

**Honiton Community College  
Academy Trust**



This policy was adopted by the Full Governing Body of  
Honiton Community College  
on 23<sup>rd</sup> March 2016  
and will be reviewed annually.

# S.E.N.D. POLICY

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## ACRONYMS

<b>SEND</b>	<b>Special Educational Needs and Disability</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EHCP</b>	<b>Educational Health Care Plan</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>BTL</b>	<b>Barriers to Learning</b>
<b>LA</b>	<b>Local Authority</b>
<b>HOY</b>	<b>Head of Year</b>
<b>SIMS</b>	<b>School Information Management System</b>
<b>ANA</b>	<b>Additional Needs Assistants</b>
<b>AND</b>	<b>Additional Needs Department</b>
<b>PE</b>	<b>Physical Education</b>
<b>ICT</b>	<b>Information and Communications Technology</b>
<b>CAMHS</b>	<b>Children and Adolescent Mental Health Service</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>PSP</b>	<b>Pastoral Support Plan</b>

### Other Terms:

- **ACE Dictionary - A dictionary for dyslexia**

## **Legal Framework**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working together to Safeguard Children.

## **Definitions**

The law states that a child has a special educational need if he/she has a:

- Significantly greater learning difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of education facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **Areas of Special Educational Need**

Honiton Community College Academy Trust will make provision for students with the following 4 kinds of need:

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

Honiton Community College Academy Trust is committed to providing an appropriate and high quality education to all the students living in the local area. We believe that all students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Honiton Community College Academy Trust is committed to inclusion. Part of the College's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs providing a graduated response to special educational needs.

We believe that education inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Males and females.
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Learners who need support to learn English as an additional language (EAL).
- Learners with special educational needs.
- Learners who are disabled.
- Learners who are gifted and talented.
- Those who are looked after by the local authority.
- Others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers.
- Any learners who are at risk of disaffection and exclusion.
- Any learners who are underachieving against their academic potential.
- Any learners who are in receipt of pupil premium funding.

At Honiton Community College Academy Trust we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve his or her full potential. This policy seeks to explain our school offer to students at Honiton Community College Academy Trust to support them in removing barriers to their learning and reaching their academic potential.

Honiton Community College Academy Trust sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We believe in a learner centred approach to support where we work in partnership with the parents/carers and other agencies.

### **Inclusion Principles**

- Staff at Honiton Community College Academy Trust value students of different abilities and support inclusion.
- Within the College, staff and pupils will be constantly involved in the best ways to support all student's needs. There is flexibility in approach in order to find the best solution for each student.
- Within each class, teaching and learning styles and organisation try to be flexible to ensure effective learning.

- Creative solutions and intervention are sought to enable all students to reach their full potential within the College's existing structure.

## Objectives

- To ensure the Children's and Families Bill (including new SEND Code of Practice 2014) and relevant Codes of Practice and guidance are implemented effectively across the College.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, students with special educational needs.
- Endeavour to continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
- To provide access to a broad and balanced curriculum through appropriate planning by class teachers, SENCO, and skills for learning staff as appropriate to ensure barriers are removed.
- To provide support for all students who are underachieving against their targeted potential including those identified as **BTL (Barriers to Learning-students who have identified needs that can be met by quality first teaching or universal provision), SEND Support or those with an EHCP.**
- Endeavour to ensure that students with SEND are perceived positively by all members of the College community, and that SEND provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of students who live in our catchment area.
- To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of College further education, career and life skills.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the students themselves in planning and in any decision making that affects them.

## Arrangements for Co-ordination SEND provision

The College system for regularly observing, assessing and recording the progress of **all** students is used to identify students who are not progressing satisfactorily and who may have additional needs and require intervention.

The College's system includes reference to information provided by:

- Baseline assessment results.
- Assessment for learning strategies.
- Progress measured against the P level descriptors.

- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development.
- An existing/EHCP assessment of need, My Plan or Educational, Health and Care Plan (or existing statement).
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- Another College or LA which has identified or has provided for additional needs.

Based on the College's observations and assessment data and in liaison with the class teacher, HOY, SENCO and parent, the student may be recorded as:

- BTL (student will be monitored)
- Special Educational Need Provision
- EHCP

We have created a system within SIMS which displays the criteria needed to be identified on the College register as having a Special Educational Need: this is in line with the new SEND code of practice. If the student is placed on the College's SEND Register at SEND provision or EHCP, parents/carers will be informed annually and invited to attend review meetings on the student.

Learners with complex needs will have a "My Plan" which will be reviewed throughout the year.

### **Provision for students with Special Educational Needs**

We believe that all students who are underachieving need to have some support in place to ensure they can reach their academic potential. Therefore we have provisions which are specifically designed to support underachieving students; these are mainly short term intensive provisions designed to solve particular academic issues the learner may be experiencing.

