



**EMPOWER**  
LEARNING ACADEMY TRUST

# SEND POLICY

POLICY ON IDENTIFYING AND  
PROVIDING FOR PUPILS WITH  
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

**Agreed by M.A.T. Board: December 2021 Next  
Review Date: December 2024**

## **GUIDING PRINCIPLES**

All our pupils have the right to an education which is appropriate to them as individuals. In our Trust's academies we design and adapt our approach to enable all learners to be successful.

Three essential principles guide us in developing an inclusive curriculum:

### **Three principles for inclusion**

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible;
- *Responding to pupils' diverse learning needs* - We consider the different abilities, backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning;
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning, where this is the case, special arrangements are put in place to enable equity of access.

In making provision for pupils with Special Educational Needs and Disabilities the Empower Learning Academy Trust policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010 and the Children's and Family Act 2014, are fully met to enable pupils with Special Educational Needs and Disabilities to join in the normal activities of the Academy along with pupils who do not have Special Educational Needs;
- to ensure that each Academy has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- to identify the needs of pupils with disabilities and/or Special Educational Needs (SEND) as early as possible.
- to use our resources as efficiently and equitably as possible when assessing and meeting the Special Educational Needs and Disabilities of our pupils.
- to provide a graduated approach in order to match educational provision to pupils' needs.
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children.

- to consider the ascertainable wishes of the pupils concerned and, involve them in decision making to provide more effectively for them.
- to make reasonable adjustments to enable pupils with disabilities to access the whole Academy curriculum including school trips and out of school hours activities and learning.
- to ensure effective collaboration with Local Authority (LA) services, health services and social care to ensure effective action on behalf of pupils with Special Educational Needs and Disabilities.
- to ensure that all staff are aware of their responsibilities towards pupils with Special Educational Needs and Disabilities and can exercise them.
- to carry out the above promptly and with sensitivity to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

### **ROLES AND RESPONSIBILITIES**

In attempting to achieve these objectives, the Local Governing Committees, the Headteachers/Principals and the staff of each Academy will take all reasonable steps within the limit of resources available to fulfil the requirements outlined in this policy document.

**Local Governance Committees (LGC) will** fulfil their statutory duties towards pupils with Special Educational Needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this, they will develop and monitor the implementation of the Trust's SEND policy within their Academy and their Academy's Accessibility Plan and ensure provision is an integral part of their Academy Improvement Plan. All LGC members, along with the SEND link member will be knowledgeable about their Academy's SEND provision, including how funding is deployed. The LGC members will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

**The Principal/Headteacher** has overall responsibility for the day-to-day management of SEND provision and the Accessibility Plan within their Academy. He/she will work closely with the Academy's SEND coordinator (SENDCo) and will keep the LGC fully informed about the working of this policy. He/she will ensure all members of staff participate in training to help them to meet the objectives of this policy.

**The Special Educational Needs Disability Co-coordinator (SENDCo)**  
The SENDCo in each Academy is a qualified teacher and meets the statutory standards for practice as a SENDCo. When the LA concludes that a pupil requires an Education, Health and Care Plan (EHCP), they should inform the SENDCo who will ensure that whoever teaches the pupil knows about his/her Special Educational Needs or Disabilities. The SENDCo in each Academy will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality

teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

### **ADMISSIONS**

Each Academy aims to meet the needs of any pupil whom the parent wishes to register at the Academy as long as a place is available, and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The admissions policy of Empower Learning Academy Trust makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND.

If a child's parent or young person with an EHCP makes a request for a particular setting, the Authority must comply with that preference and name the setting in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Where a pupil due for admission is known to have special educational and/or disability needs, the SENDCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The previous school is responsible for providing this information.

