

SEND Policy

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1. Introduction

The policy sets out our expectations for all of our academies and those working with parents, local authorities and our health and social care partners. This will ensure that within the Hatton Academies Trust we are committed to offering an inclusive, broad, balanced and relevant curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities

2. Vision

Our vision for children and young people with Special Educational Needs and Disabilities is the same for all pupils within our Trust. We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all and educational excellence in preparing young people for their futures, seeking continually to improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

3. Aims

The purpose of the Hatton Academies Trust approach to SEND is to raise the aspirations of and expectations for all pupils with SEND. Schools within the Trust focus on outcomes for children and young people and not just hours of provision/support.

Schools within the Trust will raise the aspirations, expectations and progress leading to achievement for all pupils with SEND.

4. Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-Ordinator (SENDCO) who will effectively implement the SEND Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

5. The Hatton Academies Trust Model

We will operate a model in all our academies for improving the outcomes for children and young people with Special Educational Needs and/or Disabilities. The model is based on 5 principles:

- Prioritising leadership of SEND
- Offering accurate identification of student needs
- Effectively tracking progress
- Successfully impacting on progress through effective interventions
- Improving provision through the development of partnerships

In Oakway Academy and Victoria Primary Academy, a small number of children may access learning in a small group following a highly differentiated curriculum. Children

accessing the small group provision are working significantly below their peers and some may have significant speech and language needs. The majority of children have an Education, Health and Care Plan.

6. Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014 (update May 2015)
- Ofsted Section 5 Inspection Framework August 2016
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2011
- Education Bill 2011
- Children and Families Act 2014
- Teachers Standards 2012

Individual Trust members will publish specifics about their own SEND provision in the **SEND Information Report** to be found on each school's website:

Sir Christopher Hatton Academy

<https://www.hattonschool.org.uk/page/?title=Governance+%26amp%3B+Statutory+Information&pid=172>

Oakway Academy

<https://oakwayacademy.org.uk/statutory-information/>

Victoria Primary Academy

<https://www.victoria-pri.northants.sch.uk/about/statutory-information/>

Ecton Village Primary Academy

<https://www.ectonvillageacademy.org.uk/index.php/information/statutory-information>

7. Definitions

A pupil 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 generally made for other children or young people of the same age by mainstream schools. We acknowledge that some pupils may require provision which is different and that all needs and situations are assessed on an individual basis.

8. Roles and Responsibilities

8.1 SENDCO

The SENDCO will:

- Work with the principal and SEND director to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the principal and directors 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 pupils with SEND up to date

8.2 The SEND Director

The SEND Director will:

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

8.3 The Principal

The Principal will:

- Work with the SENDCO and SEND director to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

8.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

9. Monitoring Arrangements

This policy will be reviewed every year. It will also be updated if any changes to the information are made during the year.

This policy will be approved by the Board of Directors.

10. Links with Other Policies and Documents

This policy must be read in conjunction to the SEND Information Report for Parents. This is found on the website of each academy (see section 6 where there are web links can be followed to access each document)

This policy links to the following Trust policies:

- Inclusion Policy
- EAL Policy
- Equality and Diversity
- Accessibility Plan
- Child Protection Policy

11. Links with Other Services

Effective working links will also be maintained with:

Mosaic Psychology:

<https://www.mosaicpsychology.co.uk/>

Northamptonshire Educational Psychology Service:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Education Inclusion Partnership: 0300 126 1000

[Attendance and behaviour support for schools - Schools and education \(northamptonshire.gov.uk\)](http://www.northamptonshire.gov.uk/attendance-and-behaviour-support-for-schools)

Information Advice Support Service:

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked After Children:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

Northamptonshire County Council's Local Offer is published at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Appendix

The SENDCO's for each academy are listed below:

Sir Christopher Hatton Academy

Elizabeth Nichols
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Oakway Academy

Jacinta Gordon
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Victoria Primary Academy

Jamie-Lee Lothian
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Ecton Village Primary Academy

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