



Holley Park Academy

Special Educational Needs & Disability

Reviewed: Autumn 2024

Next Review: Autumn 2025

## **Statement of intent**

Holley Park Academy values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

## **Persons in Charge**

Headteacher – Mrs Lisa Curtis

SENDCO – Mr Lee Garrett

Assistant SENDCO – Mrs Justine Whyte

At Holley Park Academy we aim to support all our pupils, including those who have special educational needs and/or disabilities at any time during their school lives. We aim to ensure that children with SEND can access the curriculum, build on their achievements and develop their self-esteem through the implementation of the SEN Code of Practice. We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs.

Our policy complies with the statutory requirements laid out in:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 0 – 25 (2015)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Teachers Standards 2012

We refer also to the following policies/guidance

- The National Curriculum in England Key Stage 1 and 2 framework document (July 2014)
- Keeping Children Safe in Education 2024
- Holley Park Academy Safeguarding and Child Protection Policy 2024
- Holley Park Academy SEND Information Report 2023 - 2024

## **AIM**

Staff at Holley Park Academy are committed to working together in order to provide a high-quality education in a safe, caring and stimulating environment. We want all children to fulfil their potential in all areas of the curriculum, develop skills, knowledge and attitudes which will enable them to learn and succeed throughout their lives. We encourage the development of confidence and self-esteem alongside care and respect for others.

## **OBJECTIVES**

- To work within the guidance, provide in the SEND Code of Practice 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs
- To be aware that any pupil at some time in their education may have special educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To be aware that every child is entitled to a sense of achievement
- To identify pupils as soon as possible who will need extra resources and / or teaching help within their school career
- To work in partnership with the child’s parents and other external professional agencies to provide for the child’s individual needs

- To provide a Special Educational Needs & Disabilities Co-ordinator (SENDCO) and Assistant SENDCO.
- To provide support and advice for all staff working with special educational needs pupils

**Responsibility for the co-ordination of SEN provision.**

**The Headteacher – Mrs Lisa Curtis**

**SENDco – Mr Lee Garrett**

**Contact Details – Email: [info@holleyparkacademy.co.uk](mailto:info@holleyparkacademy.co.uk)**

School office: 0191 4170303

**Assistant SENDCO – Mrs Justine Whyte**

**The SEND Governor – Mr C. James**

## **Identifying Special Educational Needs**

Holley Park Academy is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice. The school identifies and assesses the needs of a range of pupils including those with SEND (Special Education Needs and Disabilities). The school will use the SEND range descriptors (2019) based on national best practice to determine and describe the needs of children with SEND. They are based on the four areas of the SEND Code of Practice (2014/15).

Such needs as defined in the Code of Practice (2015) include:

- Cognition and learning
- Communication and interaction (Autism Spectrum Disorders and Speech, Language and Communication Needs)
- Social emotional and mental health difficulties
- Sensory and physical and medical needs (Hearing impairments, Visual impairments, Dual Sensory Needs, Physical and Medical)

The SEND range descriptors will provide a core framework for all professionals working with the children with SEND and will give greater clarity for parents, families and carers in terms of their child's needs, and the support each child receives. With regards to the Local Authority SEND Ranges, they describe the pupil's needs and provide recommendations for the types of interventions, support and settings that will be required and appropriate for each individual child. The school will evidence all interventions and the impact of these through a child's individual support plan and class provision maps.

### **SEND Ranges School and Setting Recommendations**

#### **Early Years SEND Ranges**

Range 1 – School/setting-based responses – Universal mainstream

Range 2 – School/setting-based responses – Universal/Targeted mainstream

Range 3 – School/setting-based responses – Targeted mainstream

Range 4 – Targeted/Specialist either in mainstream or specialist additional resource (EHCP request may be necessary)

Range 5 – Specialist Resource/ Special School

#### **Primary SEND Ranges**

Range 1 – School/setting -based responses – Universal mainstream

Range 2 – School/setting -based responses – Universal/Targeted mainstream

Range 3 – School/setting -based responses – Targeted mainstream

Range 4 – Targeted/Specialist either in mainstream or specialist additional resource (EHCP request may be necessary)

Range 5 – Specialist Resource/ Special School / Specialist College

Range 6 – Special School / Specialist College

Range 7 – Highly Specialist Provision possibly 24 hours

Where a child appears to be functioning behind age-appropriate expectations, or where a child's progress gives cause for concern, staff will consider progress and attainment information from the setting in addition to advice and recommendations from external professionals. In consultation with parents, carers and other adults working with a child (e.g., teaching assistant, learning support assistant) a program of support, known as an Individual Support Plan, appropriate to the child's needs is created.

