

Hayle Academy



Special Educational Needs & Disabilities (SEND) Policy

2019-2020

Written By / On	Mr James Woodward 23.09.19
Approved By / on	Mr Andrew Martin
Adopted by the Governing Board	
Next Review	September 2020

Context

This policy was developed by Hayle Academy and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010 : advice to schools DFE
- Statutory Guidance on Supporting pupils with medical conditions September 2014
- Accessibility Plan
- Safeguarding Policy
- Teachers Standards 2012

Executive Head teacher – Ms Jan Woodhouse

Head of School – Mr Andrew Martin (andrew.martin@hayleacademy.net)

Governor responsible for SEN - Mrs Margret Pearson

SENCO - Mr James Woodward
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Contents

1.0	Aims and Objectives	Page 3
2.0	Legislation and guidance	Page 3-4
3.0	Definitions	Page 4-5
4.0	Roles and Responsibilities	Page 6-7
5.0	SEN Information Report*	Page 7-15
6.0	Monitoring Arrangements	Page 16
7.0	Links to other policies	Page 16

* SEN Information Report also held as a separate document

Hayle Academy SEN Mission Statement

At Hayle Academy we aim to ensure that students with special educational needs and disabilities are given every opportunity to experience success, achievement and fulfilment in their work. We aim to provide educational, emotional and technical support in a positive learning environment and provide an inclusive education for students. We are committed to offering an education that ensures the best possible progress and outcomes for all of our students whatever their needs or abilities and prepare them for happy and successful lives beyond Hayle Academy.

1.0 Aims

The staff and governors of Hayle Academy will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that; all teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), Hayle Academy, parents/carers, pupils, children's services and all other agencies.

2.0 Legislation and guidance

This policy describes the values we hold and the arrangements we make for children with special educational needs and disabilities at Hayle Academy.

This policy is in line with our teaching and learning policy, our whole school integrated curriculum, equality and opportunity policy and aims to support inclusion for all of our children underpinned by the [SEN Code of Practice 2015](#) and supported by [Part 3 of the Children and Families Act 2014](#) which sets out

schools' responsibilities for pupils with SEN and disabilities along with [the Special Educational Needs and Disabilities regulations 2014](#) which sets out schools' responsibilities for education, health and care (EHC) plans, The SEN coordinator and the SEN information report. The policy also follows guidance from the [Equality Act 2010](#) along with guidance from Cornwall County Council.

The responsibility for the management of this policy falls to the staff, governors of Hayle Academy. The day-to-day operation of the policy is the responsibility of the Head of School (HoS) and the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, HoS and SENDCo will work together closely to ensure that this policy is working effectively and is updated.

3.0 Definitions

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. Hayle Academy regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils 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.

Hayle Academy will have regard to the [SEND Code of Practice 2015](#) when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time.

Areas of Special Educational Need Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning; Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties: children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Communication and Interaction needs: children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical needs: some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

4.0 Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, HoS and SENCo, all members of staff have important responsibilities.

4.1 Governing Body

The Governing Body and SEN Governor (Mrs Margret Pearson) will help raise awareness of SEN issues at governing board meetings. Monitor the quality and effectiveness of SEN & disability provision within the school and update the governing board on this. Work with the Head of School and SENCO to determine the strategic development of the SEN policy and provision in school.

4.2 Head of School

The head teacher will work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school. Have overall responsibility for the provision and progress of learners with SEN and or a disability.

4.3 SENCO

- The SENCO (Mr James Woodward), in collaboration with the governing body and Head of School will determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.
- The SENCO will take day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual children with SEN and those who have an EHC plan.
- Provide profession guidance and information to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated SEN budget and other resources to meet the 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 head of school and governing board to ensure that the school meets its responsibilities under the Equalities Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Monitoring training needs of members of staff and coordinate training to increase knowledge and skills at supporting pupils with SEN and disabilities.

4.4 Teaching Staff

All teachers are responsible for the progress and development of every pupil in their class. All class teachers are understood to be 'teachers of SEND' and follow the schools' SEN policy. They will work closely with teaching assistants or any specialist staff to plan and assess the impact of any support and interventions and how they can be linked to classroom teaching. Teachers will also work closely with the SENCO to review each pupil's progress and development and decide on any changes to provision.

5.0 SEN Information Report (also separate document)

5.1 What is SEN and how is it defined?

SEN stands for Special Educational Needs. The 2014 Code of practice says: Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in an inclusive differentiated curriculum.

5.2 What would a learning difficulty or disability be?

Pupils are regarded as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils 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.

5.3 What kinds of Special Educational Needs are provided for by Hayle Academy?

Hayle Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. No pupil will be refused admission on the basis of his or her special educational need. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We provide support for pupils across the four areas of need as laid out in the SEN Code of Practice 2014.

1. Cognition and Learning: supported by our SEN team via in class support or interventions and small group work.
2. Communication and Interaction: supported by our Autism Champions and our SEN team.
3. Social, Mental and Emotional Health. Supported by our pastoral team in 'The Hub'.
4. Sensory and/or Physical Needs. Supported as necessary by any of the above mentioned teams depending on the needs.

