



## **Special Educational Needs and Disabilities (SEND) Policy**

Empathy, Respect, Forgiveness and Responsibility

Approved Date:	21st June 2021
Committee Responsible:	Curriculum and Standards Committee
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## **Mission Statement**

At The King's CE School

we believe that everyone is unique and created in God's image.

We enable all to achieve their God-given potential;

to grow, learn and aspire;

to transform their lives and the lives of others

and to journey in faith without limits

within a unified, respectful and harmonious community.

*'Be joyful. Grow to Maturity. Encourage each other. Live in harmony and peace. Then the God of love and peace will be with you' 2 Corinthians 13 v 11.*

## **'Aspire, Believe and Achieve Together'**

Aspire to be the best that we can be... Believe that anything is possible... Achieve beyond what we ever imagined...

- ◆ Learn and worship in the name of God – Father, Son and Holy Spirit – revealed in the life, death, and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- ◆ Believe in themselves and become successful adult – developing their vision, faith, ambition and aspirations.
- ◆ Develop a resilience and inner strength to overcome life challenges.
- ◆ Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- ◆ Develop thinking skills and transferrable skills, working in partnership to become life-long learners.

## **1. Background Information**

The school's curriculum aims apply to all its students. The aim of the SEND policy is to ensure that all children with special educational needs and disabilities receive the education that they require to succeed. This will be achieved through target setting and reviewing, constant assessment through observation and good record keeping, differentiation of learning materials and situations, and special programmes of work when necessary.

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

As a church school we regard every young person as precious but we realise that because of the differing level of need some children's learning is more fragile than others. It is our hope that the combination of care, love and faith in their future will help our students to achieve their potential.

*"The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different". (Warnock Report 1978)*

## **2. Objectives of the policy**

- To ensure that the school meets the requirements of the Education Act (1996), the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014), and the Special Educational Needs and Disability Act (2001) to enable each student to become an independent and confident young person.
- To facilitate a student's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, and taking account of the SEND Code of Practice (2014).
- To ensure that all students have access to a broad and balanced curriculum.
- To ensure that SEND students take as full a part as possible in all school activities.
- To ensure that parents of SEND students are kept fully informed of their child's progress and attainment.
- To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision.

This policy sets out how The King's School intends to meet these objectives.

## **3. The process for SEND provision**

- Students are identified through a variety of methods which include primary transfer information, identification from teaching staff (teacher referral form for SEND), and through testing / screening / assessment of the new Year 7 cohort for literacy and numeracy and access arrangement testing for students year 9 upwards.
- Support staff are allocated in response to specific need; students with Education Health Care Plans (EHCPs) are allocated the required amount of support, and students at SEND support are supported wherever possible. Support is allocated to core subject areas as a priority, or to specific subject areas if the student need demands it (e.g. support for students with dyspraxia in certain practical lessons).
- Students are identified for specific withdrawal support, depending on their need, to ensure that they can access the curriculum by ensuring their levels of basic literacy and numeracy are boosted.
- Pupils are entered onto a central register that is then supplemented with interventions to assist the development of provision mapping across the school.

- Teachers can utilise Classcharts seating plans to ensure students are seated appropriately in the classroom and access any additional information.
- At each whole school review, or data capture point the SENDCO reviews the information within the school tracking system to identify the specific progress of students on the SEND register against curricular targets.
- Students on the SEND register take part in student voice activities each year.
- The SEND team (Curriculum Support Team) meet regularly to ensure that issues are raised and any concerns are quickly dealt with.

The section on arrangements below gives more details on how the process of SEND provision is carried out throughout the school.

#### **4. Arrangements for co-ordinating SEND provision**

*“All teachers are teachers of students with special educational needs”.*

The Principal and the Leadership team of the school will;

- Manage the work of the SENDCO.
- Plan with the SENDCO how resources are used to support students in the most efficient, effective and equitable way.
- Set the overall school policy for Educational Inclusion.

The SENDCO and Lead Teachers will:

- Identify the financial resources for SEND.
- Manage the day to day operation of this policy.
- Ensure that SEND provision for students is arranged; including planning appropriate and challenging curriculum pathways
- Manage the timetables of teachers and teaching assistants assigned to the SEND team.
- Report on the effectiveness of provision to the senior management team and to governors.
- Keep up to date with new initiatives to support students with SEND and share good practice with all staff.
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND.
- Work with the staff designated to support the learning needs of students with English as an Additional Language
- Identify students for inclusion on the SEND register as appropriate.
- Review students’ progress, assess ongoing needs, and alter the intervention as required.
- Identify and evidence pupils who may require testing for Access Arrangements. Put forward for further testing and implement support during examinations.
- Decide whether to put forward students for statutory assessment, in consultation with parents/carers.
- Liaise with and advise fellow teachers how best to support those with SEND or EAL.
- Oversee the records on all students with special educational needs.
- Liaise with external agencies including the LA’s support and educational psychology services, the Connexions service, health and social services and voluntary bodies.
- Undertake “voice of the student” activities with students to ensure their well-being and contentment with the support that they receive.