### **SPECIAL FACILITIES**

**Each individual Academy's Accessibility Plan outlines how access to the curriculum and physical environment for disabled pupils is enabled.**

**The Plan shows how the individual Academy will improve the access to its curriculum and physical environment. This includes the consideration of "auxiliary" aids which may enable pupils with a disability to access the curriculum. The Accessibility Plan also shows how the Academy will improve the delivery of information to disabled pupils and involve them in its plans.**

### **RESOURCES**

When the Trust Board approves each Academy's budget, consideration will be given to the resources allocated to meeting Special Educational Needs. The individual Academy's annual SEND report will include this information. The Principal/Headteacher will manage the allocated funds and will ensure that the best use is made of these resources.

## **STAGES OF INTERVENTION AND PROVISION**

Access to each Academy's broad and balanced curriculum is achieved for pupils by adaptation of resources, approaches to interaction and communication, environment, methods of teaching, primarily this happens as part of Quality First Wave One teaching; Universal provision. Wave Two programmes involve short-term targeted provision delivered by a Teaching Assistants and overseen by a subject specialist or other specialist (Teacher of SEN, Occupational Therapist, Speech & Language Therapist or counsellor). Where Wave 2 interventions do not enable appropriate progression, Wave 3 interventions will be considered in line with the Graduated Approach, this will involve direct specialist support.

### **Implementing the Graduated Approach**

**This follows an ASSESS, PLAN, DO, REVIEW cycle of graduated intervention.**

- 1) When a pupil is identified as having Special Educational Needs the individual Academy will ensure the provision of interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the Academy's usual adapted curriculum offer.
- 2) The triggers for intervention will be where the individual pupil who, despite receiving adapted learning opportunities;
  - makes little or no progress academic progress
  - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with national expectations
  - persistent Social, Emotional or Mental Health difficulties which continue despite pastoral support and Quality First Teaching in the Academy
  - has significant sensory or physical needs that impact on their ability to learn
  - has communication and/or relationship needs which continue despite adapted approaches to the curriculum
- 3) The SENDCo will facilitate the collection of information about the pupil.
  - By informing parent/carers and seeking their views.
  - By reviewing school information such as Social interaction, achievement information, behaviour information and Assessment data on the pupil.
  - By seeking the views of the pupil.
- 4) Information will be collected from;
  - Relevant staff within the Academy
  - Assessment and Progress tracking information
  - Parents/carers and the pupil
- 5) The SENDCo oversees support for the pupil.
- 6) The pupil's class and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

- 7) The SENDCo will co-ordinate planning through a Pupil Profile Plan which includes desired outcomes in discussion with appropriate staff, the pupil and parents.
- 8) Other staff will also be involved in providing further help to pupils.
- 9) The Desired Outcomes will be discussed with the pupil and parents.
- 10) The Desired Outcomes will be reviewed on a termly basis.
- 11) The pupil and parents will take part in the review process and will be involved in setting further outcomes. Subsequent Pupil Profile Plans will reflect strategies to meet their needs and show a graduated response to those needs
- 12) If necessary a request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCo in consultation with teaching staff, parents and pupil.
- 13) Specialist assessment arrangements may need to be completed through a specialist assessor or the Local Authority Educational Psychology service
- 14) Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual adapted curriculum available to all pupils.
- 15) If the pupil:
  - continues to make little or no progress in specific areas over a long period of time
  - continues working at standards substantially below that expected of pupils of a similar age
  - continues to have difficulty in developing literacy and numeracy skills
  - has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised management programme
  - has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
  - has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
  - is receiving at least £6000 of support and any pupil premium to which they are entitled

then a statutory assessment may be sought from the Local Authority for an Education Health Care Plan.

### **Academy Request for a Statutory Assessment**

The Academy will provide information needed for the Local Authority to initiate statutory assessment.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's Special Educational Needs. The individual Academy's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

### **Education, Health and Care Plan**

If the LA issues an Education, Health and Care Plan then the Academy's role is to follow the guidance for implementation as per the SEND Code of Practice 2014.