The purpose of identification is to work out what action the school needs to take rather than to fit a pupil into any specific category. At Holley Park Academy, we aim to identify the needs of our pupils by considering the whole child and taking into consideration a variety of factors which may also act as barriers to learning, such as:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Bereavement

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disengagement, emotional or behavioural difficulties.

Some pupils with disabilities or medical concerns may have learning difficulties that call for special educational provision however, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified need.

## Identification of Special Educational Needs.

### Universal Provision

Every child at Holley Park School receives **quality first teaching**.  
Class teachers are responsible for meeting the needs of all children.  
Lessons and activities are planned and adapted to meet the needs and abilities of all children so that they can learn and succeed.

*If a child is not making appropriate progress, is not achieving age-related, or if a parent/carer has concerns, assessments will be made and discussions will take place between parents/carers, class teacher and the SENDCo to discuss the way forward.*

### Targeted Provision

Specific additional interventions will be provided for children who need help to accelerate their progress so that they can catch up to where they need to be. These interventions may be 1 to 1 or may be targeted to a group of children with similar needs. The interventions will be short-term and follow the **assess, plan, do, review** format. The SENDCo will have an overview of these interventions in order to monitor their impact. Your child may or may not be added to the SEND register at this time.

*If a child's progress continues to be slow, the class teacher will discuss this with the SENDCo and parents in order to seek more specialist provision.*

### Specialist Provision

Targeted provision is for the small minority of children who require highly tailored intervention. This provision may include specialist interventions from outside agencies, such as Speech and Language. These interventions will be longer term, but will still follow the **assess, plan, do, review** format. Your child will be on the SEND register at this time and the class teacher will regularly review their progress towards individual targets. Your child's teacher will meet with you at least three times a year to share your child's progress towards their targets and to collect your viewpoint. The school's SENDCo will monitor your child's progress, completing additional assessments, referring to outside agencies and applying for additional funding if necessary.

\* Please note that access to the different types of provision is not static and your child may move between areas of provision as their needs change.

All children in school receive universal quality first teaching from the class teacher, who is accountable for the progress and development of all pupils in their class. This means that activities are planned according to the level at which the child is currently working in order to ensure that they make good progress towards national benchmarks.

A graduated approach:

- a) Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as **possibly** having SEN, they will be closely monitored by class staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide scaffolded and/or differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as necessary for support and advice and may wish to observe the pupil in class.
- e) Parents will be fully informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share any information with the school.
- f) The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEN provision map. Any concerns will be discussed with parents informally or during parent's evenings.
- g) If a child continues to be cause for concern, the child will be ranged by the class teacher with the support of the SENDco. Through the ranging, it will be determined which level of provision the child will need.
- h) If a pupil is removed from the school's SEN provision map, they will continue to be monitored without the use of an Individual Support Plan. However, progress will still be tracked

and interventions provided where necessary.

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child's needs will be formally recorded. The aim of formally identifying a pupil with SEN is to help the Academy to ensure that effective provision is put in place and barriers to learning are removed. The support provided will consist of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the Local Authority Range Descriptors (as described above) along with evidence such as: the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention are matched to individual need, that barriers to learning are clearly identified and addressed and that the interventions used are flexible. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

If a pupil is not seen to be making the expected progress at any point in the year, an Individual Support Plan (MyBook) will be prepared in consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement is encouraged, where appropriate, to reinforce or contribute to progress at home. In the event of outside agency involvement, their advice forms part of the target setting process of the support plan. Once the plan is drafted, it is shared with parents for agreement and any necessary changes are made before a final draft is signed by class teacher, parents and SENDCO.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis, adhering to the targets set and support recommended in the child's Individual Support Plan. They will retain responsibility even where the interventions may involve group or one-to-one teaching

away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments to the Individual Support Plan, and the next steps, in consultation with parents and the pupil. If your child is in need of more specialist support from external agencies e.g. Speech and Language Therapy or the Educational Psychologist, the SENDCO, will discuss this with the child's class teacher, and obtain permission from parents to liaise with the appropriate services.

### **Referral for an Education, Health and Care Plan**

If pupils have a high level of need and are being identified in the ranges 4 and above and are not making adequate progress through support provided from school and external agency intervention, school may apply for an Education, Health and Care Plan. In these cases, they may undergo the Statutory Assessment Process, which is usually requested by the school but can be requested by a parent and will decide on the most suitable provision to meet the pupils needs. This will occur where the complexity of need, or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a Local Authority Panel of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about outside agencies and EHC plans can be found via the SEND Local Offer: [Local Offer | Sunderland Information Point](#)

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by the Sunderland Local Authority, if it is decided that the child's needs are not being met by the support that is currently available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal

against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other more flexible arrangements to be made.

