



The Hurlingham Academy
The best in everyone™
Part of United Learning

SEND & Inclusion Policy

2024-2025



Abbreviations:

SENDCo – Special Educational Needs Coordinator

Deputy SENDCo – Deputy Special Educational Needs Coordinator

LSA – Learning Support Assistant

SEND – Special Educational Needs and Disabilities

EAL – English as an Additional Language

C&L – Cognition and Learning

C&I – Communication and Interaction

SEMH – Social, Emotional and / or Mental Health

PS – Physical and Sensory

EAA – Exam Access Arrangements

CONTENTS

1. Introduction

2. Strategic Objectives

3. Methodology

4. Defining Inclusion and the Legal framework

5. Roles and Responsibilities

6. Admissions Arrangements

7. Transition Support

8. Identification, Assessment and Review Procedures

9. Students with English as an Additional Language (see EAL Inclusion Policy)

This document is in compliance with the following relevant legislation:

- Section 69(2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Section 6 of the 'Special educational needs and disability code of practice: 0-25 years'

10. Remote working for students with SEND

11. Role of Governors

1. Introduction and guiding principles

The aim of The Hurlingham Academy is to maximise the academic attainment and personal achievement of all students, and to create a culture of achievement in which all students can thrive. The school aims to provide a broad and balanced curriculum which is seen as an entitlement and should be accessible to all students regardless of their abilities.

Our underlying principle is that the needs of children should be met as far as is reasonably possible within the mainstream classroom, by the class teacher. It is the responsibility of all teachers to respond to student's diverse learning needs and to make provision within their planning and delivery to meet these needs.

We recognise that there are a plethora of cognitive, communicative, sensory, social and emotional factors that may impact a child's experience of and progress at school. However, we also recognise the danger that labels can have on a child's self-image, and thus should be used extremely carefully. What is certain about our role is that we must help all students make the required progress to thrive in school and beyond; where children are behind, this means providing rigorous intervention to help them catch up. Our SEND philosophy, therefore, is one that emphasizes narrowing the attainment gap between students with SEND and other students.

The Inclusion Team, led by the Assistant Principal (Inclusion)/SENDCo, have a responsibility to assist this planning and delivery and to provide additional support where needed beyond that offered in the classroom. This responsibility includes providing strategic and logistical support to teachers in meeting the needs of students with SEND.

Students may have special educational needs at any time during their school experience. This policy ensures that the curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

2. Strategic Objectives

Our SEND and Inclusion Policy aims to support the school to:

2.1 Create an environment that meets the special educational needs of each student by offering full curriculum access, or a sufficiently differentiated curriculum to allow inclusion at each of the key stages.

2.2 Identify the roles and responsibilities of staff in providing for children with special educational needs and disabilities.

2.3 Ensure parents/carers play a vital role in their child's education, recognising their knowledge of their child and encouraging involvement in the decision making and support offered.

2.4 Ensure that student progress is at the heart of SEND planning and intervention, both in terms of academic attainment and holistic wellbeing.

3. Methodology

We will aim to achieve our strategic objectives by undertaking the following:

3.1 Meet each pupil's SEND by thorough assessment, provision of appropriate resources, close monitoring and evaluation of pupil progress.

3.2 Encourage parents/carers to support their child by keeping them fully informed of their child's progress and to encourage their involvement through the review and target setting process.

3.3 Give the opportunity for all students to have their particular learning needs met within the classroom setting, in teaching groups with their peers.

3.4 Recognise that all staff have a responsibility for students with SEND, and must respond to the challenge of meeting these needs. Staff will employ robust, evidence-based teaching practices that are shown to give all students the opportunity to succeed.

3.5 Raise self-esteem through the use of positive reinforcement.

3.6 Define procedures so that all staff are informed about the revised Code of Practice (2014) and its requirements.

3.7 Ensure that systems are in place to monitor and assess students with SEND.

3.8 Disseminate essential information to teachers to inform their planning.

3.9 Ensure access to other school initiatives that will enhance pupil achievement at school.

3.10 Use the expertise of external agencies to support and inform the learning of SEND students.

4. Defining Inclusion and the legal framework

4.1 *Inclusion* is a practice whereby all students attend mainstream classes, with classroom practice adapted to suit individual needs. Through a 'graduated approach of Assess, Plan, Do, Review... all teachers are teachers of SEND.' Schools 'must':

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

4.2 There are FOUR categories of SEND need:

- Cognition and Learning (CL)

- Communication and Interaction (CI)
- Social, Emotional and Mental Health (SEMH)
- Physical and Sensory (PS)

4.3 The school receives a yearly 'notional SEND budget' based on the number of students with a current SEND intervention and the type of need they are currently experiencing.

