



Special Educational Needs Policy - SEN Code of Practice 2014 (Students)

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Recommended associated documents:

- Medical Policy
- Anti Bullying Policy
- Accessibility Policy
- Carers Guidance Policy

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1. Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. **Communication and interaction,**
 2. **Cognition and learning,**
 3. **Social, mental and emotional health,**
 4. **Sensory/physical.**
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students (see school medical policy).
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. What are special educational needs (SEN) or a disability?

At Kingsmead we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and 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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3. Provision in school

Young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of students at this school.

Or;

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

At Kingsmead we advise a discussion with the SENCo to ensure parents are correctly signposted in the admissions process.

4. How does Kingsmead know if children need extra help?

We know when students need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the student's previous school, regarding a student's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates a lack of expected levels of progress.
- A student asks for help.
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical.

5. What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCo whose name is Mr C Bury who can be contacted using the email address c.bury@kingsmeadschool.net or the Assistant SENCo Miss L Baylay who can be contacted using the email address l.baylay@kingsmeadschool.net. Both the SENCo and Assistant SENCo can be contacted through the school reception using the telephone number 01543 227320.

Parents may also contact the Head of School directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will Kingsmead support a child with SEND?

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum. The school will seek support from relevant agencies where appropriate.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- classroom observation by the Senior Leadership Team, the Assistant SENCo and external verifiers,
- ongoing assessment of progress made by students with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to student need,
- teacher training with the SENCo to provide advice and guidance on meeting the needs of students with SEND,
- student and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records
- student voice activities

All students have individual academic targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. Regular targets are set by students Key Workers.

Students' attainments are tracked using the RAG (Red, Amber, Green) tracking system and those students staff have concerns about are additionally monitored. Middle Leaders then raise concerns about any student who is falling behind in a number of areas. Parents are contacted to inform them of schools concerns.

Additional action to increase the rate of progress will be then identified and recorded. That will include a review of the impact of the differentiated teaching being provided to the child, and if required, advice to the teacher of additional strategies to further support the success of the student.

Where it is decided that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.

A young person that is receiving additional support will have an SEN code within school. School has a responsibility to review and update this register on a regular basis. This is done annually in September. If a student receives a specific, measurable intervention to support their learning or they are receiving ongoing support they are likely to have an SEN code within school.

Action relating to SEN support will follow an assess, plan, do and review model:

- **Assess:** Data on the student held by the school will be collated by the SENCo or Assistant SENCo in order to make an accurate assessment of the student’s needs.
- **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo.
- **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents’ aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

At Kingsmead this process is administered through SIMS so all staff can see the cycles of support.

Achievements of students with SEND indicates:

| <u>Progress</u> | All | K | EHCP | CIC | PP | Not PP |
|-------------------------|-------|-------|------|-----|-------|--------|
| Students inc in KS2-4 | 186 | 23 | 2 | 2 | 41 | 145 |
| Students inc in Eng LOP | 185 | 23 | 2 | 2 | 41 | 144 |
| 3+ LOP in English | 47.6% | 26.1% | 100% | 0 | 43.9% | 48.6% |
| 4+ LOP in English | 17.3% | 0% | 0% | 0 | 14.6% | 18.1% |
| Students inc in Ma LOP | 185 | 23 | 2 | 2 | 41 | 144 |
| 3+ LOP in maths | 33.5% | 17.4% | 0% | 0 | 22% | 36.8% |
| 4+ LOP in maths | 15.7% | 0% | 0% | 0 | 4.9% | 18.8% |

If the progress of a young person is still judged to be below what is expected despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Behaviour Support Service or equitant
4. Autism Outreach Team
5. Hearing Impairment team
6. Visual Impairment team
7. Educational Psychologist Service
8. Local Support Team
9. Physical and Disability Support Service
10. Social Services
11. School Nurse
12. Child & Adolescent Mental Health Service
13. YESS

In addition, the school will involve any other agencies as appropriate (that may not be listed above) including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.

For a very small percentage of students, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Parents / Carers will be involved regularly with school throughout this process.

7. How will the curriculum be matched to each student's needs?

Teachers plan using students' achievement levels and Doodle strands, differentiating tasks to ensure progress for every student in the classroom.

When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

All staff have a class profile on their intranet area that gives strategies to meet the needs of individual students they teach. This profile also links to a One Page Profile that has been created with the young person, their key worker and parents. It includes personalised strategies to ensure the teacher can meet the needs of individual learners when planning and delivering lessons.

8. How will parents know how their child is doing?

Progress towards the identified outcomes will be shared with parents termly through regular feedback from their child's key worker. This is in addition to the school reporting system and Progress Evenings.

Parents may also find the student planner a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their progress with the subject teacher, the SENCo or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will contact the relevant member of staff to arrange this appointment for you. The contact number is 01543 227320.