For those students with longer term needs we have designed a series of provision maps, which show the four key categories of need and the provisions we offer to all learners (BTL), then also to those students with identified needs (SEND and EHCP)

*See Appendix 1 for attached provision Maps for different needs*

### **Arrangements for providing access to learning and the curriculum (see also College Accessibility Plan)**

- The College will ensure that all students have access to a balanced and broadly based curriculum, and the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

- Learning opportunities will aim to be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse
- Staff are expected to work in a way to avoid the isolation of the students they are supporting, and should encourage peer tutoring and collaborative learning.
- Schemes of learning and policies for each area of the curriculum are in place and are increasingly differentiated to include appropriate learning outcomes for all students.

### **Disability equality and trips or out of school activities**

Honiton Community College Academy Trust tries to make all trips inclusive by planning in advance and using accessible places. We aim to provide additional ANA support for individual students as required.

### **Dealing with complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint using the College's Complaints Procedure.
- Any issues that remain unresolved at this stage will be managed according to the College's Complaints Policy. A copy of which is available on the College website.

### **Communication and Interaction Provision Map**

#### **BTL**

- Teacher language adaptation.
- Preparation for change.
- Visual prompting/cues.
- Clear rewards/sanctions.
- Teacher awareness of student need.
- Buddy system.
- Monitoring/ report cards.
- Chunking instructions.
- Extra time to process.
- Visual support across curriculum.
- Name cueing.
- Simple instructions.
- Awareness of possible triggers, for anxieties.

#### **SEND Support**

- Support from trained ANA's.
- Allow students to record ideas using diagrams.
- 1:1 Social story programme.
- 1:1 Mentoring for progress.
- Support for organisations (through AND).
- Support for emotional literacy.
- Visual reward/Sanction system and close monitoring.
- Alternative curriculum.
- Visual timetable.
- Thrive Assessments.
- Thrive programme.
- Whole College awareness and training.
- Counselling support.
- Support in AND; additional studies, intervention.
- Information on SIMs.
- Support from key workers.

#### **EHCP**

- (All of above +)
- Scheduled and long term study skills support on 1:1 level in AND.
- Termly review meetings.
- Bespoke support package in AND.
- Outside agency intervention.
- Therapy based approach.

Speech Therapy 1:1 Long term programme.

## **Cognition and Learning Provision Map**

### **BTL**

- Name Cue.
- Clear/simple instructions.
- Access to SEND resources.
- Vocab support.
- Modified tasks.
- Check for understanding.
- Give time before response.
- Visual cues/prompts.
- Study buddy.
- Repetition and reinforcement.
- Tasks simplified.
- Whole College awareness/training.
- Scaffolds for writing.
- Cloze exercises.
- Use of Read and Write Gold.
- use of laptops.
- Placement in smaller groups/sets where appropriate – maths, science, English.
- Access to short term, focused interventions.
- Specialist shared resources i.e. ACE dictionary.

### **SEND Support**

- Pre teach vocab/topics.
- Visual timetable.
- Specialist 1:1 teaching.
- Long term specialist interventions
- Learning/ nurture groups
- Specialist software - wordshark/numbershark/ touch typing.
- Electronic spellcheckers.
- Alternative curriculum
- Modified personalised timetable

### **EHCP**

- Outside agency support.
- 1:1 ANA support.
- Bespoke programme in AND.
- Support with education, health and /or social care issues as agreed in the EHCP.

## **Physical and Sensory Provision Map**

### **BTL**

- Seating Plan.
- Good lighting/acoustics
- Organisation of learning environment
- Some specialist equipment in subject areas i.e. PE/ technology
- Vocabulary support
- Thinking time.
- High/low contrast whiteboard/ resources.
- Exam special arrangements
- Coloured overlays.

### **SEND Support**

- Vocabulary- pre teaching of topics.
- Curriculum adaptation.
- Use of radio systems.
- Site amendments for individuals.
- Modified resources.
- Life skills/social skills support
- Exam special arrangements.
- Personal Laptop.
- Occupational therapy programme.
- Handwriting/touch typing programme.
- Down time needed in supportive environment.

### **EHCP**

- All of above +
- 1:1 ANA Specialist support
- Specialist equipment/ICT advisor input.
- Regular agency monitoring and advice.

## **Social, Mental and Emotional Health Provision Map**

### **BTL**

- Whole College behaviour strategy.
- Consistence use of rewards/ sanctions.
- Buddy system.
- Solution focused approach.
- Seating plan.
- Timeout.
- Report card.
- Personal mentoring
- Restorative approaches.
- Advocacy

### **SEND Support**

- All the above +
- Thrive intervention.
- Counsellor.
- Self-esteem group intervention.
- Anger management groups/ 1:1 intervention.
- Managing friendships intervention.
- Nurture group
- Forest school
- Personal health support – school nurse.
- Individual behaviour plan.
- Work with CAMHS.

### **EHCP**

- All of above +
- EP/outside agency offering sustained support.
- PSP.
- Referral to specialist external providers.