4.4 It is the schools' responsibility to allocate sufficient funds from the notional SEND budget to support the needs of a given student's SEND. Anything above and beyond a cost of £6000 can be claimed from a short term contingency fund.

4.5 Where a student's SEND needs are significant, an Education, Health and Care Needs Assessment (EHCNA) can be considered once a significant intervention has taken place. Where successful the school will receive appropriate top-up funding from the child's home local authority to finance the support needed.

4.6 These EHCPs replace the previous system of Statements of Special Educational Need. They offer a joined up approach between education, health and care providers, and place the needs and views of the student and the parent at their heart.

4.7 All statements will have been converted to EHCPs by March 2018.

4.8 The school must conduct annual reviews for any student with a Statement of SEND or an EHCP, with progress mapped, targets reviewed and new targets set.

4.9 At The Hurlingham Academy, we recognise that all students have individual needs most of which can be met through effective instruction in the classroom. However, there will be some students whose needs are such that they require extra provision/support.

5. Roles and Responsibilities

5.1 The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Principal and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

5.2 The Assistant Principal for Inclusion and SENCo will:

takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
 - Manage the identification, intervention and progress of students with additional needs and disabilities and maintain an Inclusions Intervention Register.
 - Attend and contribute, when necessary to Annual Reviews, for students with statements/EHC plans.

5.3 Heads of academic departments:

Are responsible for ensuring that the schemes of work, teaching methods and teaching materials offer the greatest opportunities for providing a broad and balanced curriculum to all students, including those with SEND.

They ensure:

- Their curriculum areas use the baseline testing information to inform appropriate differentiation.
- Assessment data is used rigorously to deliver appropriate material for identified students.
- Lesson plans reflect the needs of identified students.
- 'Shared expectations' are discussed and acted on by teachers and LSAs at termly intervals throughout the year.

5.4 Learning Support Assistants:

- Support students with SEND in whole class lessons, in withdrawal group work, and in one to one sessions, depending on need.
- Act as a 'Mentor' to targeted students.
- Meet regularly with teachers to discuss and plan strategies for differentiation.
- Have support agreements with teachers clearly outlining roles and expectations.
- Monitor student progress, keeping up to date records of progress against targets set.
- Contribute to writing and reviewing of targets for students with statements/EHC plans.
- Liaise with parents in monitoring and developing appropriate support for their children.
- Contribute to reports for annual reviews for students with statements/EHC plans and attend annual review meetings when appropriate.
- Liaise with other agencies when appropriate.
- Report to the SENDCo regularly on pupil progress and curriculum issues.

5.5 All Staff:

- Make every effort to ensure full access to the curriculum for students with SEND.
- Ensure that the classroom environment is supportive.
- Plan lessons and series of lessons using information provided by the Inclusion Department and referring to class baseline data and Personalised Learning Plans.
- Provide information regarding students' progress as required.

6. Admissions Arrangements

6.1 All students are admitted to the academy according to the academy's Admission Criteria.

6.2 All staff ensure that students with SEND can join in the activities of the academy, together with other students.

7. Transition support

7.1 Students' successful transfer to the academy is supported in the following ways:

- A parent/pupil interview to determine any previous or continuing SEND.
- A SEND Induction Day.
- Early start for Y7 in the Autumn Term.
- Information is sought from feeder primary schools regarding students previously identified as having SEND, together with any other relevant information, including attendance, medical conditions etc.
- Liaison with external agencies (e.g. SALT, EP)
- Where possible visits are made by the SENDCo/Assistant SENDCo to local primary schools in the summer term.
- Where necessary, a robust Transition Plan will be drawn up by the Assistant SENDCo to facilitate the smooth transition of vulnerable pupils.
- The Assistant SENDCo will endeavour to attend Year 6 Annual Reviews.

7.2 Information collected about newly arrived students is disseminated to staff and used to place students in the most supportive Tutor group, ensuring they have the fullest access to a broad and balanced curriculum.

7.3 Students may be directed to the Hurlingham Academy if it is the named school in Section IV of a pupil's EHCP of Special Educational Needs. All EHCPs of students who are requesting placement at The Hurlingham Academy are considered by a panel in the year prior to admission and the Authority notified of the outcome.