### **The Annual Review in Year Nine**

The annual review of the Education, Health and Care Plan in Year 9, and subsequent years, will consider all the same issues as at other reviews but will specifically focus on preparing for adulthood, including employment, independent living and participation in society. This must be built into the Plan. The review process is supported by the Trust's Careers Education, Information, Advice and Guidance Advisor.

### **Preparation for Post-16 Annual Review**

The preparation for post 16 annual review should be carried in the Autumn Term of year 11, the Academy will support parents and the child to identify their likely destination on leaving school. The review process is supported by the Trust's Careers Education, Information, Advice and Guidance Advisor.

## **INCLUSION**

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of the Empower Learning Academy Trust community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the Academy has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill; 2)

Where medical advice indicates that it is unsafe for the pupil to participate.

## **INVOLVING PUPILS AND PARENTS/CARERS**

The views of parents will be sought at all stages of assessment and provision and the Trust will be ever mindful of the parents' rights under the 2014 SEND Code of Practice. The views of the pupil will be ascertained and the pupil will be directly involved in the process. Parents are involved in all processes.

We will endeavour to build up positive collaborative relationships with parents which will result in a comprehensive balanced future of a pupil and his/her needs. We will seek parents' views and will seek their help regarding work that they can do with their child outside of school.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

### **PARENT PARTNERSHIP SERVICES**

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with Special Educational Needs and Disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website [www.havering.gov.uk](http://www.havering.gov.uk). Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through SENDIASS. Details of the service and contact information is available through the Havering local offer.

### **WORKING WITH OUTSIDE AGENCIES**

Each Academy's SENDCO will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the Academy. Health Care planning will follow the protocol agreed by Health and Education. The Headteacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

### **COMPLAINTS**

If there is any cause to raise a complaint regarding the special educational provision that is made for a pupil, the Empower Learning Academy Trust's Complaints Policy will apply. This policy applies to all concerns and complaints other than those relating to Child Protection issues or to cases where parents wish to appeal against a decision by the Principal/Headteacher that a student be required to leave the Academy as a consequence of a permanent exclusion. Separate policies apply to each of these exceptional cases.

### **MONITORING AND EVALUATION**

The Local Governing Committee ensures that SEND provision is an integral part of the Academy development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". Examination analysis, ASP reports, attendance and exclusion data, destination data and the annual SEND Report will be used to support these processes.



## **SEND INFORMATION REPORT, LOCAL AND ACADEMY OFFER**

Each Academy will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at [www.havering.gov.uk/directory](http://www.havering.gov.uk/directory)

The 'Academy Offer' will be published annually on each Academy's website.

### **REVIEW OF POLICY**

This policy will be monitored for compliance and amended as appropriate every year and will be fully reviewed and updated every three years.

### **Local Variations**

#### **Hall Mead School**

### **SPECIALISMS**

#### **Resource Offer**

#### **LOCAL OFFER SERVICE INFORMATION**

<b>Service Name:</b>	Hall Mead
<b>Address:</b>	Marlborough Gardens
<b>Town:</b>	Upminster
<b>Postcode:</b>	RM14 1SF
<b>County:</b>	Essex
<b>Phone:</b>	01708 225684
<b>Fax:</b>	01708 220232
<b>Email:</b>	<a href="mailto:office@hallmeadschool.com">office@hallmeadschool.com</a>
<b>Web address:</b>	<a href="http://www.hallmeadschool.co.uk">www.hallmeadschool.co.uk</a>
<b>Contact Name:</b>	Mr C O'Neill Head of the Resource.
<b>Position:</b>	SENDCo
<b>Direct email:</b>	<a href="mailto:coneill@elatschools.co.uk">coneill@elatschools.co.uk</a>
<b>Direct phone:</b>	01708 225684 ext 2073

**Service  
Summary:**

Hall Mead School has a specially resourced provision for up to 22 students who are on the autistic spectrum.

