the progress of SEND students within a year group.

The Intervention Co-Ordinator

The Intervention Co-ordinator works with the most vulnerable of the students at Manor Community Academy many of whom are placed on the SEND register due to their social, emotional and mental health difficulties. In addition to this, the Intervention Co-ordinator co-ordinates multi agency support for those students who are Looked After, are involved with the Social Care Team, have needs which are supported through Child Protection procedures and those who are termed as vulnerable due to their withdrawn or disruptive behaviour. The Intervention Co-ordinator will work alongside the SENDCO in the provision of wave 2 and wave 3 support.

Vice Principal: Behaviour, Standards and Well-Being

The Vice Principal works alongside the SENDCO to provide the strategic lead for SEND across Manor Community Academy. The VP is the named SEND champion and provides updates to the governing body on the progress of SEND students and the management of SEND provision across the academy.

SEND Governor

The academy has a named SEND governor who works strategically with the SENDCO and Principal to formulate the academy's SEND provision and secure accountability for the implementation of the policy and the progress of SEND students.

8. SEND Support Areas

Manor Community Academy has extensive SEND provision which is aimed to meet the needs of all students with SEND as well as those students who have additional needs which require support and provision.

Headway (Manor Additional Resourced Provision)

Manor Community Academy hosts Hartlepool's additionally resourced provision (ARP) for those children and young people who have a SEND need which is identified as Autistic Spectrum Disorder (ASD). The academy is fully inclusive and students are supported and integrated into lessons and academy life in a manner which is suited to their individual needs. Headway provides additional and alternative provision for students with ASD as their needs require. The area is managed by the SENDCO and Provision Manager and there are a team of LSAs who work with identified students.

Students with other SEND needs who require wave 3 support also access Headway on a regular basis. Students who require wave 2 support may also access social time provision via Headway.

SEMH Base

The SEMH base provision is for those students who have emotional needs or behavioural difficulties which cause a barrier to their learning. The room operates proactive short term support for students on a lesson by lesson basis and is co-ordinated by the SEMH Manager with oversight from the SENDCO and Vice Principal: Behaviour, Standards and Well-Being.

Link Learning Centre

The Link Learning Centre operates in a similar manner to the SEMH base but is for more medium to long term support. The Link also co-ordinates the academic provision for those students who access alternative education placements and is used to support those students who have a fixed term exclusion. The centre is run by a manager and strategic oversight is provided by the Vice Principal: Behaviour, Standards and Well-Being.

HUB

The HUB provision is for those students who have behaviour needs which make it difficult for them to manage within the academy. Provision is carefully tailored to meet the individual needs of students and there is extensive therapeutic intervention from outside agencies. The HUB provision supports predominantly Year 10 and Year 11 students who access alternative education placements and liaises closely with Hartlepool's Pupil Referral Unit. All students in HUB follow a GCSE programme and teaching staff from Manor Community Academy deliver lessons in the HUB provision. There is a centre manager and two LSAs, strategic oversight is provided by the Vice Principal: Behaviour, Standards and Well-Being.

9. SpLD provision

Students with a diagnosis of Dyslexia will have access to a mentor, quality first teaching and strategies put in place from their diagnostics report. If there is no evidence of a diagnostic report from primary or parent/carers the student will be identified as having Dyslexic traits. Internal tests can be requested which highlight strengths and weaknesses which will enable the student's specific needs to be identified and met. We do not test to diagnose an SpLD however, if a parent/carer would like to arrange this privately we can provide contacts of external specialist teachers.

For other specific learning difficulties strategies from professionals will be put in place to ensure we meet the needs of all our learners.

10. Concession tests

All students on the SEND register will be tested in year 9 and if they score below average they will be identified as needing an appropriate concession. This include scribe, rest breaks, prompts and extra time. Teachers may raise concerns about any other student who they feel needs a concession and the student will also be tested.

11. Teacher Feedback

Teacher feedback (round robins) for Annual reviews and meetings are essential and must be completed prior to every meeting to ensure the SENDCO can evaluate provision for wave 2 and 3 students.

