



Harris Church of England Academy

Policy

Special Educational Needs Policy and Information Report

To be tabled at Full Governing Body for Approval

Date Tabled:	Spring 2025
Review Date:	Spring 2026

Harris Church of England Academy Special Educational Needs Policy

“While we have time let us do good to all” Galatians 6:10

Introduction

This policy works in parallel with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our students. The responsibility for the management of this policy falls to Assistant Headteacher (Inclusion) and the Special Educational Needs and Disability Co-ordinator (SENDCo); the day-to-day operation of the policy is the responsibility of the SENDCo. The Head teacher, Assistant Headteacher (Inclusion) and the SENDCo will work together closely to ensure that this policy works effectively.

Harris Church of England Academy will do its best to ensure that the necessary provision is made for any student who has Special Educational Needs or Disabilities. We will ensure that all staff in the school are able to identify and provide for those students who have Special Educational Needs or Disabilities to allow them to join in the activities of the school. The staff and governors of the School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that: All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from Teaching Assistants or specialist staff.

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, Children’s Services and all other agencies.

1. Aims and Objectives

Aims:

Our SEND and Inclusion policy, and information report aims to:

- Set out how Harris Church of England Academy will support and make provision for students with Special Educational Needs and Disabilities (SEND);
- Set out how Harris Church of England Academy will support and make provision for identified students who have additional needs which do not fall under SEND, such as Pupil Premium, and students who are Looked After;
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

Objectives:

The objectives of our policy are to:

- Organise all our activities to ensure that all students are included in the life of the school;
- Work closely with parents, sharing information on their child’s progress and individual needs;
- Continuously develop our ways of working to provide the highest quality provision for all of our

students with the resources available;

- Meet the requirements of the Education Act (1996), the SEND Code of Practice (2014), and the Special Educational Needs and Disability Act (2001);
- Encompass the Local Authority (LA) Statement of Policy for Students with SEND;
- Facilitate a student's learning by identifying his/her individual needs and taking steps, cooperatively with other staff, to address those needs within the context of the school curriculum as a whole, and taking account of the Special Educational Needs and Disability Code of Practice 0 to 25 years (January 2015);
- Respond flexibly to particular students according to the nature of their difficulties;
- Support students' learning without making them feel different or inferior to their peers;
- Enable each student to become an independent and confident student who can make a successful transition into adulthood.

This policy sets out how Harris Church of England Academy will meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to continue to meet the objectives.

2. Legislation and Guidance

This policy and information report is based on the Statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Students and Families Act 2014, which sets out schools' responsibilities for students with SEN and Disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, Health and Care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEN Information report.

3. Definition of SEND

A student has SEND if they have a learning difficulty or disability which calls for Special Educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools;
- Special Educational provision is educational or training provision that is additional to, or different from, that which is made generally for other students or young people of the same age by mainstream schools.

4. Principles for SEN Inclusion at Harris Church of England Academy

Teachers at Harris have a shared vision of an inclusive education for all students, including those with SEND. 'A student has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age'. (DfE and DoH, 2014, p97)

Students may have a learning difficulty because of:

- gaps in learning;
- developmental gap;
- an identified specific learning issue which limits response to differentiation and reduces progress;
- a disability which prevents or hinders them from making use of education facilities of a kind

generally provided for learners of the same age.

As an inclusive community, Harris emphasises the importance of:

- setting suitable learning challenges;
- responding to students' diverse needs;
- overcoming potential barriers to learning, where possible;
- providing wider opportunities for all abilities.

In the context of SEND this means that as an academy community we are committed to ensuring that:

- students are provided with a curriculum that is tailored to their specific needs;
- all SEND learners can access a curriculum that is broad, balanced and relevant;
- lesson planning identifies how the learning will be adjusted to meet the needs of SEND students;
- in class support is strategically allocated and supports SEN students to make progress and meet their targets;
- students' special needs are annually reviewed and provision adjusted accordingly;
- all students on the SEND register will have structured conversations each year;
- students are enabled to access all resources and opportunities, as far as is reasonably practical;
- there is regular and specific dialogue with staff, students, parents and carers about the provision for and progress of learners with SEND.

