

# SEND POLICY AND INFORMATION REPORT

SEPTEMBER 2023

<b>Responsible Post Holder</b>	Catherine Gould/Ben Blyth - SENCOs
<b>Approved By / On</b>	Grant Monaghan – Headteacher
<b>Next Review</b>	September 2024

This policy includes the processes identified to respond to students with Special Educational Needs and Disabilities (SEND) within our setting. This policy complies with The SEND Code of Practice 0-25 (2015) and The Children and Families Act (2014).

This policy is written with reference to inclusive education and the requirements of:

- Article 7 and Article 24 of The United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools Department of Education (February 2013)
- School Admissions Code of Practice (2012)
- The Special Educational Needs and Disabilities Regulations (2014)
- Duties on Schools - Special Educational Needs Coordinators (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (2014)
- The National Curriculum in England framework document (2013)
- Teacher Standards (2012)
- The London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit

This policy should be read in conjunction with the following policies of Horizons Academy Bexley and London South East Academies Trust (LSEAT):

- Accessibility Plan (LSEAT)
- Behaviour Policy
- Complaints Policy (LSEAT)
- Equality and Diversity Policy (LSEAT)
- Single Equality Scheme (LSEAT)
- Health and Safety Policy 2023/24 (LSEAT)
- Safeguarding
- SEN Policy Arrangements (LSEAT)
- Complaints Policy (LSEAT)

This policy has been created by the Academy's Primary SENDCo and Secondary SENDCo with the Academy's Senior Leaders, the Academy's staff and the parents and carers of students with SEND. This policy and information report will be reviewed and updated annually.

Horizons Academy Bexley is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all our students matter - including those identified as having special educational needs and / or disabilities. Our staff, parents / carers and all stakeholders are working together towards common goals in ensuring equal opportunities for all students including those with special educational needs and disabilities. The culture, practice, management and deployment of the Academy's resources are designed to ensure all students' needs are met. We nurture the holistic development of every student and those students with additional needs are not viewed as a separate entity but are part of the whole school approach, with needs being recognised and met through varied and flexible provision throughout the curriculum.

## Identifying Special Educational Needs

### Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (i) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (ii) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. **SEN Code of Practice (2015, page 15)**

### Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 - that is '*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. The phrase 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. **SEN Code of Practice (2015, page 16)**

We recognise the importance of early identification of SEND and aim to identify students' needs as early as possible. All students complete a rigorous induction programme when they undertake a placement with us during which their skills and levels of attainment are assessed, building upon the information their home school setting has previously shared with us at the point of referral. The purpose of identification is to work out what action(s) we as an Academy and their home school setting may need to take to ensure the student is best supported in education. Throughout this process, the needs of the whole child are considered, not just the special educational needs of the child / young person. For those students on short-term placements with us, we will liaise and collaborate with the home school who will remain responsible for the appropriate next steps in the early identification of need process. For those students on long-term placements with us, we will undertake the next steps in the early identification of need process.

Our Academy also recognises that other factors may influence a child or young person's progress and attainment and that this may not necessarily mean that the child has a special educational needs. This might be:

- disability, where reasonable adjustments under the Disability Equality legislation can enable a child to make expected progress
- attendance
- health and welfare
- English as an additional language (EAL)

- being in receipt of Pupil Premium Grant (PPG)
- being a looked after child (LAC / CLA)
- being a child of Service personnel

A rigorous system of progress and monitoring across the Academy takes place each term. This identifies students who are not making expected levels of progress and may include progress in areas other than attainment, such as those related to specific skills or educational needs. We recognise that a lack of academic progress does not necessarily mean that a student has special educational needs.

Students may sometimes present with challenging behaviours. This is not necessarily linked to a special educational need but should be seen as a form of communication that needs to be considered and addressed appropriately.

We advise that if parents / carers have any concerns in relation to their child's learning whilst they attend our setting, that they should discuss this in the first instance with their child's Form Tutor or subject teacher(s) who can be contacted via the Academy's main reception. This may then result in a referral to the Academy's SEND Team. Parents / carers may also contact the SEND Team or any other member of the Senior Leadership Team if they feel this to be more appropriate.

