Appendix A

DRET SEND Policy – Appendix for individual academies

The purpose of this appendix to the overarching trust-wide SEND policy is to clarify local protocols and procedures in this academy. Nothing contained in this policy appendix changes the expectation that all teachers have a responsibility to plan and deliver lessons that meet the needs of all pupils, including those with SEND.

Information

Name of academy:	Humberston Academy
Principal:	Dan Shoubridge
Special Educational Needs Co-ordinator (SENCo):	Cassy Burrows
NASENCo qualification:	Currently completing
Senior leader responsible for SEND:	Cassy Burrows

Monitoring arrangements for SEND provision in mainstream classes

The SENCo, as a qualified teacher with a post-graduate qualification in SEND, is regarded as a specialist practitioner, able to identify where provision for pupils with SEND is or is not meeting their identified needs. It is essential that the postholder plays an active role in monitoring the quality of provision in classes across all year groups and departments, identifying both good practice and where improvement is required.

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The SENCo has the responsibility and authority to:

i. monitor the suitability and quality of provision for students with SEND in all classes
ii. provide feedback directly to teachers and their line managers about the quality of this provision
iii. follow up this feedback with further monitoring, support and guidance where necessary
iv. raise unresolved concerns with teachers' line managers.

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The SENCo has the responsibility to:

i. monitor the quality and effectiveness of provision for students with SEND in all classes
ii. provide feedback directly to teachers and their line managers about the quality of this provision
iii. raise unresolved concerns with their line manager.

Teachers' line managers have the responsibility to:

i. follow up the SENCo's feedback with further monitoring guidance and support where necessary
ii. report / record periodically (for example in department or line management meetings) on actions taken and the impact on improving the quality of provision for students with SEND.

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The SENCo has the responsibility to:

i. monitor the quality and impact of provision for students with SEND in all classes
ii. provide feedback to teachers via their line managers about the quality of this provision.

Teachers' line managers have the responsibility to:

i. pass on the SENCo's feedback in an accurate and timely manner
ii. follow up the SENCo's feedback with further monitoring where necessary
iii. report / record periodically (for example in department or line management meetings) on actions taken and the impact on improving the quality of provision for pupils with SEND.

Monitoring arrangements for SEND provision such as interventions
The SENCO:

- Monitors the quality of additional or different provision made for students with SEND
- Provides feedback to those planning and delivering the provision about its quality
- Follows up this feedback with further monitoring where necessary
- Uses this information as part of the performance management process.

Local adjustments to the behaviour and ethos policy for pupils with identified SEND that affect their communication and interaction

The academy recognises that consistency is a key and positive aspect of reinforcing good behaviour and managing unwanted behaviour. We also recognise that, for a small minority of students with particular SEND, a different response may be needed for identified individuals to avoid rapid escalation where this is unhelpful and unnecessary in meeting their needs. We are committed, in accordance with equality legislation and the SEN Code of Practice, to making provision that is additional to, or different from, that made for other students where this is necessary to meet an individual's SEND.

Under these circumstances, it is the policy of this academy that the SENCo and SEN team, the pastoral team and senior leaders will cooperate as follows:

Reasonable adjustments are in place to support individual needs e.g.

- Time out in the Learning Hub/HIVE
- Key Worker support
- Bespoke sanctions
- Bespoke interventions
- Timetables are RAG rated to identify 'hot-spots'
- Positive conduct is recognised and rewarded, achievement is celebrated

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Specialist additional provision within the school

Additional (resource-based) provision available at this school is for children identified with SEND

Type of need:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional, Mental Health
- Physical/Sensory

Age range: 11 -16
Number of pupils: 902

Facilities for students with SEND
Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO/SEN Team will consult with parent/carer for other flexible arrangements to be made, however the academy has a range of facilities and resources for students with SEND, for example:

The HIVE provides:

- An area for SEND students to take 'time out' to regulate emotions
- Access to individual programmes/mentoring, to develop social, emotional and life skills
- Physiotherapy and Speech and Language support sessions
- Access to the Physiotherapy Room/Disabled facilities
- Support during break/lunch times
- Homework Club

The Learning Hub provides a supported learning area for:

- Vulnerable learners requiring a step out from mainstream lessons
- Learners recovering from an injury
- Learners returning from long term absence
- Bespoke intervention programmes

Additionally:

- Specialist staff are employed to administer a range of assessments
- Diagnostic testing identifies students who require examination access arrangements
- The academy accesses specialist services including health, therapy and social care as required
- The School Nurse works to improve the health and wellbeing of students on an appointment basis or during clinic/immunisation sessions, additionally providing advice to staff and parents/carers and providing staff training
- Pastoral support is provided by our Student Guidance Managers, Attendance and Welfare Team, Heads of Year and Form Tutors

Where specialist equipment is needed, advice is sought from the appropriate specialist service such as The Education Team for Hearing & Vision (ETHV) or Occupational Therapy.

Local authority

Local authority: North East Lincolnshire Council
LA resources:

- Education Team for Hearing & Vision
- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy
- NAVIGO
- Young Minds Matter
- Special Educational Needs and Disability Information, Advice and Support Service
- Training and resources for schools and other professionals

Additional services/professionals can be contacted to support individual needs. In cases where a child is under observation or there is a cause for concern, focused meetings will be arranged with the appropriate agency and parent/carers will be informed.

We work closely with external colleagues to support a graduated approach.

Assessments for access arrangements

Qualified Level 7 Specialist Assessor for access arrangements:

The Academy's SEN Lead is qualified to administer diagnostic assessments, complete the required Form 8/9 and apply for Examination Access Arrangements.