5. Roles and Responsibilities

Provision for students with Special Education Needs is a priority for all staff at Harris. Our Inclusive Vision, which promotes equal opportunities for all learners, promotes the view that all teachers are teachers of students with SEND and promotes high quality teaching. The personalisation of provision for all learners is critical to support the progress and achievement of all students.

The Leadership and Management structure for SEND provision is as follows:

SEND Governor

It is the role of the SEND linked Governor to work closely with the Headteacher, Assistant Headteacher (Inclusion) and SENDCo to monitor, evaluate and quality assure the work of the Inclusion and Achievement Department. The linked Governor will advise the Academy Governance Committee (AGC) on ratification of the SEND Policy and will support the academy to ensure that policy is firmly embedded in practice. The SEND Governor will also raise awareness of SEND issues at meetings of the AGC, ensure that SEND issues remain on the agenda and that SEND learners at Harris are provided with the specialist and targeted support needed to make progress. Critically, it is the role of the SEND Governor to hold the academy to account in meeting the legal requirements for SEND provision.

Headteacher

The Headteacher will work with the Assistant Headteacher (Inclusion), the SENDCo and Governors to determine the strategic development of the SEND and Inclusion Policy and provision in the school. Has overall responsibility for the provision and progress of learners with SEND

Assistant Headteacher – Inclusion

They are in charge of leadership and management of Inclusion and Achievement Department: deployment of resources, monitoring and evaluation, quality assurance, tracking progress and achievement of SEND learners, provision of guidance, CPD and liaison with staff, agencies, parents and carers, overall leadership and management of SEND provision for SEND students, line management of SENDCo.

SENDCo/Assistant SENDCo

The SENDCo/Assistant SENDCo can be contacted at senco@harris.covmat.org

They will:

- Work with Headteacher, Assistant Headteacher (Inclusion) and Governors to determine the strategic development of the SEND policy and provision in the school;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Be the point of contact for external agencies, especially the Local Authority and its support services;
- Ensure that outside agencies are appropriately commissioned in line with the changing needs of the school;
- Liaise with potential next providers of education to ensure that students and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and AGC to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all students with SEND up to date.

Heads of Department (HoDs) and Heads of Year (HoY)

They will:

- Monitor progress made by students;
- Ensure quality first teaching enables access for all;
- Supply teaching resources to support students with SEND;
- Refer students with SEND concerns to the Inclusion and Achievement department after appropriate interventions have been put in place;
- Discuss students with SEND with the SENDCo and parents/carers;
- Ensure students with SEND are assessed appropriately and monitor teacher feedback for Annual Reviews.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class in the delivery of high quality wave 1 provision;
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision;
- Refer students with SEND concerns via the Interventions Referral form, after appropriate Wave 1 has been put in place;
- Ensuring they follow this SEND and Inclusion Policy.

6. SEND information report

The types of SEND that are provided for

Harris Church of England Academy currently provides additional and/or alternative provision for a range of needs, including (but not limited to):

- Communication and interaction, for example, Autistic Spectrum Disorder, and Speech and Language difficulties;
- Cognition and learning;
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety and EBSA;
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy;
- Moderate/severe learning difficulties.

Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous setting and Key Stages, where appropriate. We CAT test year 7 and any new starters on entry. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs and school attendance. Slow progress and low attainment will not automatically mean that a student is recorded as having SEND.

Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need Special Educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be recorded on a support plan, added to the student's record and given to their parents.

We will formally notify parents when we have decided that a student will receive SEND Support. We will also formally notify parents if a student is going to be added to the SEND register.

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review.