5.4 How does Hayle Academy identify and assess students with SEN?

For the majority of our students, their needs are met by normal classroom teaching with no need for provision which is addition to and different from other students. In these cases, the pupil may be placed on the 'On Alert' register and will be monitored by the class teacher and Head of Years. Where a pupil's needs are such that they require additional to and different from their peers then they will be placed on our 'Record of Need' and fall within the remit of the SEN team to be monitored by the SENCO as well as the class teacher.

Hayle Academy will analyse data from our students statutory end of KS2 test results coupled with transition information and meetings held with our feeder schools. We will correlate this with our own GLA reading tests which provide reading ages along with assessments conducted within departments. Students may also be identified from teacher, pupil or parent referrals to the SEN team.

All pupils' attainment and achievements are monitored by their teachers who are required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the teachers will work with the school's SENCO to assess if a pupil has a significant learning difficulty and agree appropriate support. At this point the pupil will move onto the school's 'Record of Need'. Parents will be consulted before this is done.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

5.5 How does Hayle Academy monitor and evaluate SEND?

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly.

Pupil progress is tracked regularly with half termly assessment of our pupils, recorded onto our data management system SIMS and then transferred into our tracking and assessment package SISRA which enable comparisons with other schools. Where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Monitoring and evaluation will be undertaken by the class teacher and also the SENCO. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

5.6 How does Hayle Academy consult with parents of pupils with SEN and involve them in their child's education?

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

This contact can be via phone or email to the class teacher, head of year or direct contact with the SENCO – James Woodward (james.woodward@hayleacademy.net). Alternatively, please make contact with our SEN Administrator – Vicky Roberts (vicky.roberts@hayleacademy.net)

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Hayle Academy we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education

Have a clear understanding of their child's strengths and difficulty.

- Understand procedures and documentation
- Understand and are part of the agreed outcomes sought for the child and aware of the next steps.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with teachers / or SENCO at least 3 times a year formally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible or by appointment through the school office. At Hayle Academy, this may be via whole school parents evenings and meetings with teachers and the SENCO.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer (www.devon.gov.uk/send). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

5.7 How does Hayle Academy consult with pupils with SEND?

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways by participation in the different school groups, mentoring meetings and questionnaires.

Pupil views are specifically sought as part of their annual review and the review of a Plan where we ask all pupils to contribute to the setting of their own outcomes.

5.8 What support can Hayle Academy provide for my child with SEN?

At Hayle Academy we passionately believe that all teachers are teachers of SEN. There is an expectation that teachers will be aware of the learning needs of all students that they teach through assessment, monitoring and communication with the SEN team.

It is recognised that the best provision for all students is within the classroom with high quality and as such only where Teachers will be expected to provide quality teaching with differentiated teaching strategies and resources to support all students including those with SEND. The SENCO will work with staff to ensure that our very best endeavours are focussed on ensuring that every student is able to access the curriculum.

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register (Record of Need). The aim of formally identifying a student with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

The support provided is based around a four part process: Assess, Plan, Do and Review. This four-part cycle uses earlier decisions and actions which are revisited, refined and revised with a growing understanding of the



pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

5.9 Adaptations to the curriculum and learning environment could comprise:

- Use of assistive technology and equipment
- Specialist resources (coloured booklets, overlays, visual timetables)
- Adapting resources
- Consideration of an adapted timetable or a more personalised curriculum
- Access arrangements for exams
- Altering the learning environment to support students
- Altering the teaching strategies for students (longer processing time, Kagen structures, pre-teaching, vocabulary building, memory building).
- Reduced class sizes
- Dyslexia support (normally within the classroom)

5.10 Additional support for learning could comprise:

- Access to the SEN base known as the Learning Zone.
- In-class support by teacher/teacher assistant (our teaching assistants do not work one to one unless in exceptional circumstances but will work with small groups as well as roving the room as their role is to support but also develop independence
- Withdrawal for individual/small group work
- Use of intervention schemes to support reading, writing and maths.
- Home/school learning schemes
- Support from the Autism Champions to include small group intervention and mentoring.
- Homework support

5.11 What other external support can be made available?

Hayle Academy build close relationships with outside providers both those from Cornwall council and private organisations. This could involve:

- Alternative Education Provision (Savvy School, CHES)
- Assessment and Education Provision team
- Autistic Spectrum Team
- Behaviour Support Service (BSS)
- Careers South West
- Child Adolescent Mental Health Service (CAMHS)
- Children in Care Education Service (CiCESS)
- Education Welfare Service
- Educational Psychology Service
- Health Service
- Hayle Youth Project
- Penhaligons Friends
- Reintegration officer
- SEND Support Services
- Social Work

- The Hearing Support Service
- The Vision Support Service

5.12 What happens if despite the SEN support from school progress isn't being made?

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHCP) needs assessment. The evidence gathered through the regular review of the Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required. We would note that there is guidance as to whether a pupil should be given an EHCP (see link below):

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/education-health-and-care-needs-assessments-and-planning/criteria-for-statutory-assessment/>

The decision to award an EHCP is made by the local authority via an SEN panel. Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Hayle Academy will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process and invite any outside agencies as required.

