



Hodgson Academy SEND Policy

Rationale

Hodgson Academy aims to create SEND provision that reflects the individual needs of the students and the academy, while developing collaborative working between all stakeholders. This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Statement of Intent

- Admission to the academy is without prejudice and an actively supported transition process to the academy is in place
- To identify student needs, allowing students with SEND to progress well from their starting points and achieve standards appropriate for their age
- To provide a safe, supportive, sustainable environment in which all students can thrive, enjoy and achieve
- To ensure that SEND students make appropriate progress, at least in line with the national averages and have the opportunity to maximise their potential
- To maintain high expectations that aim to close the gap between SEND students and all students
- To be proactive in developing emotional resilience in students and to support students in order for them not to be treated unfavourably compared to other students so that they don't feel vulnerable
- To promote positive mental health and well-being for all students to allow them to flourish locally, nationally and internationally
- To collaborate with children, young people and their parents/carers in the SEND decision making processes that support the strategies to overcome barriers to learning
- To incorporate strategies to overcome barriers and ensure good progress for SEND students
- To ensure quality first teaching that provides access to learning within a climate of high expectation
- To create empowered and confident, independent learners who aspire to exceed their expectations and achieve their ambitions in preparation for adulthood in modern Britain
- To secure the best outcomes for students by working closely with education, health and social care professionals (agencies)
- To ensure students understand and work within internet safety guidelines and use technology appropriately to support learning
- We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and are more vulnerable to all types of abuse, including CCE and CSE. Our offer of support provided to all children with SEND reduces this vulnerability including the offer of pastoral support. These are discussed in staff training. These additional barriers can include:

assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs and communication barriers and difficulties in overcoming these barriers.

- To promote collaborative working among academy SENCOs to develop high quality provision for SEND students across Fylde Coast Academy Trust

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 Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's and Families Act 2014
- Mental Health and Wellbeing provision in schools 2017

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

- SEND Code of Practice 0-25 (2014)
- Supporting Children with Medical Conditions (December 2015)
- Keeping Children Safe in Education (September 2018)
- Working Together to Safeguard Children (July 2018)

Definitions

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

- Significantly greater 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The

victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

Areas of Special Educational Need

Hodgson Academy will make provision for students with the following four kinds of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or physical

Admissions

As required by law, all children with a Statement of Special Educational Needs/EHC plan naming a school will be admitted before the application of the over-subscription criteria. Children who have a special needs have their applications considered separately.

Hodgson Academy will ensure that it meets its duties under the Schools Admissions Code of Practice by:

- Students with special educational needs will be admitted to Hodgson Academy in line with the admissions' policies of the Local authority. Hodgson Academy is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.
- If Hodgson Academy is alerted to the fact that a student may have a difficulty in learning, it will make its best endeavours to collect all relevant information and make reasonable adjustments as appropriate.

Roles and responsibilities

Hodgson Academy has a responsibility to:

- Fully engage parents, children and young people with SEND when drawing up policies that affect them
- Identify, assess and make **REASONABLE** SEN provision for all children and young people with SEND, whether or not they have an EHC plan. Make **REASONABLE** adjustments for students with disabilities to assist in alleviating any substantial disadvantage they experience due to their disability
- Use their best endeavours to secure the reasonable special educational provision called for by students' SEND
- The designated appropriate member of staff in Hodgson Academy responsibility for co-ordinating provision for students with SEND is Mr L Jenkinson (SENCO)
- The designated teacher for students in Local Authority care for Hodgson Academy is Miss F Bate
- Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised

- Ensure that Hodgson Academy's SEND policy meets the aims, values, systems and procedures including statutory requirement to publish information on SEND policy and practice; has in place complaints procedures and publish accessibility plans to increase access to the curriculum and physical environment
- Provide suitable, full-time education from the 6th day of exclusion of a student with SEN in line with their EHC plan

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants 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 SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Involving students and parents in decision making

Hodgson Academy will ensure that effective planning is in place that helps parents and students with SEND express their needs, wishes, goals that:

- Focus on students as individuals and not their SEND label
- Be easy for students and their parents to understand, using clear ordinary language and images
- Highlight student strengths and capacities
- Enable students to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of each individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach

Joint commissioning, planning and delivery

Hodgson Academy will collaborate with Local Authorities in the exercise of its duty to work together with health and social care providers via individual Academy SEND Policy.

Funding

Hodgson Academy will allocate the appropriate amount of core per-student funding and notional SEND budget outlined in the Local Offer for the SEND funding of its students

Local offer

Hodgson Academy will cooperate generally with Local Authorities and local partners in the development and review of the Local Offer. Hodgson has its own link to the Local Offer on the website

Identification

Hodgson Academy will identify students with SEND by assessing student skills and levels of attainment; make regular assessment of SEND students to ensure that interventions allow SEND students to make progress similar to that of their peers starting from the same baseline. Hodgson Academy will address attainment gaps and prevent attainment gaps growing wider.

Graduated response

Hodgson Academy will ensure, once a potential SEND need or student has been identified, employ a graduated approach to meeting student needs including:

- Clear assessment of a student's needs
- Planned interventions and support agreed with parents and students
- Review of the effectiveness of intervention and support in promoting good progress
- Review of progress towards closing the attainment gap

Assessment

Hodgson Academy will ensure that requests for statutory assessment, in consultation with the student's parents, where the student's needs cannot be met through the resources normally available, are made. Hodgson Academy will ensure that it meets its duty to respond to the Local Authority within 15 days if named on the EHC plan and the Academy responds to any request for information with 6 weeks of receipt.

Education, Health and Care (EHC) plans

Hodgson Academy will ensure that it meets the duty to:

- Respond to the LA within 15 days if named on a student's EHC plan
- Ensure that all those teaching or working with a child named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them
- Request a re-assessment of the EHC plan at least 6 months following an initial assessment if a student's needs significantly change
- Ensure the EHC plan review procedures are completed in line with those documented in the SEND policy

SEN and Disability Tribunal

Hodgson Academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Preparing for adulthood

Hodgson Academy will ensure that it meets the need to secure independent, impartial careers guidance for students aged 12 – 16. This will involve working closely with students and their families from Year 8. Hodgson will secure independent face to face support for students with SEND to make successful transitions.

Data and record keeping

Hodgson Academy is expected to:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all students
- Maintain an accurate and up to date record of the provision made for students with SEND
- Record details or additional or different SEND provision on a provision map

Confidentiality

Hodgson Academy will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure:

- To the SEN and Disability Tribunal and to the Secretary of State if a complaint is made under the Education Act 2002
- On the order of any court for the purpose of criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and local authorities
- To any person in connection with the student's application for disabled students allowance in advance of taking up a place in higher education
- To the headteacher (or equivalent position) of the institution at which the student is intending to start higher education

Reviewed by: Lee Jenkinson

Approval Level: Governors

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