7.4 The Hurlingham Academy is committed to ensuring that applications from disabled students and their families are treated favourably, and that all reasonable steps are taken to include them alongside their peers.

8. Identification, Assessment and Review Procedures

8.1 A graduated approach is used to identify, assess and provide for students with SEND (Code of Practice 2015).

The early identification of SEND is desirable to minimise difficulties later. The process is on-going but concerns may be identified at any time in the students' school career, from any of the following sources:

- Information gained at primary/secondary transfer
- Baseline testing – MIDYIS tests, NGRT reading and in class assessment
- Concerns raised by external agencies
- Concerns raised by students themselves
- Concerns raised by parents or referral from class teachers, form tutor, SEND teacher, learning support assistants
- Regular on-going teacher assessment

8.2 Once a pupil has been identified as having SEND, he/she is assigned SEND support and the intervention recorded on the Inclusion register.

The SENDCo takes responsibility for gathering information and for offering advice and strategies to inform teachers on differentiated planning for students with SEND in the classroom.

8.3 UNIVERSAL INTERVENTION: It is recognised that all teachers are teachers of SEND, and therefore need the skills to identify individual learning needs and to plan appropriate lessons which enable all students to be able to experience success. Teachers observe, assess and monitor students' progress to ensure that they are making progress. If a pupil is not making adequate progress, then he/she follows a graduated programme of intervention. The class teacher deploys appropriate support according to needs and employs support strategies within the classroom. A student may benefit from some extra intervention for a short period of time, progress may improve and intervention may no longer be deemed necessary.

8.4 TARGETED INTERVENTION: If a student's progress continues to be of concern to teachers and parent/carers and the learning gap is widening further between student and peers, it may be necessary to involve other agencies for advice and support for implementing a more 'tailor made' approach to support. In this instance the student is placed on our SEND register as having SEND support. Progress is monitored carefully and reviewed regularly to ensure the support is fit for purpose.

8.5 Not making expected progress is defined as:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's area of weakness.
- Shows signs of difficulty developing literacy or mathematical skills, which result in poor attainment in one or more curricular areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually used in school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and /or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

8.6 Intervention at this stage may include:

- LSA in class support
- LSA after school support
- Mentoring
- Fresh Start Phonics intervention
- Literacy/Numeracy intervention
- Reading buddy
- Counselling
- Transition group

- Social skills group
- Behaviour management group
- ELSA sessions
- Handwriting
- Special Exam Access Arrangements

8.7 If the child makes expected progress over a given time, he/she will no longer be deemed as needing SEND support.

8.8 **SPECIALIST INTERVENTION:** If the student continues to make little or no progress, despite receiving an individualised programme and considerable reviewing of strategies, the school may request a full assessment of a student's needs by all professionals. A request for an EHCP may then be considered in agreement with the parents/carers (see 4.5 to 4.8 above)

9. Students with English as an Additional Language

9.1 EAL is not considered a Special Educational Need, rather an additional educational need and is covered by our EAL Inclusion policy. However, those who are receiving either EAL classes at beginner level, or academic language classes to promote the development of curriculum focused language skills at a more moderate level of proficiency are included on our Inclusion Register, and teachers offered support in how to provide differentiated support during lessons.

9.2 Likewise, those who have underlying SEND that impacts on the speed at which they develop English skills and / or their progress across the curriculum are included on the Inclusion Register. If a student is suspected of having an underlying SEND a first language assessment is sought, in the first instance. Once a need is established the student is covered by our inclusion policy.

10. Should there be a case for children to work from home, The Hurlingham Academy will ensure:

Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject. Teachers will check work regularly to gauge how well pupils are progressing through the curriculum. Weekly contact with pupils via Microsoft Teams or a telephone call will ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans. Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources/platforms set by the class teacher. We will ensure that all SEN students

have suitable online access. External agencies will become involved if necessary, following the usual graduated response process detailed above.

11. Role of Governors

Governors have an important role to play in supporting schools to manage SEND. In their advisory capacity, all Local Governing Bodies of United Learning schools must follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Appoint a member of the LGB to advocate for the needs of pupils with SEND.
- Challenge and support the school to use its best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Check that the school has designated a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Ensure that the school informs parents/carers when they are making special educational provision for a child.
- Confirm that the school has prepared an SEN Information Report to confirm their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

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Author	Cassie Francis (SENDCo)	Approval	LGB