

The Kingston Academy



Special Educational Needs and Disability Policy

June 2017

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Last review: June 2016

Next review due: July 2018

Special Educational Needs and Disability Policy

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has special educational needs (SEN) if he or she has learning difficulties or disabilities which calls for special educational provision to be made for them. A child of compulsory age or young person has a learning difficulty or disability if they:

- a. Have a significant greater difficulty in learning than the majority of others of the same age; or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post - 16 institutions.

A child under compulsory school age has special educational needs if they fall within definition (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having difficulty solely because the language spoken at home is different from the language in which they will be taught.

More details about the SEND Code of practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Since the reforms made by the government in 2014, children with the most complex needs may receive an Education, Health and Care Plan (EHCP). You can view more information about the Education and Health care Plans on:

<https://www.afclocaloffer.org.uk/pages/home/assessment-and-education-health-and-care-planning>

The SEND Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It provides clear, comprehensive, accessible and up-to-date information about the available provision and how to access it. It makes provision more responsive to local needs and aspirations by directly involving disabled young people and those with SEN and their parents, and service providers in its development and review.

More information is available from the following website:

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

Mission statement:

The Kingston Academy is an inclusive school where everyone is made to feel welcome. Our inclusive ethos aims to encourage all pupils to be actively involved in their learning and to reduce barriers to learning in order to support participation.

1. Aims and Objectives - 'Every teacher is a teacher of SEND'

Aims:

- Provide all pupils with access to high-quality education in line with the Code of Practice
- To promote equality and consideration for others.
- To prepare pupils for adult life.
- To celebrate achievements.
- To create a cooperative liaison with parents/carers.

Objectives

- To identify the needs of pupils with SEN and disabilities. This is done by gathering information from parents, feeder schools and health and care organisations before pupil's entry to the school.
- Monitor the progress of all pupils in order to support identification of pupils with SEN.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEND can access the curriculum. This is coordinated by the SENCo, monitored and regularly reviewed to ensure targets are being met and individual needs are supported. Pupils are involved in the arrangements made as much as possible, as part of a person-centred planning approach.
- To ensure that pupils with SEN and disabilities join in with all the activities of the school.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This involves supporting parents in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To promote effective partnership and successfully liaise with outside agencies, especially in the cases of pupils who have an education, health and care plan with health and social care providers.

2. Responsibility for the coordination and SEND provision

- The Trust Board is responsible for the provision for SEND pupils. The efficacy of the school's SEND policy and practice is judged against the objectives set out above. The following procedures take place at least annually:
 - Success criteria will be reviewed annually.
 - Where appropriate, new success criteria will be determined by the Headteacher and Trust Board.
 - The Trust Board will report annually on the successful implementation of the policy.
 - The Trust Board will report annually on the effectiveness of the provision made.
 - The Trust Board will ensure that appropriate special educational provision is made for all pupils identified as being in need of it.
 - The Trust Board will ensure provision maps detail the range of support made in the school each year in response to identified needs.

- The Trust Board cooperates fully with the local authority (LA) admissions criteria. The admissions policy has due regard for the guidance in the code of practice.

- The person responsible for overseeing the provision for pupils with SEND is Mrs S. Cavanagh (Headteacher)
- The person coordinating the day-to-day provision of education for pupils with SEND is Mr D. Byrne (SENCo)

3. Arrangements for Coordinating SEND Provision

Specific responsibilities of SEND leadership include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for all pupils with SEND.
- Liaising with and advising fellow teachers via in service training and appropriate implementation of teaching assistants.
- Managing and development of teaching assistants.
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers.
- Liaising with the LA in initiating and supporting pupils who already have or are in need of an EHC plan.

The SENCo will hold the details of all SEND support records such as the SEND register, provision maps, pupil passports, strategy sheets and intervention records.

All staff can access the following documents:

- The Kingston Academy Special Educational Needs and Disability policy
- Pupils on the SEND register
- Guidance on identification of SEND in the SEND Code of Practice
- Information on individual pupils with special educational needs, such as pupil passports and strategy sheets
- Practical advice, resources and information about types of SEND and disabilities

4. Admission Arrangements

Please refer to the information in the Admissions Arrangements policy (published on our website). The admission arrangements are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

Upon transition to The Kingston Academy, pupils whose needs have been identified will be supported through liaison with parents, key staff from feeder schools and The Kingston Academy school and support agencies. The SENCos from surrounding schools meet to share detailed information about each individual pupil with SEND transitioning to The Kingston Academy. A plan of action is developed for pupil with an EHCP to support their transition and settling in.

5. Specialist SEND Provision

The Kingston Academy is committed to whole school inclusion and will seek support and training from specialist services where appropriate.

The SEND department employs Higher Level teaching assistants and teaching assistants who work with pupils to support with learning, social communication, and study skills. They offer support in class, in small groups and 1:1 in the specially equipped specialist resource provision.

The four areas of need for which the department offers support are

- Specific Learning Difficulties
- Social, emotional and mental health issues
- Communication and interaction difficulties
- Sensory and physical difficulties.

6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6000 notional funding. For pupils with the most complex needs, additional funding (HLN or high level needs) is retained by the local authority. The SENCo will refer to individual applications to a multi agency panel, which is administered by the Local Authority, which will determine whether the level and complexity of needs meets the threshold for this funding. It is the responsibility of the Headteacher and the Trust board to agree how the allocation of resources is used.

7. Identification of Pupils' Needs

a) "Every teacher is a teacher of SEN" (Department for Education)

Quality-first Teaching: The baseline of learning for all pupils.

