

 <b>Kingsmead</b>	<b>POLICY TITLE:</b>	<b>SEND (Special Educational Needs and Disabilities)</b>
<b>Kingsmead Academy T/A Kingsmead School</b>		
<b>Committee/Person Responsible for Policy:</b>		Deputy Headteacher - Personal Development, Behaviour and Welfare sub- committee
<b>Date Approved by Governing Body:</b>		March 2018
<b>Date of Last Review:</b>		Term 4 – 2017/18
<b>Next Review Due:</b>		Term 4 – 2018/19

### **SEND Policy 2017/18**

**Leader of Inclusion/ SENCO:** Mrs Mo Colley (Extended SLT)  
**Deputy Headteacher:** Mr Andy Dunnett  
**SEN Governor:** Mrs Eva Heim

### **Section One - Legal Framework**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act (2014) (and related regulations).
- Health and Social Care Act (2012.)
- The Equality Act (2010.)
- Mental Capacity Act (2005.)
- The Children’s Act (1989.)

The policy will also consider statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25. (2014)
- Supporting Children with Medical Conditions. (2014)
- Keeping Children Safe in Education. (2016)
- Working Together to Safeguard Children. (2015)

The policy should also be read in relation to the following key policies:

- Attendance
- Behaviour
- Children Looked After
- Curriculum
- Health and Safety
- Safeguarding and Child Protection
- Teaching and Learning

## **Section 2 - SEND Definition**

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

A young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of other of the same age, or
- Has a disability which prevents or hinders them from making use of the facilities provided for others in the same age within Kingsmead School.

Many young people who have SEN may 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'.

'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children with chronic health conditions do not necessarily have SEN, but may have individual learning needs. There is also a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

## **Range of Needs**

The SEND Code of Practice (2014) provides an overview of the range of special educational needs, which is divided into 4 broad areas.

These areas are:

- Communication and Interaction.

- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

The purpose of identification is to work out what action needs to be taken in order to best support students in mainstream education. It is not to fit students into specific categories. The additional needs of students with SEN may change over time and may not sit neatly within one 'category' of need.

### **Section 3 - School Ethos and SEND**

Kingsmead School is fully committed to providing a high quality of education for all our students. The core values of **CARE** and **RESPECT** are vitally important in the understanding of this policy and the way it operates across the school.

We believe that all students, including those with SEND have an entitlement to a balanced curriculum that supports their **ASPIRATION** to achieve their very best. We also believe that all students have an entitlement to be supported by a range of school structures and interventions to develop the **DETERMINATION** to achieve academically and thrive emotionally and socially.

Kingsmead School is committed to Inclusion and offering new opportunities to all students. All teachers are teachers of every student – including those with SEN.

This does not mean that we treat all students the same, but that we respond to their needs sensitively, especially in light of any identified special educational need.

We believe that inclusion should be about equal educational opportunities for all, irrespective of gender, ethnicity, disability, prior attainment, social background or SEND.

We value the education of the 'whole child' at Kingsmead, and strive to work closely with parents and carers to enable this to happen. We want individual students to thrive at school, irrespective of any special educational needs they may have. Our school ethos complements that of the new SEND Code of Practice (2015) which states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

### **Section 4 - Policy Objectives**

Provision for students with SEN is a whole school responsibility. In line with the new Code of Practice, Kingsmead School will make every effort to:

- Have a robust system of identifying students who have SEND in place during transition into Kingsmead School, and throughout any student's time at the

school.

- Offer all students with SEN access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEN and ensure their progress in mainstream education, alongside students who do not have SEN, in order to maximise their achievement.
- Meet the learning needs of students with SEN within inclusive mainstream classes to maximise opportunities for them to make good progress.
- Wherever possible, work with students with SEND to support them towards greater independence and resilience.
- Provide appropriate interventions and individual/ small group support when necessary to support the development of students with SEND.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to the education of their child.
- Collaborate with other education, health and social care services to provide effective support for SEN students.

## **Section 5 - KEY RESPONSIBILITIES**

In order to meet the objectives of the policy, it is vital that groups and individuals with different responsibilities carry out roles effectively. Namely:

### **THE GOVERNING BODY**

The Governing Body and SEN Governor will oversee their responsibilities to ensure the new Code of Practice is enacted within the school's SEND provision.

The SEN Governor will meet with the SLT Lead and the Leader of Inclusion to review progress.

### **SLT LEAD**

The SLT Lead for SEN will work closely with the Leader of Inclusion (SENCO) to ensure that the SEND provision is effective across the school.

### **LEADER of INCLUSION/ SENCO**

The Leader of Inclusion is responsible for the day to day operation of the school

policy and the provision for SEND support in the school.

This includes:

- The identification of students who have SEND both at transition, and throughout their time at school.
- Ensuring a range of appropriate support and provision are in place both in the Inclusion Centre and across the school to support student with SEND.
- Ensuring that all students with SEND have their needs regularly reviewed through Student Support Plans (SSP's) and Annual Reviews (For students with a statement or EHCP).
- Ensuring all information relating to students with SEND is available to all relevant staff. This includes specific information about the student's needs, and practical advice on how to support the social and learning needs of the student.
- Regularly reviewing the progress of all students with SEND in line with agreed targets.
- Overseeing the applications for higher needs funding for all SEND students on an annual and in-year basis.
- Liaising with the Leaders of Achievement to ensure that information/ data about students with SEND is regularly discussed to ensure no student is falling behind in their learning.
- Ensuring appropriate interventions and support can be put in place through the Phase or SEND Team if such information is forthcoming.
- Involving students in setting targets and monitoring progress to support student motivation and understanding of their learning and behaviour.
- Informing and including parents/carers in the programme of support for students to establish the greatest possible degree of partnership between parents/ carers, students and school.
- Involving other agencies as appropriate in the programme of support for students to ensure any necessary multi-disciplinary approach to the resolution of issues.
- Prioritising spending according to level of need. However, emphasis on preventative work means that spending is likely to be greatest in Key Stage 3 and, in particular, in Year Seven.
- Line Managing/ training the four Team Leaders, and all Teaching assistants to ensure the very best provision within the team.

