



HARMONIZE ACADEMY

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

POLICY WRITTEN BY:	PRINCIPAL
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Trust, Respect, Compassion, Forgiveness

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

This Policy complies with the requirements laid out in the SEND Code of Practice 2015.

- To ensure that all pupils with Special Educational Need and / or a disability are identified early, assessed and catered for within the school and make the best possible progress, preparing them for adulthood
- To ensure that each pupil is given the opportunity to experience a school which is caring, supportive and where there is equal provision and inclusion regardless of age, ability, race or culture
- To enable pupils to develop, as fully as possible, their abilities, interests, aptitudes and to make additional provision if necessary.
- To engage parents, children and young persons actively in all decisions regarding SEND educational provision and support requirements, promoting effective collaboration with all parties, including outside agencies.
- To ensure effective communication with all staff with regards to pupils with SEND and disabilities and to enable full access to all aspects of the school curriculum and the wider school life.
- To be pro-active in enabling all pupils with Special Educational Needs or a disability to have full access to a broad, balanced, relevant and differentiated curriculum and the wider school life and activities.
- To ensure that the School's arrangements for assessing and identifying pupils as having SEND are agreed and set out as part of the Local Offer
- To share the responsibility of meeting special educational needs throughout the whole staff
- To provide appropriate provision for those with an Education Health and Care Plan
- To ensure compliance with the School's equality and diversity duties to SEND pupils.
- To support any medical conditions of SEND pupils.
- To monitor, review and evaluate the progress of pupils with Special Educational Needs and disabilities, ensuring parents /carers and pupils are fully involved throughout the process

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 Children and Families Act 2014](#), which sets out schools' responsibilities for pupils 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 SEND information report
- The Equality Act 2010 which protects people from discrimination
<https://www.gov.uk/guidance/equality-act-2010-guidance>

This policy also complies with our funding agreement and articles of association.

3. 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 made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Emily Maxwell

She will:

- Work with the Principal and SEND governor 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 first teaching
- Advise on the graduated approach (APDR cycle) 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 governing board 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

4.2 The SEND governor

The SEND Governor is Rebecca Latus

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND governor 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

4.4 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

5. SEND Needs

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils 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
- Consultations meetings with the Local Authority. School and Local Authority work closely together.
- Referring schools indicate high needs at admissions stage.
- School Assessments
- Concerns expressed by staff.
- Concerns expressed by parents or young person.
- The use of the Assess, Plan, Do, Review (APDR) cycle.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Underpinning ALL our provision in school is the graduated approach cycle of APDR

All staff are responsible for the planning, identification and teaching of SEND students and use the following approach when catering for their learning:

Assess: All staff are responsible for assessing, monitoring and tracking the progress of students. The School's Calendar provides a structure for this and each student is regularly formally assessed throughout the school year. Assessments take place in all subject areas and levels are recorded on the school's SIMS system and regularly reported to parents. All students are set achievable yet challenging targets which have high expectations for progress.

Plan: Class teachers, Heads of Departments and the Pastoral Team regularly check on the progress of students and concerns are raised if pupils are not making expected progress. All lessons are differentiated to meet the needs of each student and appropriate teaching methods employed. If a student is not making expected progress intervention strategies and mentoring sessions are put in place immediately. The SENDCO will apply accordingly.

Do: Harmonize Academy staff strive to provide High Quality First Teaching for all our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of varied resources. Once areas of concern are highlighted through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners (known as differentiation). This includes pupils with SEND and may involve many adaptations and strategies, dependent upon the needs of the student.

Review: Through the use of the Assessment Cycle, staff review the progress of the students continuously during the year. Any concerns regarding a child's needs or their potential barriers to learning are referred to the SENDCO. The SENDCO is responsible for the co-ordination of SEND provision within the school. It is her responsibility to provide strategic leadership for the vision and implementation of SEND support in the school. There is consequently a whole school approach to monitoring, intervention and support strategies for SEND pupils. The school SENDCO is Ms Emily Maxwell and she can be contacted via the school website or by telephone. Having consulted with children and their parents, an action plan is put into place and the child's Pupil Profile is updated.