The class or subject teacher will work with the SENDCo to perform a clear analysis of the student's needs. This will draw on:

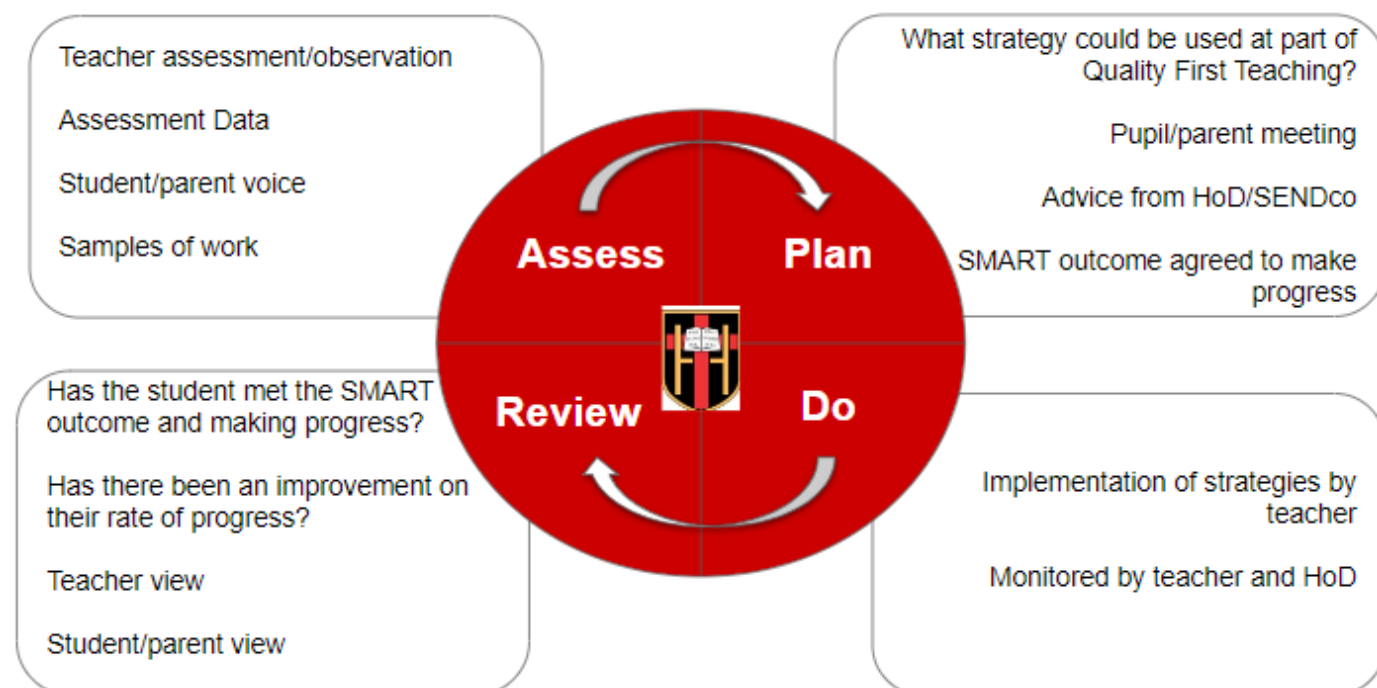
- The teacher's assessment and experience of the student;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The student's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly. For students with low level Special Educational Needs the

cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all students. These are known as Progress Meetings/Parents' Evening. For those students with more complex needs or for whom a more frequent cycle needs to be employed, additional meeting dates will be set and will include the progress meetings. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought and any teaching strategies or approaches that are required. This information is disseminated in the form of Pupil Passports.