- Teaching staff monitor any pupil who is falling significantly outside of the range of expected academic achievement in line with the predicted performance indicators.
- Once the pupil has been identified as possibly having SEND they will be monitored closely by subject teachers in order to gauge their level of learning and possible difficulties.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted for support and advice and may wish to observe the pupil in class.
- The above actions will determine which level of provision the pupil will need.
- If a pupil is recently removed from the SEND register, they may still need monitoring.
- Parents are encouraged to share information and queries with school.
- The pupil is monitored if concern is raised either by a parent or a teacher, but this does not automatically place the pupil on the SEND register. Concerns are discussed and noted as an aid to further progression and future reference.
- Progress meetings, academic tutorials, catch up sessions and parents' evenings are used to monitor and assess the progress made by all pupils.

b) SEND support

Where the pupil has been identified with SEND, parents will be advised. The aim of formal identification is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The provided support consists of a four part process:

- Assess
- Plan
- Do
- Review

This ongoing cycle enables the provision to be refined and targeted as the understanding of the pupil increases. It also supports identification of the most effective interventions for the pupil.

Assess

The subject teacher, in conjunction with the SENCo, should carry out a clear analysis of the pupil's needs, drawing on subject assessments, teacher observations and data of progress and attainment. Parental concerns and advice from external support services will be taken into consideration and will be compared with the school's information and assessment data on pupil progress.

Regular review of this analysis is needed to ensure that the support and interventions used are appropriate and delivering the expected progress.

Plan

When it has been decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between subject teachers, house tutors, head of key stage and parents to agree the adjustments, intervention and support required. Any particular strategies applied, will be distributed to all who are involved with the pupil, which can be teachers. It is important that everyone is aware of the outcomes that are being sought.

Do

The tutor, Head of key stage and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions involve small group or 1:1 support, away from the mainstream classes. Subject teachers will work closely with learning support assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Classroom teachers are also responsible for passing on the information they have received concerning a pupil with SEND to supply teachers or any peripatetic teacher working in the school.

Any support with further assessment of strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviewing pupil progress will be made at termly academic checks. The review process will evaluate the impact and quality of the interventions and support. As a result of this review process the SENCo will revise the support in light of the progress and development of the pupil. Necessary amendments will be made in consultation with subject teachers and parents will be kept informed.

We support all four areas of SEN, at whole school level, at classroom level and in small group and 1:1 settings.

c) Education, Health and Care Plan (EHCP) Referral:

If a pupil has significant difficulties he/she can be put forward for an EHCP, via a Statutory Assessment Process. This is usually requested by the school, but can be requested by the parents. An EHCP is necessary when the complexity of need or lack of clarity around the needs of a pupil require a multi-agency approach to assess, plan and identify resources.

Information for the EHCP is sought from parents, teachers, SENCo, Social Care and Health professional. With the information gathered, targets are set and these form the basis of the profile.

Further information about an EHCP can be found via the AfC local offer:

<https://www.afclocaloffer.org.uk/pages/home/assessment-and-education-health-and-care-planning>

Or advice can be found by contacting SEND Family Voices:

<http://www.sendfamilyvoices.org/>

Education, Health and Care Plan (EHCP)

Achieving for Children will provide an EHCP after the statutory assessment process has been concluded and the

decision states the needs of the pupil are not met by the available support.

Parents/carers have the right to appeal against the content of an EHC plan. They may also appeal against the school named in the Plan if different from their preferred choice.

Once the EHC Plan has been agreed and completed, it will be kept as part of the pupil's formal record. It has to be reviewed annually by staff, parents and the pupil. This review enables the provision put in place to be evaluated and changed if necessary.

8. Access to the Curriculum, Information and Associated Services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as this is reasonably possible, taking into account the wishes of parents and the needs of the individual pupil.

Responsibility for ensuring access to the curriculum for pupils with SEND lies with the Headteacher and the SENCo.

They will:

- Keep staff informed of the SEND of any pupils, and share progress reports, medical information and teacher feedback.
- Provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. This will aid inclusivity.
- Ensure in-class provision and support is deployed effectively to ensure the curriculum is differentiated where necessary.
- Ensure 1:1 or small group tuition is available if this provision is deemed to be necessary.
- Ensure appropriate targets are set, motivating pupils to do their best, celebrating achievements at every level.

9. Inclusion of pupils with SEND

Effective inclusive practice is a whole-school responsibility and the Headteacher Ms S. Cavanagh and the Trust Board are responsible for ensuring the policy is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Headteacher and the Trust Board to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services.

10. Complaints procedure

The majority of concerns can be dealt with without resorting to the procedure. Where you have a concern about any aspect of the Academy or your child's education or wellbeing, raise this with your child's form teacher by phone or in person. Ideally, they will be able to address your concerns on the spot, or can arrange a meeting with you to discuss the issue.

For detail on the complaints procedure please refer to the 'Complaints and Suggestions policy' (a copy of which is available on our website).

11. In-service Training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The school seeks the support of appropriate outside agencies when a need for specialist training is identified. The SENCo in conjunction with the Headteacher consider the relevance of specific training and aim to meet the needs of staff dealing with specific SEND issues.

The SENCo attends relevant SEND courses and signposts relevant SEND focused external training for staff. All Higher Level Teaching Assistants and Teaching Assistants are offered training to support their work with specific pupils at the school.

12. Working in partnership with parents

Parents input is of enormous value. A close working relationship with parents is vital to ensure:

- Early and accurate identification and assessment of SEND, leading to correct provision.
- Social and academic progress of children with SEND, enabling personal success.

13. Links with other agencies and voluntary organisations

The Kingston Academy seeks advice and support from external agencies in the identification and provision of SEN. The SENCo is the designated person responsible for liaising with these services.

The policy is reviewed annually by the Kingston Educational Trust Board and by a member of the Senior Leadership Team in consultation with the SENCo. The next review is due June 2018.