AREAS OF NEED	
<b>Communication and Interaction [C&amp;I]</b>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<b>Cognition and Learning [C&amp;L]</b>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>- specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>- moderate learning difficulties</li> <li>- severe learning difficulties</li> <li>- profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<b>Social, Emotional and Mental Health [SEMH]</b>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>- mental health difficulties such as anxiety, depression or an eating disorder</li> </ul>

	<ul style="list-style-type: none"> <li>- attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>- suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviours, or by the pupil becoming withdrawn or isolated.</p>
<b>Sensory and / or Physical [PD]</b>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>- a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>- a physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

### **Special Educational Need and Disability Support**

Class / subject teachers are responsible and accountable for the progress and development of all students in their class. High quality teaching, adapted for individual students, is the first step in meeting the needs of any students who have or may have special educational needs. The quality of teaching and learning at Horizons Academy Bexley is judged to be good. We follow the Quality First Teaching and Special Educational Needs Toolkit advice developed by the Local Authority (London Borough of Bexley) to ensure that our teaching conforms to best practice.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced and increase their access to our taught curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- classroom and lesson observations by senior and middle leaders, the SEND Team and external professionals and verifiers.
- learning walks and informal observations
- ongoing assessment of progress made by students with SEND
- work sampling and reviews of planning to ensure effective matching of work to student need
- teacher meetings with the SEND Team to engage with advice and guidance on meeting the needs of students with SEND
- student and parent / carer feedback on the quality and effectiveness of support and interventions offered
- attendance and behavioural records

All students have individual learning and pastoral targets to ensure we hold and maintain high expectations and high aspirations. Parents and carers are informed of these via our reporting systems which include Review Meetings, weekly Form Tutor communications and Academic Review Days.

Student attainment and progress is tracked using the whole Academy tracking system and those that fall below expected levels of progress are quickly identified. These students are then discussed in regular progress meetings that are undertaken between the class / subject teachers, pastoral and operational staff, Head of Departments and Senior Leaders (as appropriate).

Additional action(s) to increase the rate of progress will then be identified and recorded. This may include a review of the impact of the differentiated teaching strategies, and if required, provision to the class / subject teacher and any other appropriate colleagues of any additional strategies that serve to further support the success of the student.

Students that join Horizons Academy Bexley have often experienced difficulties and challenges in either their academic or personal lives. As such, we offer a bespoke curriculum that promotes social and emotional wellbeing, positive behaviours for learning and a growth mindset that focuses on improving self-esteem and resilience so as to empower students to be able to accurately reflect and make well informed choices. As such, our provision is considered to be an intervention in itself and so we consider all students to be in receipt of special educational need support within the area of Social, Emotional and Mental Health (SEMH). This is our universal offer and this is accessed by all students.

Where it is decided that special educational provision is required above and beyond our universal offer, to support increased rates of progress, parents / carers will be informed that the school considers their child to require further SEND support and their partnership will be sought in order to pursue this in collaboration with a student's home-school setting and any other professionals to whom the student might be known.

At Horizons Academy Bexley, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs, now known as an Education, Health and Care Plan (EHCP) such as Dyslexia, Dyspraxia, Speech and Language Needs, Autism Spectrum Conditions (ASC), ADHD and Specific Learning Difficulties. There are other special educational needs which do not occur as frequently and with which the Academy is less familiar, but we are able to access training and advice as to support the meeting of those needs.

Priority spaces within Horizons Academy Bexley will be allocated to students with special educational needs (K coded), but if there are excess spaces, they will be allocated to students with Education, Health and Care Plans as an exception. We work in collaboration with the Bexley Local Authority to ensure students with Education, Health and Care Plans and their parents / carers are supported in naming an appropriate educational setting.

## **Action relating to SEND support / intervention model:**

Whole Academy provision planning takes place, with responsibility shared between teachers, pastoral staff and school leaders. Our Academy utilises the Graduated Approach - Assess, Plan, Do and Review model.

### **1. Assess**

Data and contextual information on a student held by the Academy and associated professionals will be collated in order to make an accurate assessment of the student's presenting needs. This may also include observations of the student.