We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

SEND Updates - APDR Cycle

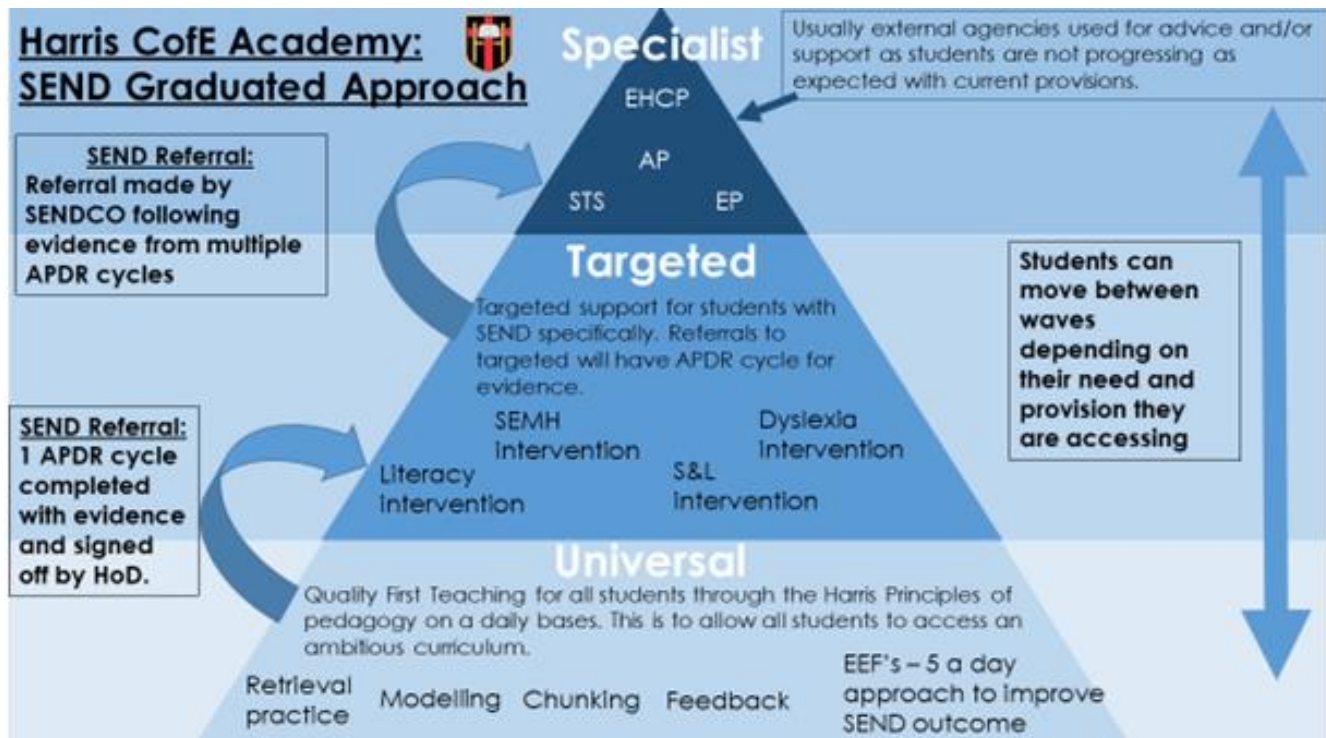


Supporting students moving between phases and preparing for adulthood

We will share information, as appropriate, with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. SEND and Pastoral staff will liaise with the SENDCos from feeder primary schools in the Spring Term. Additional visits and meetings will be held during the Summer Term for those students identified as requiring additional transition support.

During Year 9, discussions will be held with students and their parents/carers regarding choosing appropriate courses in Key Stage 4. Alternative pathways will be provided for a small cohort of students for whom a mainstream pathway may not be appropriate.

Our approach to teaching students with SEND



ACRONYM GLOSSARY	
AP	Alternative Provision
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
S & L	Speech and Language
SEMH	Social, Emotional and Mental Health
STS	Specialist Teaching Service

Teachers are responsible and accountable for the progress and development of all the students in their class.

Universal support

High quality teaching for all students through the Harris Principles of pedagogy on a daily basis. This is to allow all students to access an ambitious curriculum

Targeted support

Targeted support for student with SEND specifically and have been identified through Assess, Plan, Do, Review cycles.

External agencies used for advice and/or support as students are not progressing as expected with current provisions, for example STS, EP, AP,

Students are able to move between all waves of graduated approach depending on their current need and progress

EHC Needs Assessment

Definition of an EHC Plan

An EHC Plan (EHCP) is a legal document which describes a child or young person's Special Educational, Health and Care needs. The EHCP must also describe the support required to meet those needs and the identified outcomes.

An EHCP can only be issued after a full EHC Needs Assessment has been carried out by WCC SENDAR. This assessment is to determine what the needs are and what provision may be required to support these needs.