5.3 Consulting and involving pupils and parents

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

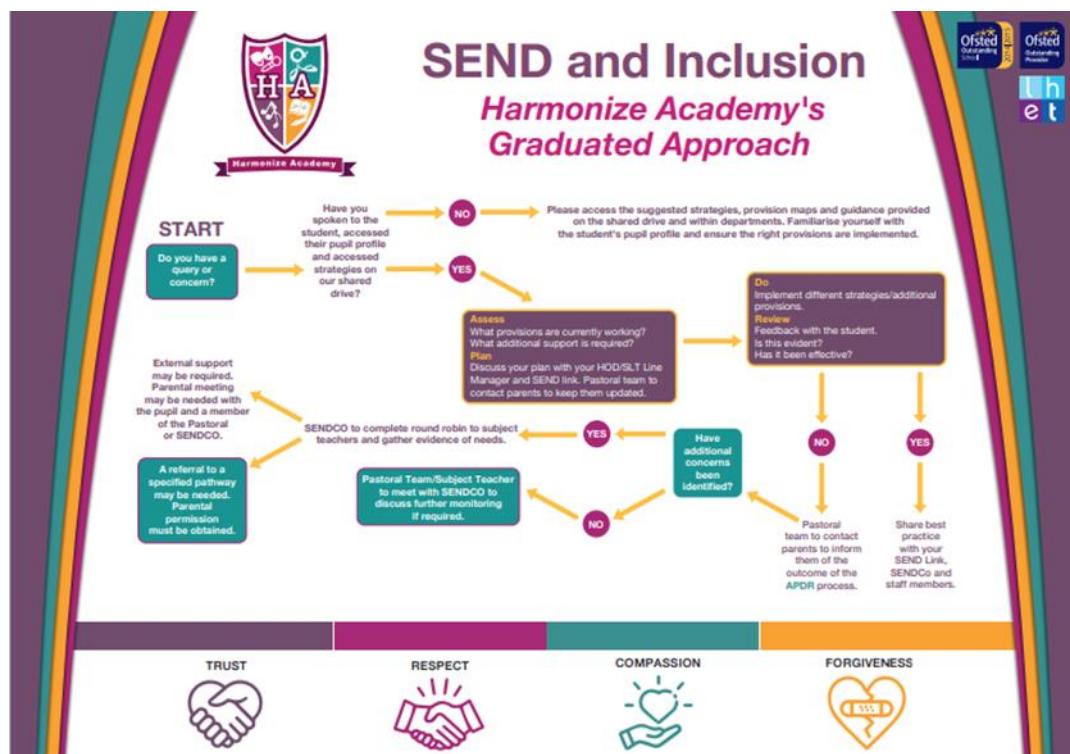
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

The Pastoral Team at Harmonize Academy have created a staff and parent friendly graduated approach- directly influenced by the Assess, Plan, Do, Review cycle in Liverpool's SEND Handbook (2021).

Harmonize Academy's School Graduated Approach considers both the academic and pastoral need of the student(s) and is accessible for members of staff. The Pastoral Team, along with SLT and teachers implement this approach to ensure the right level of support is provided in the right place at the right time.



5.4 Assessing and reviewing pupils' progress towards outcomes

In many cases the pupil's needs are effectively met within the school through the school offer. Where a pupil continues to make less than expected progress despite evidence-based support and interventions it may be necessary to involve specialists from outside agencies.

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 carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- 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 pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All students will receive guidance from careers advisers during year 11.

5.6 Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

All teachers follow the Graduated Approach in their teaching (APDR) and cater for the needs of our students. The strategies listed below reflect the reasonable adjustments that can be offered by Harmonize Academy.

They are indicative of good, inclusive teaching and will benefit a range of learners, whether they have been identified as requiring SEND support or not. The strategies have been grouped to reflect the types of need identified by the Code of Practice.

Inclusion and Facilities for vulnerable pupils and those with SEN and/or disability

At Harmonize Academy we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities.

We have done this by:

- Lifts • Ramps • Disabled toilets • Quiet Area.

We have recently developed expertise in the following areas:

- Supporting behaviour strategies • Mental Health and Wellbeing training • Trauma Informed Practice training to name just a few.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, access arrangements, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have qualified teaching assistants in every lesson

Teaching assistants will support pupils on a 1:1 basis when required

Teaching assistants will support pupils in small groups when required

We work with the following agencies to provide support for pupils with SEND:

- Education Psychologist
- School Therapist
- School nurse
- Physiotherapist
- Speech & Language Service
- Outreach support service
- Child and Adolescent Mental Health Service – (CAMHS)
- Independent Careers Information, Advice and Guidance
- Referring Agency
- Liverpool City Council (SEN dept.)
- Various local authorities

5.9 Expertise and training of staff

Our SENDCO has over four years' experience in this role and has successfully passed the National Award in Special Educational Needs Coordination (NASENCO). This is a part time position within the Academy and the SENDCO has a small teaching commitment.

Student Support Coordinator who is responsible for arranging 1:1 support for students if required. Additionally, there is a team of twenty-one Teaching Assistants.

The SEND department is led by the SENDCo and the SEND team consists of the Student Support Co-ordinator and 21 teaching assistants.