The literacy skills (reading and spelling) of all students are assessed at the point of transition and throughout each academic year as required. Progression in core subjects such as English and Mathematics are also assessed at the point of transition and throughout the academic year. This data is compared to national data averages via GL Assessment packages. Some students may be identified for further detailed assessments at the point of transition. Any student identified with a special educational need will be included on the Academy's SEND Register and parent / carer informed.

All Academy staff are trained and engage with regular professional development so as to ensure Quality First Teaching strategies are deployed in order to support students. Where these approaches are not having a desired impact, teachers will raise this with the SEND Team to initiate the Graduated Approach process.

Parents and carers are invited to attend discussions which aim to identify the most effective planned actions to improve outcomes.

### **2. Plan**

When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable the student to access the curriculum more effectively. These adaptations may include strategies suggested by teachers, the SEND Team and / or external specialists. These are detailed on a student's Pupil Passport that is developed alongside the student so that their preferences for differentiation are considered, before then being shared with the student, parent / carer and all Academy staff. Where students may require a specific intervention, this will be delivered by a suitably trained member of staff.

Specific intervention made by subject teachers and / or intervention staff are recorded on a time referenced outcome led plan. Where interventions are made by parents / carers at home, similar recording is encouraged and will be recorded through collaboration with the SEND Team. SEND support can take the form of teacher planning / intervention, additional in-class support, Access Arrangements for internal and external examinations and assessments, mentoring or an intervention group to address a particular area of need. If it is considered appropriate, students may be provided with specialised equipment and / or resources such as ICT and / or adult support.

### **3. Do**

This is the high quality implementation of the plan as agreed in the above.

### **4. Review**

Progress towards attainment outcomes and associated progress are tracked termly with staff, the parents and the student. Where appropriate, attainments and progress outcomes may be tracked and reviewed over a longer period of time. If students fail to make expected progress the decision may be to undertake further informal / formal assessment of student learning or to further adapt the original plan. At all stages of the process the student's success is central to the process.

The SEND Code of Practice (2014) describes inadequate progress thus:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rates of progress
- fails to close the attainment gap between rate of progress
- widens the attainment gap

Parents / carers should be aware that Horizons Academy Bexley monitors the achievements of students with SEND in relation to their peers and also in relation to other SEND students nationally. The aim is to ensure that any gaps in achievement either within the Academy or in comparison to national trends are fully investigated and appropriately addressed. We also recognise that monitoring students with SEND as a group in themselves is not always the most effective, due to the vast variation of pupils' needs, and therefore students are also monitored individually to ensure all achievements are fully recognised and shared.

The effectiveness of SEND support / interventions are monitored on a regular basis by the Primary SENDCo and Secondary SENDCo as well as the wider SEND Team. If progress rates are judged to be inadequate despite the delivery of Quality First Teaching and targeted support and intervention, advice will always be sought from external agencies and specialists with regard to seeking strategies and approaches to best meet the specific needs of the student. This will only be undertaken following consultation with parent / carer and once consent has been obtained. External agencies include Speech and Language Therapists (SALT), Education Welfare Officers, a School Nurse, Educational Psychologists, Child and Adolescent Services (CAMHs), Social Care, Specialist Service Teams or Alternative Provisions with specialist support services. This is not an exhaustive list and the Academy will always endeavour to work collaboratively with any external agencies in order to support the progress of a student.



## Assessment and Examination Support

Horizons Academy Bexley follows the guidelines shared by the Joint Council for Qualification (JCQ). Students may be eligible for Examination Access Arrangements (EAA) such as additional time, reader support, supervised rest breaks and scribes if they meet certain predefined criteria. Details of agreed Examination Access Arrangements will be shared upon entry and honoured. We also monitor a student's normal way of working and will undertake assessment for Examination Access Arrangements in-house should there be evidence that this would benefit a student.

## Funding

The needs of students attending Horizons Academy Bexley will be met through the Academy's own resources. Horizons Academy Bexley receives funding to respond to the needs of students with SEND from a number of sources that includes:

- **Age Weighted Pupil Unit (AWPU)** - funds allocated by the referring school for each child that attends Horizons Academy on a long-term placement basis.
- **Notional SEN Budget** - funds allocated to support the needs of students with SEND
- **Pupil Premium** - additional funding for students claiming Free School Meals (FSM) or who are in the care of the Local Authority or whose parents are in the Armed Services
- **Medical Needs** - funds allocated from Local Authority of Bexley to support the needs of pupils in our Medical needs provision.