Regular training and learning opportunities for all staff on the subject of SEN and SEN teaching are provided in school. All staff members will be kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. All staff will ensure that individual or group intervention is available where it is felt pupils would benefit from this provision.

Staff will set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

### **Inclusion of pupils with SEND**

The Headteacher, SEND Governor and SENDCO oversee the school's policy for SEND and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils' needs from external support services.

### **Evaluating the success of provision**

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEND provision and interventions are recorded on the whole school provision map, which is updated as appropriate. School targeted intervention evaluations are used to monitor the effectiveness of each intervention.

In order to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year as part of termly face-to-face meetings.

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by to speak to the child's class teacher and/or SENDCO.

Should any issues remain unresolved appointments can then be made with the headteacher.

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENDCO attends relevant SEN courses, SEN Network meetings and signposts relevant SEN focused external training opportunities for all staff as required.

The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the school development plan (SDP).

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

### **Working in partnerships with parents**

Holley Park Academy believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEND Governor, Mr C. James, may also be contacted via school in relation to SEN matters.

### **Strategies to support the four areas of need.**

#### **Communication and interaction**

- Sensory and/ or movement breaks
- Explicitly teach skills and model rules of social interaction, for example through age-appropriate social stories.

- Tailor timetables and adult support where necessary to maximise preparedness for learning
- Positively reinforce good behaviour in line with the school's Behaviour Policy and/ or with individualised motivators where appropriate.
- Use visual supports to define areas and structure the day, for example, visual timetable or 'Now and Next' boards.
- Give pupils a specific role in group work to support their interaction
- Understand and manage potential health and safety considerations, for example lack of an awareness of danger about running away/off site or using certain equipment.
- Ensure pupils are seated in the best place to reduce distraction and provide additional equipment to support concentration, for example wobble cushions, ear defenders etc.
- Each pupil's special interests are incorporated to focus attention and increase motivation.
- Staff check that information has been understood, by asking the child to explain what they have to do rather than repeating instructions.
- An appropriate level of language is used, with short, simple sentences if needed.

### **Cognition and learning**

- Use of metacognition strategies to support children's learning and inform teachers' assessment of pupils
- Regularly monitor pupil's understanding by asking the pupil to show or explain the instructions in their own words
- Provide scaffolding and resources to support children accessing their learning task or differentiating the task if necessary.
- Use of same-day catch up interventions when required and the use of needs-focused targeted intervention.
- Provide additional processing time to respond to questions and tasks
- Provide opportunities for repetition and reinforcement
- Give information in small steps in clear, concise language
- Relate the work to the pupil's direct experience whenever possible and avoid the use of ambiguities
- Encourage the pupil to use strategies to process information e.g. silent rehearsal of instructions, identifying the important words in the instruction etc.

### **Social, emotional and mental health**

- Adopt key principles of Thrive approach, including use of PACE and targeted interventions, when appropriate.
- Access to the school nurture provision to support children to develop their self-confidence and develop coping mechanisms. This year, 18 pupils have accessed our Nurture Provision, including 4 SEND pupils.
- Have a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies, such as breathing and expressive writing.
- Anticipate impending sensory overload in order to intervene at an early stage, or allow the pupil to remove themselves from the situation

- Have discussions with pupil and parents/carers about how support for emotional and mental health needs is managed
- Prepare the pupil for new or unusual experiences

### **Sensory and/or physical needs**

- The classroom is adapted to reduce visual or auditory distraction.
- There are opportunities for alternative forms of recording e.g. use of technology
- Staff use agreed verbal and visual cues if and when necessary.
- Clear expectations of activities are established with visual cues.
- Use of tools/ support aids such as pencil grips, slant boards, coloured lenses etc.
- Teaching areas are kept tidy and uncluttered to support pupils' access to the environment.

### **Specialist support agencies**

These may include:

Paediatrician  
Autism Outreach Team  
Specialist Support Team for children with Physical needs  
Educational Psychologist  
School Nurse  
Speech and Language Therapy  
Sensory Service for children with visual or hearing needs  
Children's Social Services  
Child and Adolescent Mental Health Services (CAMHS)  
CYPs  
Parent Partnership  
Occupational Therapist  
Language and Learning Team  
Behaviour Support Services