Timeline of EHC Needs Assessment

Weeks 1-6

The EHC Needs Assessment request will be considered by SENDAR. The panel will decide whether an EHC Needs Assessment is required. If the Local Authority's decision is that an EHC Needs Assessment is not needed they will inform you. If you are not happy with the decision, you can seek mediation and make an appeal.

Weeks 6-16

If the Local Authority's decision is that an EHC Needs Assessment is necessary, they will request advice from relevant professionals to provide more in-depth information about your child or young person's Education, Health and Care needs.

Weeks 17-20

If the Local Authority decides that an EHC Plan is necessary, they will send you a draft EHC Plan together with a copy of all the advice and reports collected during the assessment.

You will have 15 days to consider the draft EHC plan and give your views on the contents.

You will be asked to request the educational setting you would like your child or young person to attend. If a decision is required on a specialist setting this will be considered by the High Needs Panel.

Further information on the EHC needs process can be found:

<https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send/request-ehc-needs-assessment/3>

Exit Criteria

If a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEND register. This will be confirmed in writing.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their academic targets each term;
- Reviewing the impact of interventions after 6 weeks;
- Using student voice;
- Monitoring by the SENDCo;
- Holding Annual Reviews for students with EHC plans.

Complaints about SEND Provision

Complaints about SEND Provision in our school are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND Provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

7. Monitoring Arrangements

This Policy and Information Report will be reviewed by the Assistant Headteacher (Inclusion) and the SENDCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the AGC.

8. Links with other Policies and Documents

Teaching and Learning Policy
Harris Student Behaviour Policy
Feedback Policy
Access Arrangements Exams Policy
Alternative Curriculum Policy
Health & Safety Policy

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEND, their provision should be planned and coordinated. For those students with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their Special Educational Provision. The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Appendix – Warwickshire School Inclusion Charter

Warwickshire Schools' Inclusion Charter

Inclusion is Everyone's Responsibility

Our Vision:

For schools to be places where everyone feels valued, included, safe, supported and welcome. We will work together to enable all our children and young people in Warwickshire to lead a fulfilling life and be part of their community.

The Charter:

This charter sets out what all children and young people and their families should expect from schools in Warwickshire, in line with the SEND Code of Practice.

Welcome and Care

We will:

- Understand that every child is an individual
- Recognise the value of inclusion
- Make time to get to know you and what is important to you and your family
- Establish and build on positive relationships
- Make time to respond to your needs
- Work closely with all relevant people to ensure successful transitions
- Ensure children and young people's voices are at the heart of all we do



Communicate

We will:

- Listen calmly and respectfully, with patience, ensuring you feel heard and understood.
- Establish how to provide and seek information in a way you can access and understand
- Recognise all behaviour is a form of communication
- Explain what can be done and any limitations
- Communicate in a way that means you can participate in planning and decision making
- Provide clear guidance on who to contact and respond promptly
- Make you comfortable by using positive and helpful language
- Create and maintain communication friendly environments



Developing and nurturing each of these commitments to build

TRUST



Value and Include

We will:

- Remember inclusion is everyone's responsibility
- Be proactive in providing reasonable adjustments
- Ensure our SENCo is able to support families and staff
- Inform and support you of any planned changes as soon as possible
- Ensure that children and young people with SEND are valued and included in pupil voice activities
- Identify needs early and assess, plan, do, review with support from appropriate agencies
- Ensure our children and young people have a trusted person who checks in with them at least weekly
- Have a 'can do' attitude and build on everyone's strengths
- Recognise and meet the training needs of our staff



Work in Partnership

We will:

- Give you opportunities to share your views
- Do our best to understand and consider your ideas
- Involve you in developing shared plans for you and our school
- Value you as an equal partner and recognise your experience and knowledge
- Understand that every family is different and has different resources
- Engage with community groups
- Collaborate across settings to share good practice
- Work together with you and other people to recognise need and support you on your journey as a family



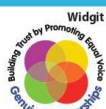
Signatures:

Leader of Warwickshire County Council

Chair of Warwickshire Parent Carer Voice

On behalf of Schools Consortia and Area Networks

On behalf of IMPACT (Young People's Forum for SEND)



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Scan for SEND Local Offer

