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|  | <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>                                   |                      | Assistant<br>Headteacher/SENDCo:<br>Inclusion<br>Well-Being & Diversity sub-committee |
| <b>Date Approved by Governing Body:</b>   |                      | June 2022   |
| <b>Date of Last Review:</b>   |                      | Term 5 2021/22  |
| <b>Next Review Due:</b>   |                      | Term 5 2022/23  |

### **SEND Policy 2022-23**

|  |                                       |
|--|---------------------------------------|
| <b>Governor responsible for SEND:</b>                  | Mrs Eva Heim                          |
| <b>Headteacher:</b>                                    | Mr Mark Williams                      |
| <b>Special Educational Needs Coordinator (SENDCO):</b> | Mrs Laura Mackie (Part of SLT)        |
| <b>SENDCo Qualifications:</b>                          | National SENDCo AWARD<br>BA(Hons) QTS |
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## **Section One - Legal Framework**

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

- Children and Families Act (2014) Part 3 and associated regulations.
- Health and Social Care Act (2012.)
- The Equality Act (2010.)
- Mental Capacity Act (2005.)
- The Children's Act (1989.)

This policy was developed in consultation with parents/carers, staff and students of the school community and pays regard but not limited to:

- SEND Code of Practice 0-25. (2015)
- Supporting Children with Medical Conditions. (2015)
- Keeping Children Safe in Education. (2021/22)
- Equality Policy (in Accessibility Plan) & Objectives
- Teachers Standards
- Working Together to Safeguard Children. (2018)

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

- Admissions
- Attendance
- Positive Behaviour
- Children Looked After
- Complaints Procedures
- Curriculum
- Health and Safety
- GDPR
- Pupil Premium Plan
- Safeguarding and Child Protection
- Teaching and Learning

## **Section 2 - SEND Definition**

*'A child or 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 child of compulsory school age or 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 in mainstream schools or mainstream post-16 institutions'*

Special Education Needs and Disability Code of Practice: 0-25 years January 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

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

### **School Admissions**

No student will be refused admission to Kingsmead School on the basis of their 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 or carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

The school's Accessibility Plan is available on request or from the school website.

June 2022 – SEND Policy

Author – Assistant Headteacher/SENDCo: Inclusion

<https://www.gov.uk/guidance/equality-act-2010-guidance>

## **SEND Information Report**

Schools have a duty to publish SEND information annually so that parents/carers can see what support a school provides for its students. This will be accessible on the school's website.

### **Section 3 - Aims and Objectives**

We aim to ensure that students' individual special educational needs and disabilities are identified and that the provision made throughout Kingsmead School will enable these students to make good progress and achieve their potential, and are fully included in all aspects of the school's community.

Kingsmead School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND, and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the Trust.
- To ensure the arrangements identified in individual healthcare plans support students with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all students to aid the early identification and assessment of students with SEND.
- To make appropriate provision to overcome all barriers to learning and to ensure students with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Deputy Headteacher(s). The provision will be carefully monitored and regularly reviewed to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, students, children's service and all other agencies ensuring that:

- Learners express their views and are fully involved in decisions which affect their education;
  - Parents/carers are informed of their child's special needs, and work with them to gain a better understanding of their child, and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
  - There is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners;
  - The environment created meets the special educational needs of each child in order that they can achieve their learning potential and can be included in activities alongside their peers/students who do not have SEND.
- To have regard to guidance detailed by Somerset County Council.
  - To recognise the importance of 'preparation for adulthood' right from the start

There may be times in a student's school career when they are identified as having a Special Educational Need. These students 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. Many students with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

## **Section 4 – Areas of Special Educational Need**

### **Areas of SEND**

Under the SEND Code of Practice 2015 students identified as having a special educational needs and disabilities (SEND) 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.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

### ***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.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, conduct disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At Kingsmead School, we always seek to address the underlying cause of the presenting behaviour. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

### ***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.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### ***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.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as DeafBlind)
- Physical disability (PD).

### **Section 5 - 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 broad & 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 a provision aimed at developing their **DETERMINATION** to achieve academically and thrive emotionally and socially.

Kingsmead School is committed to inclusion and offering opportunities to all students. Every teacher is a teacher of SEND and every leader is a leader of SEND. 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. Our school ethos complements that of the 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 6 – Responsible Persons**

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, SENDCo and all members of staff have an important role and responsibility to support students with SEND.

### **The Governing Body:**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo. This person must be a qualified teacher and must hold the National Award for SEN Coordination (if appointed after 2008).
- inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

### **The Head Teacher is Responsible for:**

The day-to-day management of all aspects of the school’s work, including provision for educational needs.