## Student Wellbeing

At Horizons Academy Bexley we understand that an important feature of the Academy is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly through every conversation our staff have with our students throughout their time with us.

We offered a wide variety of pastoral support for students. These include:

- Quality First Teaching (QFT) appropriately adapted to meet individual need
- an evaluated and adapted Personal, Social, Health and Economic (PSHE) curriculum
- student and parent / carer voice mechanisms
- student support services and mentoring
- in class support and small individual and group interventions
- supervised after school clubs, activities and trips

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This may require additional and different resources.

## **Extra-Curricular**

Horizons Academy Bexley provides a range of extra-curricular activities and learning opportunities. All students including those with special educational needs are encouraged to attend. Risk Assessments are carried out and procedures are in place to enable all students to participate in all school activities and excursions. The Academy ensures it has sufficient staff expertise to ensure that all students with special educational needs are able to access any activity offered by the school. Any significant concerns or risks will be discussed with parents / carers at the earliest opportunity with the aim of finding an appropriate solution.

## **Working with students and families**

### **Referrals and Admissions**

Referrals to Horizons Academy Bexley are made via Bexley Local Authority and are reviewed fortnightly at a panel meeting that is chaired by the Local Authority. This panel includes representatives from The Early Intervention Team (EIT), Children's Social Care (CSC), Child and Adolescent Mental Health Services (CAMHS), Youth Justice Services (YJS) as well as a permanent Headteacher from a Bexley school and a rotating panel member that holds the role of Headteacher within a Bexley educational setting.

At the panel meeting, all referrals will be reviewed on an individual basis and it is expected that presenting schools are able to evidence a graduated approach to supporting students and that all possibilities have been explored to support the student in being successful. Referring schools must complete a referral form, a risk assessment and a Boxall Profile and share these via email: [horizons@bexley.gov.uk](mailto:horizons@bexley.gov.uk) . Full details of this process can be found on our Academy's website.

Referrals can be made by home schools for short-term medical needs education programmes, which will require recent evidence of support from lead clinicians where the student is deemed unable to access mainstream schooling. Where referrals for placement are made for students where attendance is low, the referring school should have identified barriers affecting attendance. Where pupil attendance has remained low, the referring school must provide evidence of engagement with the Education Welfare Services.

The panel meeting will determine appropriate 'next steps' for the students referred. Where a placement is agreed, the Local Authority will share the agreed outcomes. The information provided within the referral and subsequent pre-admission meetings will be shared with the SEND Team to ensure consistent approaches and strategies are maintained within our Academy.

Our Academy is wheelchair accessible with lifts and disabled toilets.

### **How will parents and carers know how their child is doing?**

Horizons Academy Bexley has a number of reporting systems that enable us to share progress towards academic and pastoral outcomes with parents and carers. The key reporting systems are Review Meeting and Academic Review Days however, other formats are also engaged dependent on the Key Stage a student attends.

Parents / carers are encouraged to communicate with staff or request an appointment to discuss their child's progress at any such time when they feel concerned or have information that they feel they would like to share that may impact upon their child's success or engagement with education. The process of escalation starts with the class teacher and / or Form Tutor before being escalated to an appropriate member of staff, such as Head of Departments or Senior Leaders.

Please contact the Academy reception to arrange a discussion or appointment to meet with staff on 020 8312 2746 or through email: [office@horizons.lseat.org.uk](mailto:office@horizons.lseat.org.uk) . Our Academy website also offers additional emails for other key members of staff should you know the name of the member of staff with whom you wish to contact.

### **How will parents and carers be helped to support their child's learning?**

Staff at Horizons Academy Bexley will maintain a safe and secure Academy community based on excellent professional relationships that demonstrate respect and care for all students. Staff will provide the best teaching methods and utilise the most relevant teaching technologies to support students in becoming the best they can be. We will always communicate in a positive and professional manner and provide meaningful feedback and guidance that helps parents and carers support their child in making good progress.