Learning Zone leaders will:

- Identify a representative from within their Learning Zone team to be the SEND

representative ensuring that all SEND information is disseminated to staff.

- Ensure that SEND referrals are made for students who are presenting with a need in the department. This should be an item on the Faculty Meeting agenda.

Curriculum Team Leaders will:

- Monitor progress made by students.
- Ensure curriculum plans detail strategies for differentiation.
- Use curriculum team resources to build the teaching resources available for SEND.
- Monitor teachers' plans to ensure they include appropriate differentiation for students with SEND.
- Maintain a regular focus on closing the SEN gap in all key stages
- Ensure assessment procedures are appropriate for students with SEND.

Class Teachers will:

- Ensure that SEN students are receiving 'high quality teaching that is differentiated and personalised [to] meet the individual needs of the majority of children and young people' (SEND code of practice (COP) 1.24)
- The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (COP 6.4)
- Identify students experiencing difficulties and forward information to the SENDCO via the 'Teacher referral form for SEND provision'.
- Discuss progress of students with SEND with the SENDCO and parents/carers.
- Provide information identifying suitable teaching and learning strategies which can then be disseminated by the SENDCO to support inclusive high quality, consistent practice.
- Plan appropriately to meet identified needs, and forward information to support staff.
- Ensure that support staff have all the relevant information and resources to effectively support students in lessons.
- Contribute to the tracking of progress of students with SEND through monitor and review processes.
- Seek to meet SEND within the overall framework of inclusion in the school.
- Ensure the identified children with SEND are able to access the curriculum through further differentiation / planning / preparation through modification of programmes / activities for designated individuals / groups of identified children.
- Liaise with support staff prior to lessons to ensure they are deployed effectively.

Support staff will:

- Contribute to monitoring and review procedures – specifically student progress in individual lessons against teacher expectations, lesson objectives and set targets.
- Be aware of broader medium to long term targets such as individual pupil target grades.
- Have a good awareness of the subject scheme of work and up-coming lessons in preparation to fully support any pupils requiring assistance in lessons.
- Ensure they understand the level of support/tasks required by the teacher for the lesson including the preparation, production and delivery of differentiated materials.
- Arrive on time to aid the teacher to begin the lesson punctually.
- Ensure they have knowledge of individual learning needs and supportive strategies for the students who they are responsible for.
- Record and evidence in Edukey showing support given and any issues arising that need to be fed back to the team. (SEND observation section in King's Inclusion and Equity Plans)

Governors will:

- Identify one governor (or several) with a special interest in SEND.
- Use their best endeavours to ensure that students' special educational needs & disabilities are identified and provided for.
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for students.

## **5. Admission arrangements**

Before students come to The King's C.E. School we will:

- Visit our feeder schools to discuss all students, and particularly those who have already been identified as having SEND, and collect information about their educational history.
- Undertake follow up visits to discuss individual students in more detail as necessary.
- Collect information about the student's educational history from the last school attended by the student, any educational support services who may have been involved with the student, and from the parents/carers.
- Be offered the opportunity to visit the school with parents to meet with the SENDCO/Team to help develop fluid confident transition.
- SENDCO to visit/liaise with Primary's who have identified pupils with SEN.

Once students arrive in school, we will:

- Undertake a range of assessments to identify students with special educational needs and establish their strengths and areas of difficulty.
- Discuss the placement of the student on the school's SEND register with parents/carers.
- Make sure that information about students' SEND is passed on to appropriate school staff.
- Maintain an active programme of intervention to continue to identify students for whom learning needs arise during their educational career.

When students leave the school we will:

- Pass on information about the student's educational history to any receiving school
- Complete other transfer documentation as required

## **6. Specialist SEND provision.**

We use the definition of Special Educational Needs in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014) "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them". Difficulties arising from a difference of language between home and school are dealt with through other school procedures, but may be supported through support staff from the SEND team, as appropriate.

Special Needs provision will be provided wherever possible alongside other children, utilising in-class support with adult assistance, taking account of;

- The wishes of parents/carers.
- The student's needs.
- The resources available to the school.
- The efficient education of other students in the school.