- Liaise with the SLT Lead to prepare a SEND annual report for Governors.
- Working in partnership with other Leaders of Learning to ensure that Quality First Teaching meets the needs of all students.
- Closely liaising with other SENCO's to ensure local and national initiatives are widely understood in the school setting.
- Liaising with the local authority to ensure all relevant local and national initiatives are understood and where relevant enacted in the school setting.

### **TEAM LEADERS**

To provide guidance for appropriate support in their area of leadership. The four team leaders support the following areas:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

### **TEACHING ASSISTANTS**

To carry out their responsibilities to support individual students with SEND within the mainstream class and in the Inclusion Centre as directed by the Leader of inclusion.

### **TEACHING STAFF**

All teachers have a responsibility to plan appropriate learning that meets the needs of all students effectively, including students with SEND. Embracing the principles of 'Quality First Teaching' is at the heart of this responsibility.

Teachers will differentiate learning so that:

- Students with SEND have their needs met through careful planning, support and feedback.
- Students with SEND feel happy and included in mainstream classes.
- Students with SEND make good progress and achieve.

### **LEADERS OF ACHIEVEMENT**

Leaders of achievement will liaise with the leader of inclusion/ Leaders of Learning/ Leaders of student Support to ensure that any data suggesting a student with SEND is 'off track' is discussed and enacted on to ensure appropriate interventions are in place to support the student to be back on track.

### **LEADERS OF STUDENT SUPPORT/ TUTORS**

Leaders of Student Support and tutors have a vital role to ensure that all students with SEND:

- Are fully integrated into the life of the school.
- Are supported emotionally and socially in making friendships and thriving in all areas of the school.
- Are supported in line with their specific needs as part of the Year Group and Tutor Group.

## **Section 6 - The Identification/ Assessment of students with SEND**

### **Early identification**

We believe that the early identification of Special Educational Needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our students. To support us in our early intervention we:

- Actively engage in a robust SEND transition programme with feeder primary schools.
- Attend all transfer reviews for all pupils with SEND transferring to us
- Provide additional support during the transition process.

### **Further Identification**

Assessment of our students continues throughout their time with us. We do this by:

- Carrying out CATs Tests at the start of Year 7
- Screening for Reading and Spelling for all students on Level 3 and below in September of Year 7.
- Analysing assessment data no less than termly to identify children who are not meeting age related expectations
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Providing all adults with the opportunity to discuss concerns at any time (I.e Phase or SEN Meetings)
- Liaising with parents.

### **Reviewing the Progress of Students with SEND**

The progress of SEN students is monitored closely using a graduated approach. All SEN Students will be allocated a Key Worker who will be based in the Inclusion Centre.

Students' progress is monitored regularly through a 'plan, do, review' process that measures the impact of any intervention and plans appropriate future support.

Progress is also monitored through regular Team Meetings, the reviewing of Student

Support Plans and the use of a range of data available through the Phase System.

All students at Kingsmead, including those with SEN, have a right to Quality First Teaching (Wave 1 Support).

All students with SEN Support will have a SSP (Student Support Plan) which is reviewed with the student and Parent/ Carer/ Key Worker on a termly basis. They will also receive additional support tailored to their SEN. (Wave 2 Support)

There are a range of interventions used to support students identified as needing SEN Support. These include:

- One to One Literacy/ Numeracy interventions
- Small group Literacy/ Numeracy Interventions
- Individual SEMH Support sessions
- Group SEMH Sessions (Boys/ Girls groups etc)
- Social Skills sessions (Cookery/ Life Skills/ Horse Riding)
- In Class Support

Students who have 'Higher Needs' and additional funding will receive additional specific interventions (Wave 3 Support), which might include the Key Worker/ Team Leader or Leader of Inclusion developing programmes of support in liaison with:

- The Educational Psychology Service
- The SEN Advisory Teacher Support Services
- CAMHS
- The Educational Welfare Services
- The School Nurse
- EAL/ Ethnic Minority Support Services
- Occupational Therapists
- Traveller Education Services
- Children Social Care Services
- Team 4
- Alternative Educational providers

The Leader of Inclusion may involve specialists at any point to advise them on early identification / additional identification of SEN and effective support and interventions.

The student's parents and carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and carers and teaching staff supporting the child in the same way as other SEN support.

Every effort will be made to access external advice and support swiftly. The Local Offer, published by Somerset County Council and available on its website, details the range of support available.

Students whose needs are not being fully met by the interventions at Wave 3 might



be deemed eligible for a statutory assessment, which leads to the formation of an Education, Health and Care Plan (EHCP).

This would be jointly considered by the Parents/ carers and the Leader of Inclusion.

### **Section 7 – Supporting Students and Families**

All parents/ carers at Kingsmead have access to:

- Regular reports
- Parent's Evenings
- Communication with tutor
- Firefly for Home learning

In addition, the Parents/ carers of students with SEN there will also be:

- Annual Review meetings for Higher Needs students
- Student Support Plan Review Meetings for 'SEN Support' students.
- Regular contact with Key Workers.

### **Section 8 - Complaints**

If a parent wishes to complain about the SEN provision or the policy, they should, in the first instance, raise it with the Leader of Inclusion, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint using the School's Complaints Procedure.

Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available on the school website.