### **How is the decision made about how much support each student will receive?**

For students with special educational needs, the decision regarding the support provided will always be taken in consultation with the student and their parent / carer. The final decision will be made by the Primary SENDCo / Secondary SENDCo in collaboration with the Headteacher.

### **How will parents and carers be involved in discussions and planning for their child's education?**

This will be through:

- dialogue and meetings with the class teacher, Form Tutor, SEND Team or other Senior Leaders
- Review Meetings and Academic Review Days
- meetings with support services and external agencies

Who can parents and carers contact for further information or if they have concerns?

Should parents or carers wish to discuss their child's special educational needs or are unhappy about any issues regarding the Academy's response to meeting these needs they are encouraged to contact the following Academy staff (in order of escalation):

- their child's class teacher
- their child's Form Tutor
- their child's SENDCo (Primary or Secondary)
- the Academy's Headteacher

### **Support services for parents / carers of students with special educational needs:**

The Local Authority of Bexley have details of the SEND Local Offer which can be found on their website: <https://www.bexleylocaloffer.uk/>

Members of the Academy's SEND Team are able to support parents and carers in navigating the Local Offer should assistance be required. Please contact the Academy's SEND Team via the emails that are shared both towards the end of the report and upon the Academy's website.

Additionally, Independent Parental Special Education Advice (IPSEA) provides a free and confidential information, advice and support service for parents of school aged children with special educational needs or disability, as well as for young people up to the age of 25 that have special educational needs (including Education, Health and Care Plans). IPSEA have trained staff that can provide impartial and legal based information and support on a range of educational matters relating to special educational needs, including health and social care. Further information can be found on: <https://www.ipsea.org.uk/>.

### **Transition Arrangements**

#### **How will the Academy prepare / support my child when joining or transferring from the Academy?**

A number of processes are in place to enable successful transition. These include:

#### **On entry:**

- A planned induction programme is delivered for students in their first two weeks attending our setting. The information that has been shared at the point of referral will dictate the best approaches to support new students.
- Preadmission meetings will be held between Horizons Academy Bexley, the referring school alongside the student and their parent / carer to support new students in settling into our Academy's daily routines. Members of the SEND Team can attend this meeting if necessary to do so which allows any concerns to be raised and solutions to any perceived challenges to be located and addressed prior to entry.
- All reports and records will be requested from the previous educational setting and a member of the SEND Team will also request specific information pertaining to special educational

needs from the previous educational settings SEND Team. This may sometimes be shared via a meeting.

### **Transition to the next stage, preparation for adulthood and independent living:**

Horizons Academy Bexley adheres to the guidance in Careers Guidance and Inspiration in Academies: Statutory guidance for governing bodies, academy leaders and academy staff (April 2014). Our Academy provides secure and expert advice for all students from Year 7 to Year 13 (with Year 12 and Year 12 receiving this support following their time with our setting).

Parents and carers may wish to use the website offered from the National Careers Service that provides further information and professional guidance about education, training and employment of all ages at: <https://nationalcareers.service.gov.uk/>.

Parents and carers may wish to examine options identified in the Local Authority of Bexley's Local Offer which sets out details of special educational needs provision, including a full range of Post-16 options and support made available to young people with special educational needs, so as to help them prepare for adulthood including finding apprenticeships and employment opportunities at: <https://www.bexleylocaloffer.uk/Services/category/272>.

### **Supporting students with medical needs**

The following outlines the actions undertaken within our Academy when a student attends with a known medical need:

- Students with particular medical needs will hold a detailed Health Care Plan
- Staff that volunteer to administer and supervise medications will complete formal training and be verified as being competent in dispensing medications.
- All medicines administration procedures adhere to the Local Authority policy and Department of Education (DfE) guidelines found within Supporting Students at School with Medical Conditions (DfE, 2014).

### **Monitoring and Evaluation of SEND Provision**

Monitoring and Evaluation of special educational needs provision is integral to the Graduated Approach (Assess, Plan, Do, Review) followed at Horizons Academy Bexley. It forms an integral part of the whole Academy monitoring, evaluation and review process. This includes regular attainment and progress reviews, observations of teaching and learning, learning walks, book reviews and sampling of student, parent / carer and staff views.