Students may be withdrawn from a whole class situation when it will substantially benefit the individual student, small group of students, or the welfare of the whole class cohort. One to one or small group tuition will then be provided. This is particularly relevant to students who have difficulty accessing the curriculum due to numeracy and literacy levels. In this situation, support may include;

- Periods of withdrawal to work with a support teacher.
- Support from external specialists as part of a withdrawal programme.

## **7. Graduated response to SEND SEN**

### **Support**

When a student is identified as having special educational needs disabilities, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as *SEN Support*.

The triggers for intervention through *SEN Support* could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- 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 mathematical skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management strategies utilised by the guidance team.
- Has an Early Help Assessment (EHA) plan in place
- 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 a differentiated curriculum.

If school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The SENDCO will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's teachers will remain responsible for working with the student and for planning and delivering an individualised programme.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENDCO, with the parent's permission, will contact them.

### **Provision mapping**

The school will keep records of all interventions that occur outside of the classroom. This will include any sessions that happen at lunchtime or after school as well as when a student is removed from a specific lesson to give them targeted one to one or small group support. These interventions will be reviewed half-termly to ensure students continue to receive the appropriate level of support.

## **Access Arrangements**

From year 9 pupils may be tested for exam access arrangements. This allows pupils to have additional time and/or the provision of a reader and/or scribe for their external exams. Pupils will only be assessed by the visiting specialist teacher after evidence has been collated by the Curriculum Support Team. Evidence will usually be collected during calendared 'EAA evidence gathering weeks' and will demonstrate how the provision is part of the pupils usual working practice.

Our specialist teacher is Wendy Mackinnon who is fully qualified to complete the assessments and evidence of her qualifications are held both with the exams officer and the SENDCo

## **School request for statutory assessment**

For a few students the help given by schools through *SEN Support* may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing;

- The school's action through SEN Support.
- Records of regular reviews and their outcomes.
- The student's health including the student's medical history where relevant.
- National Curriculum levels attainments in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the student.
- Involvement of other professionals.
- Any involvement by the social services or education welfare service.

When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

## **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs.

The LA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health, Care Plan (EHCP)



An EHCP will include;

- The student's details including name, address and date of birth etc.
- A one page personal profile
- Details of all of the student's special needs.
- Identify the special educational provision necessary to meet the student's special educational needs.
- Identify the type and name of the school where the provision is to be made.
- Include relevant non-educational needs of the child.
- Include information on non-educational provision.

All children with EHCPs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the EHCP.

### **Annual review of an EHCP**

All EHCPs will be reviewed at least annually with the parents, the student, the LA and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in it. The annual review should focus on what the child has achieved as well as on difficulties that need to be addressed and resolved. The annual review held in year 9 will be particularly significant in preparing for the student's transition to Key Stage 4, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's EHCP and draw up and review the Transition Plan along with the Connexions service.

## **8. Working in partnership with parents**

*"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them."*

Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support any targets set at home.

We seek to work in partnership through;

- Regular consultation and review procedure for the sharing of information.
- Sharing of assessment and planning information through target setting.
- Open School Access for parents/carers
- Discussing with parents/carers options when students leave schools.
- Meeting the parents/carers of prospective new students to the schools to discuss SEND support.

## **9. Links to support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students. When it is considered necessary, colleagues from the following support services will be involved with students with SEND;

- Educational psychologists
- Medical officers/nurses
- Speech and language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations;

- The Connexions Service
- The LA
- Specialist services
- Social Services

#### **10. In service training**

Staff training in relation special educational needs is essential to ensure that every child matters. As such our arrangements for training are;

- All staff receive In-Service training or information about the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014)
- All staff receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- The SENDCO will identify areas for In-Service training or with the Principal which will be written into the school's Improvement Plan.

#### **11. Evaluating the success of provision**

The following criteria will be used;

- The number of students with special educational needs attaining specified levels in assessment
- The number of planned programmes of intervention and support.
- INSET time allocated to staff development with reference to special educational needs.
- The proportion of parents attending or contributing to reviews and consultations.
- Staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. Reviews, Reports, Class Organisation for Special Needs, sheets etc.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Children are confident and well motivated and are making measurable progress.
- Movement between stages and the number of students on the register.
- Destination measures and NEETs of 0%
- Attendance and punctuality data

We will pay particular attention to any differential impact of our policy and procedures on students from different ethnic groups. Where we have sufficient numbers of students to undertake group analyses, we will seek to analyse the SEND register and student progress by student ethnic background.

## **12. Complaints procedure**

The school's complaints procedure is available in the school complaints policy. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.