5.13 What if my child makes progress and no longer needs support?

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register (Record of Need) and will move down to the 'On Alert' register which is monitored by class teachers and Heads of Year. Further sustained progress will then mean the pupil may come of this register as well.

5.14 What expertise and training is provided at Hayle Academy?

Hayle Academy places great value in the professional development of our staff. All staff follow a clear belief focusing on 'Quality First Teaching', differentiation and adapting teaching strategies to meet the needs of all students.

All staff can access on-going support advice and guidance through the Academy's SENCO - Mr James Woodward along with outside training agencies.

The SENCO monitors and audits the training needs of the school staff and working closely with the Senior Leadership Team ensures that a range of training opportunities and resources are available to both teaching and support staff throughout the year.

The SENCO James Woodward has taught at KS2 for ten years and as an English teacher at KS3 & KS4 for six years. His role at secondary school was to work

with pupils with SEN and literacy and numeracy difficulties within a specialist department. He teaches approximately 8 lessons each week with 15 lessons devoted to his role as SENCO.

The SEN team at Hayle Academy has a wealth of knowledge at working with and supporting SEN pupils. We have specialists in English, Maths and Science. Specialists within Communication and language (Autism Champions) as well as specialists working with physical impairment.

5.15 What if a child is in care?

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children known as the Designated Teacher. At Hayle Academy this position is held by James Woodward.

5.16 What are Hayle Academy's admissions policy?

At Hayle Academy no pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision. Parents and carers seeking admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

5.17 What happens at transition?

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained below:

Transition in School:

- Teachers meet and discuss all pupils (academic/social/needs)
- SENCO updates all staff via emails, updates, TAC meetings, briefings and information attached to SIMS profiles

Transition from another school:

- SENCO will make contact with the SENCO from the previous school, to gain a good understanding of the SEND child's requirements/needs.
- If possible we will provide a tailored transition so she/he can visit the school and stay for a few hours to get use to the new school environment.
- We will obtain the child's records from the previous school to help understand their needs.
- Transitions to another school:-
- If your child is leaving to attend another setting and paper work has been completed we will contact or be contacted by the new school.

- We will talk to the SENCO and discuss your child's specific needs and how we have met them in our setting.
- If possible we will arrange transition visits to the new setting. If you are moving a long distance we will try to prepare your child for the move using appropriate support.
- Following your child's transfer a request will be made by the new setting and paper records will be passed on to your child's new school.

5.18 How is funding managed?

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget.

Personal Budgets Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak to the 0-25 team.

The Academy will take account of the:

- Needs to maintain academic and other standards
- Money available
- Practicalities of making the particular adjustment
- Requirements for Health and safety
- Interests of other students or members of the wider school community.
- Reasonable adjustments made on a daily basis according to need, by working collaboratively with students, their parents/ carers, visitors and all members of the college community.

5.19 How does Hayle Academy meet medical needs?

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be

disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please see the school's Medical Policy for further details.

Where a child is in hospital, the member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals (medical agencies, Hospital School), as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

5.20 How does Hayle Academy support Emotional and Mental Health needs?

If the primary need is a learning difficulty, then this normally lies with the SEN department. Where the needs are more prominently Social, Emotional and Mental Health then support will normally be given via the pastoral team based at 'The Hub'. This support is led by our Senior pastoral leads Sally Truscott (sally.truscott@hayleacademy.net) and Clive Wyatt (clive.wyatt@hayleacademy.net).

5.21 How does Hayle Academy encourage pupils with SEN engage in activities at school?

All our extra curricular clubs known as Hayle Xtra and school visits are accessible to all our pupils. Pupils with SEND are encouraged to go on our residential trips and to take part in all special events at school (sports day, workshops, school performances etc). No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with SEND are encouraged to join one of our many student voice groups.

5.22 What is the offer for SEN?

Hayle Academy's school offer for SEN is helped on our website (see link below).

Cornwall County Council's local offer is held on the council's website (see link below).

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

5.23 If I am not happy with the provision at the school, how can I share my concerns or make a complaint?

We take all concerns and complains very seriously at Hayle Academy. Your first point of contact may be the class teacher or ideally the SENCO (james.woodward@hayleacademy.net) who is responsible for monitoring the progress and provision of our students with SEN. Together we will look at the problem and work together to resolve it.

If you are still unhappy and don't feel that your concern or complaint has been resolved then please contact the Head of School – Andrew Martin (andrew.martin@hayleacademy.net).

6.0 Monitoring Arrangements

This policy and information report will be reviewed by James Woodward (SENCO) 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.

7.0 Links with other policies and documents

This policy links with our policies on:

- SEN Information report
- SEN offer document
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions