



HARRY WATTS ACADEMY

SUPPORT AND SUCCESS TOGETHER

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Policy reviewed and adopted by Local Governing Body	1st March 2020
Review frequency	Annual
Date of next review	March 2021
Responsible Officer	Headteacher

CONTENTS

Section		Page
1	Rationale	2
2	Definition of Special Educational Needs / Disability	3
3	Whole Academy General Identification and Assessment	4
4	Facilities (including access)	4
5	General Provision for all Pupils	5
6	Parent and Pupil Voice	5
7	In Service SEN Training	6
8	Transition	6
9	Complaints Procedures	6

1. Rationale

The Harry Watts Academy is a special school for pupils with a diagnosis of autism. All pupils at the school have an Education Health and Care Plan (EHCP). At full capacity, it will provide 96 places for children of both sexes in the age range 5-16 with autism.

We ensure that, within a fully inclusive 'autism friendly' learning environment, each pupil is supported to access a broad, balanced and relevant curriculum which is personalised to meet his or her individual needs taking into account their autism and any additional learning difficulties.

We recognise that:

- the views of the pupil should be sought and taken into account wherever possible
- parents have a vital role to play in supporting their pupil's education
- a holistic, joined up approach, involving all professionals working with the family is important

Pupils with autism do not necessarily follow a typical developmental trajectory and so our curriculum needs to provide a framework that can support learning for those who learn in a 'typical' and an 'atypical' manner. The very nature of autism can present significant barriers to learning and therefore lead to an uneven or 'spiky' profile of skills and academic ability. A personalised curriculum will be delivered within each Key Stage, reflecting a whole school ethos of empathy and an understanding. All pupils will have appropriate access to learning in all subject areas within the National Curriculum. It will be taught using a variety of autism-specific approaches and strategies, with a balanced mix of 'process based' (a more holistic and immersive approach) and 'skills based' (highly structured) teaching to meet pupils' individual needs and learning styles.

The bespoke, personalised curriculum will provide access to a range of accredited qualifications as well as educational and social experiences. These experiences will address the learning and emotional needs of our pupils and as they progress towards adult life, help them to make a positive contribution to their community.

Our pupils have a range of learning difficulties, some will require a high level of adult support to access the curriculum, whilst others achieve close to age-related expectations in some areas. Whilst embracing the national curriculum frameworks for the different age groups, the school's main priority will be to address the autism-specific barriers to learning so that our pupils are able to take advantage of learning opportunities.

2. Definition of Special Educational Needs / Disability

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

The SEND code of Practice 2014 outlines 4 areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or physical

And identifies the following categories of SEN:

- Visual, hearing or multi-sensory impairment (VI, HI, MSI)
- Physical disability (affecting mobility) or physical disability (other) (PD)
- Social, emotional and mental health needs (SEMH)
- Moderate or severe learning disability (MLD, SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning disability (SpLD)
- Speech language and communication needs (SLCN)
- Autism (ASD)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definitions in the Disability Discrimination Act

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.

Section 1(1), Disability Discrimination Act 1995

3. Whole Academy General Identification and Assessment

At Harry Watts Academy pupils have an Education, Health and Care Plan which is reviewed annually. In addition, pupils are constantly observed, with progress monitored and recorded. Pupils are assessed against their own prior learning. Progress meetings are held for pupils two times a year with teachers and middle leaders to monitor pupil progress. The academy works closely with parents, therapists and external agencies to identify and meet the holistic needs of every pupil.

At Harry Watts Academy pupils may have needs in the areas of Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory or Physical. Some needs may not be related to SEN such as English as an additional language, attendance and punctuality, health and welfare, deprivation factors, being a Looked After Child or the pupil of a member of the armed services. We will assess all aspects of a pupil's performance in different areas of learning and development to establish where there is a lack of progress, whether this is due to their autism or any of these other factors.

The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

4. Facilities (including access)

Harry Watts Academy provides an excellent learning environment. Early Years Foundation Stage, Key stage 1 and Key stage 2 classrooms have access to separate outdoor areas. All pupils have access to a wide range of outdoor facilities.

The building has 12 dedicated classrooms all with access to breakout rooms. In addition there are specialist rooms for science, food technology, music and drama, art and technology, information technology, soft play room, sensory rooms, occupational therapy rooms, sensory garden and a horticulture area. The learning environment is adapted on an ongoing basis to meet changing pupil needs.

Harry Watts Academy will be wheelchair accessible, has dedicated disabled parking bays, a lift to the first floor and appropriate toilet facilities.

5. General Provision for all Pupils

All pupils follow a full, but significantly modified National Curriculum. Balance and breadth is carefully considered in determining the curriculum and planning the timetable. Pupils come from a rich variety of cultural backgrounds and the academy curriculum is designed to foster attitudes of appreciation, understanding and co-operation. The pupils at Harry Watts Academy have different needs and the academy allows for individual learning styles and rates of progress. Teachers at Harry Watts are experienced and skilled in matching the task to the individual needs of the pupil.

All pupils have autism and often severe learning difficulties. Consequently, an emphasis on communication skills, social interaction and developing independence runs through all aspects of the curriculum. In meeting pupils' sensory needs we use a multi-sensory practical approach to learning. The Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) -style approach is used across all classes and the Picture Exchange Communication System (PECS) and Makaton are used to support communication and the delivery of the curriculum. A strong priority is given across the curriculum to expressive arts.

Key Stage 1 curriculum is taken from the Early Years Foundation Stage and Year 1 National Curriculum documents. These have been modified to meet the needs of the individual pupils in each class and are regularly reviewed. There is an emphasis on learning through play.

In Key Stage 2, 3 and 4 English and Maths and Science are taught as discrete subjects, with an emphasis on functional communication, interaction and independence. The foundation subjects are integrated and are taught using a thematic approach to teaching and learning. Key stage 4 pupils follow some accredited courses. Key stage 3 and 4 pupils take part in work experience where appropriate.

6. Parent and Pupil Voice

Positive relationships with parents are essential to our working; they are encouraged and valued. This is achieved in many ways including:

- regular direct contact with parents
- written school reports
- parents' afternoons
- school events
- multi-agency meetings
- actively seeking parent and pupils' views (using alternative forms of communication such as talking mats / signs / symbols / use of a translator or advocate if appropriate)

Pupil, parent and stakeholder questionnaires are completed annually and feedback is collated / acted upon. A pupil council represents the views of our pupils.

7. In-Service SEN Training

All staff have access to a wide range of SEN training including in-house offered through Prosper Learning Trust, and a comprehensive induction programme for all staff. Particular focus is given to training which is related to autism such as positive approaches to behaviour, PECS, Intensive Interaction and social stories.

8. Transition

This process will look at a range of opportunities and services appropriate for the young person. Where appropriate, person centred planning is carried out to ensure the best possible outcomes for the pupil's future. The process is supported by the Connexions advisor.

9. Complaints Procedures

The school will attempt to resolve a complaint or concern about SEND provision as soon as possible after the complaint has been made. The class/group teacher is usually the first person to attempt to resolve the issue. If required a member of the Senior Leadership Team can become involved to resolve any issues and school staff will signpost parents to advocacy for support if necessary.

If the complaint is unresolved, then the person making the complaint is advised of their rights under the Education Reform Act, to make a formal complaint to the chair of the Local Governing Body. The Governing Body will consider the complaint after which, if necessary, the LA will become involved. In cases of extreme difficulty, where parents feel the school and LA are not meeting the SEN of their child, parents have the option of SEND tribunal.

The Trust Complaints Policy can be found on the Prosper Learning Trust and Harry Watts Academy websites.