Staff Qualifications

Role	Qualifications
SEDCO	BA Hons, PGCE, NASENCo Award, Level 7 Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A), NPQML, PGCERT in Special Educational Needs and Level 4 National Educational Leader in Mental Health Aware Leadership
Student Support Co-ordinator	Level 3 British Sign Language, Deaf Awareness, SEND Advocate
Team of Teaching Assistants	6 teaching assistants hold high qualifications including a degree or PGCE. 1 Teaching Assistant holds L2 Counselling and NCFE CACHE L2 Cert Understanding Behaviour that Challenges 1 Teaching Assistant holds an Oral Language Modifier qualification (Access Arrangements) and an L3 PTLLS qualification 5 Teaching Assistants completed SCLN training. All Teaching Assistants have participated in School Improvement Liverpool's Maximising Impact of Teaching Assistant training, CAMHS Trauma Informed training, Practical Approaches to Inclusion, and Behaviour Management Training

We use specialist staff for reading, spelling and comprehension intervention.

5.10 Securing equipment and facilities

All pupils with SEND are provided with the equipment and extra facilities needed to help them access the curriculum. These include:

- Colored Overlays
- Lap tops or iPads
- Screen filters
- Hand writing pens/pencils
- Photography equipment
- Coloured exercise books

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our enrichment sessions, extra-curricular activities and school visits are available to all our pupils,

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Supporting Children with Medical Conditions

Please refer to the separate school policies 'Managing Medication' and 'Accessibility Plan'.

Our school nurse is available to see students as requested. We have a number of first aiders available and the SENDCO alongside the senior leadership will plan accordingly.

Looked-after children and previously looked-after children

Please refer to the separate school policy 'Education of Looked-after and previously looked-after children' which reflects the statutory guidance in 'Promoting the education of looked-after children and previously looked-after children' DfE, February 2018.

The DfE guidance states that,

'Looked-after children and previously looked-after children are significantly more likely to have SEND than their peers. Any special educational support provided by schools for looked-after children with SEND but who do not need an EHC plan, is looked at as part of the child's PEP and care plan reviews. Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there are robust arrangements in place to ensure that any undiagnosed SEND is addressed through the SEND framework. Section 19 of the Children's and Families Act 2014 is clear that when supporting young people with SEND, the local authority must have regard to the need to support and help them to achieve the best possible educational and other outcomes. For children and young people in or beyond Year 9 (aged 13-14) with EHC plans, local authorities have a legal duty to include provision to assist in preparing for adulthood in the EHC plan review. In line with both of these duties and the corporate parenting principles, the Virtual School Head should encourage high aspirations for children, focusing on their strengths and capabilities and the outcomes they want to achieve.'

Safeguarding Children with SEND.

Refer to Safeguarding Policy and Procedure.

The DFE offer the following reasons, as examples, as to why disabled children are more vulnerable to abuse:

- Many disabled children are at an increased likelihood of being socially isolated, with fewer outside contacts than non-disabled children
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They have an impaired capacity to resist or avoid abuse
- They may have speech, language and communication needs which may make it difficult to tell others what is happening
- They often do not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day-to-day physical care needs.

Examples of harm or indicators of harm might include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding, leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, ill-fitting equipment, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- The Principal, the Vice Principal, the SENDCO, the Behaviour and Inclusion Manager and three assistant principals operate an open-door policy and are available throughout the school day if pupils require
- Pupils with SEND meet every two weeks with either a representative from their local authority SEN department or with the SENDCO
- Pupils with SEND are also encouraged to meet regularly with our school Therapist
- All pupils meet with their mentor weekly to discuss issues around behavior and attendance
- The SENDCO is qualified in Mental Health First Aid and Whole School Approach Senior Mental Health Training

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Education Psychologist
- School Therapist
- School nurse
- School therapist
- Speech & Language Service
- Outreach support service
- Child and Adolescent Mental Health Service – (CAMHS)
- Independent Careers Information, Advice and Guidance
- Referring Agency
- Liverpool City Council (SEN dept.)
- Local Authority social services
- Targeted services

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

<https://www.liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/>

5.17 Contact details for raising concerns

If you have concerns or wish to speak to someone at the Academy regarding SEND please contact:

Emily Maxwell
SEND Coordinator
Harmonize Academy
Phillimore Road
L6 6DL
0151 203 1934
emily.maxwell@harmonizeacademy.org

5.18 The local authority local offer

Our contribution to the local offer is: [Harmonize Academy SEN and Disability Offer](#)

Our local authority's local offer is published here: <https://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by Emily Maxwell (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 governing board.

The SEND Report

For the School's SEND Report, please visit the school website.

For more information regarding SEND, please contact Ms Emily Maxwell, SENDCO.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Disability Policy