- Keeping the Governing Body informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.



### **The SENDCo role involves:**

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with, supporting advising and training teachers whenever necessary.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND students.
- Closely liaising with other SENDCos 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.

Parents/carers of a child with SEND support will have the opportunity to meet with the SEND Team at least 3 times a year formally, including parents evenings. The SENDCo is happy to meet with parents/carers, with prior arrangement, whenever possible.

### **Assistant SENDCo's:**

To provide guidance for appropriate support to SENDCo in any area of the SENDCo role in relation to their area of leadership, which is determined using the broad areas of need as outlines in SEND Code of Practice 2015.

- Communication and Interaction.
- Cognition and Learning.  
Social, Emotional and Mental Health
- Physical Needs.

### **All Teaching and Non-Teaching Staff:**

To carry out their responsibilities to support individual students with SEND within the mainstream class and in the Inclusion Centre as directed by the Assistant Headteacher/SENDCo: Inclusion.

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.

- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the student's needs, utilising the teacher's assessment and experience of the student as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning for learning, on the student's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

## **Section 7 - A Graduated Response to Special Educational Needs and/or Disabilities**

### **Early Concerns**

The progress made by all students is regularly monitored and reviewed by the school. Initially, any concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of any strategies or interventions that are used to support the student. This can then be reviewed in any further discussions if the concerns persist.

If a student continues to raise concerns the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if the student has a special educational need and agree the appropriate support.

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 be discussed and agreed with the student's parents/carers.

When the school is considering whether a student has a special educational need one or more of the concerns below may be observed:

- *Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;*
- *Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;*
- *Persistent emotional or behavioural difficulties which are not resolved by appropriate behaviour management strategies;*
- *Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;*
- *Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.*

- *Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme;*
- *Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;*
- *Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.*

Where it is determined that a student does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed **SEND support**.

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:

## **SEN Support**

The aim of formally identifying a student with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. . The school will ensure any actions taken support the student to make good progress in their learning and achieve positive outcomes.

This is known as **the Graduated Approach**:

**\*Assess**

**\*Plan**

**\*Do**

**\*Review**

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the student as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

## **Assess**

Assessment involves analysing the student's needs in their area of need. Evidence from the class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The student's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

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

## **Plan**

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the student, including support staff, will be informed of the student's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up and shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At Kingsmead School we call these Student Support Plans (SSP).

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will monitor the progress students with SEND, and where required, provide further support and assessment of the student's strengths and needs. The SENDCo will advise and support the class teacher to implement further additional support and guidance, where required.

## **Review**

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and where necessary their parents/carers. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the student's progress and development and make any necessary adjustments to move the student forward. This will be carried out in consultation with parents/carers and the student.

## **Statutory Assessment of Education, Health and Care (EHC) needs**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents and Carers, Teachers, SENDCo, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment.

Information to support parents with this is via the Somerset County Council website link:

<https://choices.somerset.gov.uk/025/education/education-health-and-care-plans>

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore Kingsmead School will hold annual review meetings on the behalf of Somerset Local Authority (LA) and complete the appropriate paperwork for this process.

For further SEND information parents/carers are also encouraged to visit the Somerset County Council Local Offer website [www.somerset.gov.uk/education-and-families/somersets-local-offer](http://www.somerset.gov.uk/education-and-families/somersets-local-offer)

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is:

<https://www.somersetsend.org.uk>

## **Section 8 - Reviewing the Progress of Students with SEND**

The progress of SEND students is monitored closely using the graduated response. Most SEND Students will be allocated a Key Worker to work with them at allocated times.

Students' progress is monitored regularly through the 'plan, do, review' process that measures the impact of any provision/strategy and plans appropriate future support. This process enables students to transition up/down the levels of support depending on the provision they require to meet their needs.

Progress is also monitored through regular meetings, the reviewing of Student Support Plans and the use of a range of data available through our tracking of student progress. Students may be added to the SEND register of need at any time and their allocation reviewed alongside their need, progress and feedback. Students can also be removed from the SEND register if appropriate. When added to the SEND register one of three codes will be allocated:

#### Highlighted Needs (H) -

These are students who have an identified need or disability that can be met by within the classroom. (*Wave 1 support*) They are predominantly overseen by the Head of Year and may require a Student Support Plan (SSP) to detail the strategies that are successful for them to meet their needs.