### **Training and Professional Development**

Staff at Horizons Academy Bexley have received training at three different levels: Awareness, Enhanced and Specialist. Where a training need is identified beyond this we will find a suitable

provider to facilitate appropriate delivery. The cost of this training is covered by the notional SEND funding.

### **1. Awareness**

Training and professional development will be provided to all staff on:

- how to support students with speech, language and communication needs
- how to support students on the autism spectrum
- how to support students with specific learning difficulties (SpLD) including those with Dyslexia or Developmental Coordination Disorder (DCD)
- how to support students with social and emotional needs
- how to support students with sensory needs

The training and development needs of staff, including support staff, are regularly reviewed and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. The professional development schedule is the responsibility of the Headteacher and Deputy Headteacher with input from additional Senior Leaders.

All teaching and support staff undertake induction training annually and when first employed without our Academy setting. This includes formal meetings with the SEND Team so as to be informed of the systems and processes in place as part of the Academy's special educational needs provision and practice, as well as to discuss the needs of the Academy's student community.

### **2. Enhanced**

Training and professional development is provided where students present with rarer difficulties and barriers to learning. Such training and development is available and led by specialist teachers or therapists.

### **3. Specialist**

The SEND Team are able to refer to and engage with specialist agencies, organisations and professionals through the Local Authority - Bexley Information, Advice and Support Service.

### **Roles and Responsibilities**

The Headteacher has overall responsibility for special educational needs at Horizons Academy Bexley. The Headteacher delegates responsibility to the Primary SENDCo and Secondary SENDCo for their respective areas, but remains responsible for ensuring that all students' needs are met and that they make the best possible progress. The Headteacher ensures that the governing body is kept updated about all issues within the school pertaining to special educational needs.

### **For Students**

Students are expected to be fully involved in learning at all stages, by participating in the setting of targets for improvement and engaging positively with the systems in place for self evaluation and review.

### **For Parents and Carers**

Parents and carers are expected to be involved in working with the Academy staff to support their child's academic and social development, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

### **For Teachers**

All teachers at Horizons Academy Bexley are expected to:

- plan teaching effectively, allowing for the diverse learning needs of each class
- enable access to the curriculum at a level that challenges all students to reach their full potential
- work in collaboration with the SEND Team to develop SEND support and provision according to the SEND Code of Practice (2014)
- ensure that Pupil Passports are used as part of any lesson planning process
- work in collaboration with the SEND Team to develop resources and plans to ensure effective use of support including partnership and teaching

### **For Middle Leaders**

All Middle Leaders at Horizons Academy Bexley are expected to:

- ensure high quality and fully differentiated schemes of work and resources are in place to support lesson planning and delivery across all Key Stages
- ensure Literacy and Numeracy policies are embedded in subject working practices in order to support all students working below expected levels in these core areas
- monitor, evaluate and review the quality of teaching and learning across the subject area with regards to students with special educational needs
- monitor the academic progress of students with special educational needs across the curriculum ensuring that the identified strategies on Pupil Passports are in place
- ensure that aspirational targets are in place for all students and that all students receive support and intervention as and when the need arises
- make referrals to the SEND Team where any such concerns are identified

### **For Support and Operational Staff**

All members of the support and operational staff at Horizons Academy Bexley are expected to:

- work with teachers and support students so that students with special educational needs are able to access the curriculum and make expected good / outstanding progress
- empower students to develop their effective strategies that enable them to become independent learners
- implement specialist support strategies within the classroom to support learning
- maintain records of their support and liaison with teachers
- maintain records of their support and interventions with students

### **For the SEND Team**

All members of the SEND Team at Horizons Academy Bexley are expected to:

- identify student need accurately and ensure support is targeted efficiently and effectively
- maintain and update the Academy's SEND Register
- work with subject areas to develop resources and programmes that support student learning and promote high achievement and outcomes, in line with national expectations and in line with their ability
- establish systems that ensure statutory requirements are met for special educational needs under the SEND Code of Practice (2014)
- deploy staff and resources according to the needs of the students
- deliver appropriate training and professional development according to need
- write and share regular reports to the governing body on progress and developments as requested by the Headteacher
- agree a programme of professional development in conjunction with the Academy's Senior Leadership that will ensure that all staff have the knowledge, skills and understanding to support students with special educational needs