9. What support will there be for students overall well-being?

The school offers a wide variety of pastoral support for students. These include:

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being delivered through form time and citizenship lessons.
- Student and Parent voice mechanisms are in place and are monitored by members of the Senior Leadership Team and the SEN team.
- Small group interventions to support student's well-being are delivered to targeted students and groups. These are identified on the students' provision maps and aim to support improved interaction skills, emotional resilience and general well-being.
- Students who find outside class times difficult are provided with an alternative small group.
- Two members of staff has been promoted to act as anti-bullying co-ordinator.

10. Students with medical needs

Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school First Aid Officer as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting students at school with medical conditions* (DfE) 2014 and identified in the school Medical Policy.

11. What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

12. What training do the staff supporting students with SEND undertake?

In the last two years' school staff have received a range of training to support students with SEN needs.

- Awareness training has been provided to all classroom based staff on the SEND framework.
- A whole school update in INSET training at the beginning of the year.
- All staff can opt into twilight at a variety of points throughout the year.
- Enhanced training is provided to Senior Support Workers and the SENCo at relevant times throughout the year.
- The SENCo has completed the National SENCo Qualification in May 2016.
- The Assistant SENCo and the SENCo participate in the SENCo updates and disseminate the relevant information to staff.
- The Assistant SENCo has completed the nationally recognised qualification to administer testing for access arrangements.

13. How will students be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no student with SEND is excluded from any school provided activity.

14. How accessible is the school environment?

In the last three years the following adaptations have been made to the school physical environment:

- A disabled parking spot marked and is now located next to the school reception.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- The medical room has been improved in order to enable a safe place for insulin testing/injections.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to information provided to parents and stakeholders is available via the school website.

15. How will the school prepare/support students when joining or transferring to a new school?

- The transition programme in place for students provides a number of opportunities for students and parents to meet staff at Kingsmead. These opportunities are further enhanced for students with SEND.
- The annual review in year five for students with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools, the Assistant SENCo from Kingsmead and the SENCo of the feeder schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition.
- Feedback from last year's students on the effectiveness of the transition can be seen in displays around school.
- The records of students who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Outside of school:

- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014 <http://preview.tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all year eight to thirteen students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-sixteen options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from year nine at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

16. How are the school's resources allocated and matched to student's special educational needs?

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

- A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
- The Pupil Premium funding provides additional funding for students who are claiming Free School Meals or who have claimed FSM in the last six years, who are in the care of the local authority or whose parents are in the Armed Services.
- For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view for your child on request to the school. These target the broad areas of need:

1. Cognition and learning
2. Behavioural, emotional and social
3. Communication and interaction
4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the Assistant SENCo or SENCo or to speak to a member of the Senior Leadership Team.

17. How is the decision made about how much support each student will receive?

- For students with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with a member of the SEN team and the parent.
- For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review. Parents are encouraged to contact school if circumstances have changed between reviews.

18. How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the subject teacher, Assistant SENCo, SENCo or member of Senior Leadership Team,
- during progress evenings and parent partnership evenings,
- meetings with support and external agencies.

19. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- The Assistant SENCo – Miss Baylay – l.baylay@kingsmeadschool.net
- The SENCo – Mr Bury – c.bury@kingsmeadschool.net

If you wish to speak to either member of staff an appointment can be made through the school office. Alternatively, if you wish to speak to a member of the SEN team, contact 01543 227320. For complaints please contact the Head of School. They can be contacted via the school office on 01543 227320.

20. Support services for parents of students with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vg>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

21. Information on where the Local Authority's Local Offer can be found.

Information about the Local Authorities Local Offer can be found by following this link <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>

Further Information to support you through this process can be found on the Compliments, Concerns and Complaints Policy found on the school website.

References

The **SEND Code of Practice** (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting students at school with medical conditions <http://preview.tinyurl.com/p4qu8ar>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

The Special Educational Needs and Disability Regulations 2014

<http://preview.tinyurl.com/m2bnos4>

Schedule 1: Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of students with special educational needs.
3. Information about the school's policies for making provision for students with special educational needs whether or not students have EHC Plans, including;
 - how the school evaluates the effectiveness of its provision for such students;
 - the school's arrangements for assessing and reviewing the progress of students with special educational needs;
 - the school's approach to teaching students with special educational needs;
 - how the school adapts the curriculum and learning environment for students with special educational needs;
 - additional support for learning that is available to students with special educational needs;
 - how the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - support that is available for improving the emotional, mental and social development of students with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the LAs duty to provide information on mediation)
12. The school's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the local authority's local offer is published.

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

| | |
|-----------|---|
| DfE | Department for Education |
| EHCP | Education, Health and Care Plan |
| LA | Local Authority |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and/or Disability |
| SENCo | Special Educational Needs Coordinator (also written as SENCO) |
| Statement | Statement of Educational Need |
| PPS | Parent Partnership Services |