**Service Details:**

The Autistic Resource is not a separate unit but an approach which deals with students on an individual basis. The aim is to integrate the students into the mainstream classes, increasing this over time. Timetables are personalised to reduce anxiety and students can be taught on a one to one basis. Life skills are an important element of the curriculum offered and shopping, managing money and travel training are also taught.

There are a range of activities offered in a social club at break and lunch times.

The Resource has a Personal Development Centre with a kitchen where students can learn independence skills. Students are encouraged to make their own breakfasts and snacks.

**Further Information:**

Further information can be obtained from the Head of the Resource at the contact details given above.

**How to access the service:**

Only students with a diagnosis of Autism and an Education Health Care Plan can be placed in the Resource. The decision whether to allocate a place in the Resource is made jointly by Havering's Special Needs Section and the Headteacher of Hall Mead School and the Head of the Resource.

**Accessibility:**

The Life Skills Flat is on the first floor of B Block and has a toilet as well as a kitchen.

There is no wheelchair access to this area.

There is wheelchair access to another area of the Learning Support Department where students can access similar facilities. A Block has lift access to all floors and rooms, including Food Technology rooms.

**Opening times:**

8.30 – 3.45

**By providing the information above, we agree to the details appearing on Havering's Local Offer website.**

## **Bower Park Academy**

Jo Scott – SENDCo  
Email: [scottj@elatschools.co.uk](mailto:scottj@elatschools.co.uk)  
Telephone no: 01708 730244

## **The Brittons Academy**

Mrs E Fenton-Hawes - SENDCO  
Email: [efentonhawes@elatschools.co.uk](mailto:efentonhawes@elatschools.co.uk)  
Direct telephone no: 01708 630002 ext 3174

## **Hacton Primary School**

**Service Name:** Hacton Primary School

**Address:** Chepstow Avenue  
Hornchurch  
Essex  
RM12 6AU

**Phone:** 01708 443991

**Email:** [Hacton@elatschools.co.uk](mailto:Hacton@elatschools.co.uk)

**Web address:** [www.hacton.havering.sch.uk](http://www.hacton.havering.sch.uk)

**Contact Name:** Mrs F Burks  
**Position:** SENCO  
**Direct email:** [Fburks@elatschools.co.uk](mailto:Fburks@elatschools.co.uk)

**Specialism:** Provision for Hearing Impaired Pupils

**Contact Name:** Mrs H Norford  
**Position:** Teacher in Charge of the Resource  
**Direct email:** [hnorford@hacton.havering.sch.uk](mailto:hnorford@hacton.havering.sch.uk)

**Service Summary:** Hacton Primary School has a specially resourced Provision for up to 24 Primary aged pupils who are hearing impaired.

**Service Details:**

The Provision for hearing impaired children has 4 purpose built classrooms and a speech and language room for all pupils on the ground floor of our school. It is staffed by 3 teachers of the deaf, a number of communicators, specialist nursery nurse and a number of specialist teaching assistants.

Provision children are integrated into mainstream classes as much as possible. All classes in the school have soundfield systems and all staff have deaf awareness training. Some hearing impaired pupils spend all their time in the mainstream classes, supported by teachers of the deaf, communicators or specialist nursery nurses / teaching assistants. Other more profoundly deaf pupils may be withdrawn for Literacy and Mathematics. Hearing impaired pupils have full access to all extra-curricular activities.

The communication mode of the provision is total communication i.e. we use speech, British Sign Language (BSL) and sign supported English (SSE) or a combination of all three, depending on the individual needs of the children.

**How to access the Provision:**

Only pupils with a significant hearing impairment can be placed in the Provision. The decision whether to allocate a place in the resource is made jointly by Havering's Special Needs section in collaboration with the Headteacher of Hacton Primary and the teacher in charge of the Provision.

**Accessibility:**

The Provision for hearing impaired children is on the ground floor of the school building and has wheelchair access. It also has access to toilets.

**Opening times:**

8.45 am – 3.20 pm