#### SEND Support (K)

These students will have a Student Support Plan (SSP) which is reviewed with the student, parent/carer/Key Worker on a termly basis. They may receive support which is 'additional to or different from' their peers and tailored to their SEND. (*Wave 2 Support*)

#### Education Health Care Plan (E)

Students who have more complex needs and in receipt of additional funding will receive a personalised plan with a targeted and specific provision in place. (*Wave 3 Support*).

This may include developing a provision of support in liaison with:

- The Educational Psychology Service
- The Learning Support Team
- CAMHS
- The Educational Welfare Services
- Specialist Teachers
- Virtual School
- The School Nurse/Community Nursing Team
- EAL/Ethnic Minority Support Services
- Occupational Therapists
- Traveller Education Services
- Children Social Care Services / Family Intervention Service
- Alternative Educational providers

### **Section 9 – SEND Funding**

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Student Unit). Schools are expected to meet the needs of **all** learners from this allocation.

Additional funding which comes into school for students with SEND is allocated according to various data contexts and other demographic factors. Students who are identified as having a Special Educational Need or Disability are supported using this additional funding – usually referred to as Element 2.

The high needs block funding for students who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per student upon application by the school with evidence of rationale for need. The Local Authority make decisions about how much this top up funding will be per student. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

A full explanation of Somerset SEND funding to schools can be found at:

<https://choices.somerset.gov.uk/025/education/funding-system>

At Kingsmead School we review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by governors and through the use of the Somerset SEND Funding Evaluation Tool.

### **Personal Budgets**

Personal Budgets are only available to students with an Education, Health and Social Care Plan (EHCP) or students 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.

### **Section 9 – Working in partnership with Students, Parents and Carers**

All parents/carers at Kingsmead have access to:

- Regular reports
- Parent's Evenings
- Communication with tutor/Head of Year
- Class Charts
- Home learning

In addition, the parents/carers of students with SEND there will also be:

- Annual Review meetings for students with an EHCP (E)
- SEND Reviews for students who are receive SEND Support (K)
- Termly Student Support Plan Review Meetings.

Kingsmead School will actively seek the involvement of parents/carers in the education of their children.



Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice (2015). Communications between home and the school will take place via email, phone calls and other regular home-School communication.

Parents/carers will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

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

### [Somerset SENDIAS](#)

#### **Student Voice**

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND students. At Kingsmead School we will always endeavour to ascertain students views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the student's views of their strengths and difficulties regarding their progress prior to review meetings. Students will be given opportunities to reflect upon their progress and identify areas where they require support.

#### **Children with Medical Needs**

Kingsmead School recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Arrangements that are in place to support students with medical conditions can be found by accessing the school's ***Supporting Students with Medical Needs Policy for further details.***

#### **Accessibility**

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students. For further information on the school's current Accessibility Plan and Disability Policy please contact the SENDCo or see Kingsmead Schools Accessibility Plan on the school website.

June 2022 – SEND Policy

Author – Assistant Headteacher/SENDCo: Inclusion



## **Children Looked After (CLA)**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school SENDCo is the appointed member of staff (Designated Teacher) and there is also a governor for Children Looked After.

## **External Support Services**

External support services play an important part in helping the school identify, assess and make provision for students with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual students. Regular liaison is maintained with the following external agencies:

- Somerset SEND Advisory Teams;
- Educational Psychology Services
- Social, Emotional & Mental Health Team
- Communication & Interaction Team
- Sensory Impairment Team (Hi/Vi/MSI)
- Physical Disability and IT Team
- Children's Social Care
- Speech & Language Therapy
- CAMHS
- Occupational Health
- Physiotherapy
- School Nurse
- Virtual school for Children Looked After
- Education Safeguarding Service

## **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students 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 students and families.

## **Section 10 - Complaints**

The procedures for making a complaint against the school are outlined in the school's Complaints Policy. The policy can be accessed via the website or via the school office.

All concerns or enquires about a student with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively please refer to the School's complaints policy.

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.

## **Training and Resources**

Kingsmead School understands the need for and value of staff development. Training needs of colleagues are identified through Professional Growth processes, staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.

The SENDCo attends Local Authority SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## **General Data Protection Regulation (GDPR) 2018**

Kingsmead School collects, uses and stores information about your child and may receive information about your child from their previous school. This information helps us:

- Support teaching and learning
- Follow and report on progress
- Provide the right care and support for your child
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs and disabilities; and any relevant medical information.

We are required (through GDPR)) to take care of all information and we take this responsibility seriously.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE). If you require more information about how the Local Authority store this data, you can visit the following website: <https://www.somerset.gov.uk/our-information/information-governance>. Please also refer to Kingsmead School's Privacy Notice on our school website.