### **For Senior Leaders**

All Senior Leaders at Horizons Academy Bexley are expected to:

- ensure statutory requirements are met for special educational needs within each subject area
- actively promote inclusion through the delivery of Quality First Teaching approaches
- establish a programme of professional development to raise staff awareness and their capacity to make improvements to planning, teaching and learning at all levels so that the Academy will ensure a high quality of education for all abilities and learning profiles

### **For Governors**

All governors at Horizons Academy Bexley are expected to:

- review the SEND Policy and SEND Information Report annually
- ensure that the Academy has appropriate provision and has made necessary adaptations to meet the needs of all students within the community that have or may have special educational needs



- undertake regular visits to monitor provision for special educational needs across the Academy

### **Key Staff Responsibilities**

Due to teaching commitments, if any parents or carers would like to arrange to meet the staff listed below we would advise that they use the email addresses provided to arrange a convenient time in the first instance. Alternatively, parents and carers are able to do this via the school reception on 020 8312 2746 or through email: [office@horizons.lseat.org.uk](mailto:office@horizons.lseat.org.uk) .

### **The SENDCo and SEND Team**

The Primary and Secondary SENDCo are both line managed by the Headteacher.

The Primary SENDCo is Mrs Catherine Gould who holds a Postgraduate Certificate in Education (PGCE), Qualified Teaching Status (QTS) and the National Award for SEN Coordination awarded by Canterbury Christ Church University.

✉: [catherine.gould@horizons.lseat.org.uk](mailto:catherine.gould@horizons.lseat.org.uk)

The Secondary SENDCo is Mr Ben Blyth who holds a Postgraduate Certificate in Education (PGCE), Qualified Teaching Status (QTS) and the National Award for SEN Coordination awarded by Middlesex University London.

✉: [ben.blyth@horizons.lseat.org.uk](mailto:ben.blyth@horizons.lseat.org.uk)

The Assistant SENDCo is Mrs Maria Deehy who holds the OCR Level 5 Certificate in Assessing and Teaching Learners with Specific Learning Difficulties and is currently undertaking the Access Arrangements Course.

✉: [maria.deehy@horizons.lseat.org.uk](mailto:maria.deehy@horizons.lseat.org.uk)

### **Whole School Responsibilities:**

The Designated Safeguarding Lead (DSL) is Ms Jane Baldwin

✉: [jane.baldwin@horizons.lseat.org.uk](mailto:jane.baldwin@horizons.lseat.org.uk)

The Deputy Designated Safeguarding Leads are Miss Emma Slater and Mr Stuart Sheaf.

✉: [emma.slater@horizons.lseat.org.uk](mailto:emma.slater@horizons.lseat.org.uk)

✉: [stuart.sheaf@horizons.lseat.org.uk](mailto:stuart.sheaf@horizons.lseat.org.uk)

The designated Child in Care (CiC) / Looked After Child (LAC) Coordinator is Mr Ben Blyth.

✉: [ben.blyth@horizons.lseat.org.uk](mailto:ben.blyth@horizons.lseat.org.uk)

The e-Safety Coordinator is Ms Jane Baldwin.

✉: [jane.baldwin@horizons.lseat.org.uk](mailto:jane.baldwin@horizons.lseat.org.uk)

The Group Director for Safeguarding is Beth Moore.

### **SEND Complaints**

The normal arrangements for the treatment of complaints at Horizons Academy Bexley are also used for any complaints in regard to the provision made for special educational needs. We encourage parents and carers to discuss their concerns with members of staff including the SEND Team and Senior Leaders including the Headteacher in order to resolve potential issues before making the complaint formally to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Academy's Governing Body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved following this, the complainant can appeal to the First-tier Tribunal (Special Education Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a statement of special educational need (now known as an Education, Health and Care Plan - EHCP) where there is a statutory right for parents and carers to appeal against a decision of the Local Authority. Complaints which fall under this category cannot be investigated by Horizons Academy Bexley or London South East Colleges (LSEC) Trust.

### **Bullying**

Horizons Academy Bexley has a zero tolerance stance on bullying in all forms. We strive to provide a safe and secure learning environment for all students including those with special educational needs and disabilities. All incidents are recorded and dealt within line with the Academy's Behaviour Policy.