



Special Educational Needs & Disabilities (SEND) Policy

Links to other documents:

This policy should be read in conjunction with:

- Behaviour for Learning Policy & Guidance
- Staff Code of Conduct
- Safeguarding Policy
- Anti-bullying Statement
- Attendance Statement
- Equality Statement

1. Definition of Special Educational Needs (SEND)

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 others of the same age, or
- has a disability which prevents or hinders him or her 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.

Many children and 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘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 such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Sections xiv and xviii of SEND Code of Practice 25 June 2014 (Government SEND Review: ‘Right support, Right place, Right time’ completed in March 2022) (Department for Education/Department of Health)

Special educational provision means:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early

years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Section xv of SEND Code of Practice 25 June 2014. (Department for Education/Department of Health)

2. Principles

We believe in ensuring that every child reaches their full potential and 'achieves more than they thought possible' irrespective of their need. We endeavour to organise a continuum of provision that enables all students to take their rightful place within the school community to find success. All children have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers, who play an active role in their child's education.

3. Objectives

- To identify and monitor pupils' individual needs from the earliest possible stage so that achievement can be raised quickly through appropriate provision.
- To work in close partnership with pupils and parents/carers to ensure that needs are recognised and met in a child centred way with a clear plan to Assess, Plan, Do and Review provision.
- To ensure that provision for pupils matches needs, takes in to account the wishes of the pupils and maximises the opportunity for progress to be made.
- To ensure that staff are made aware of the procedures for identifying, supporting and delivering the curriculum to pupils with special educational needs.
- When appropriate, to work in close partnership with outside agencies to support the needs and provision for pupils who have special educational needs.

4. Roles and Responsibilities

4.1 The Governors' role

The Governing Body will do its best to ensure that the necessary provision is made for any child who has SEND. The link governor who takes responsibility for SEND is Mrs Helen Couling. The Governing Body play an important part in developing and monitoring the school's SEND policy.

4.2 The SENCO's role

The name of the school's Special Educational Co-ordinator (SENCO) is Mrs Elvy Johnson. She is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority (LA) and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- Ensuring that the school keeps the records of all pupils with SEND up to date.

The Support Department is line managed by the Deputy Head Teacher Mrs. Melanie Collingbourne

5. Staffing and Facilities

Support Department

The team consists of:

- Special Educational Needs Co-ordinator (SENCO): Mrs. Elvy Johnson
- Deputy SENCO: Mrs Danielle Deery
- Administrative Assistant Mrs. Kate Horner
- 1 Lead Teaching Assistant: Mrs. Vincent
- 4 Higher Level Teaching Assistants Mrs Anna White, Mrs Emily Underwood (English), Mrs Johanna Brown (Science), Mr George Stephenson (A & F)
- 1 Intervention TA: Mrs Tina McEvoy
- 10 Teaching Assistants (TAs)/Named pupil TAs:

Facilities:

- Support Department classrooms and facilities
- Small Specialist teaching room.
- Support office.
- SENCO/Deputy SENCO offices
- Two small tutoring rooms
- Sensory/ time out room
- Transition Classroom with computers, for 10 students
- Learning Support Classroom based within the main body of the school

6. Admission Arrangements

The admission arrangements for pupils with special needs but who do not have an Education, Health and Care Plan are the same as those for all pupils. Where a pupil has an Education, Health and Care Plan the LA negotiates a place at the school of the parent's choice.

7. Arrangements for delivering provision for pupils with SEND

7.1 In-class support

In-class support will be targeted within the timetable to maximise curriculum access and pupil progress. The Support Department aims to give consistency of support personnel across class groups and, where practicable, within subject areas.

TAs support students and their work under the direction of the class teacher. Specific pupils may be their focus; however, it is expected that they will assist other pupils.

7.2 Withdrawal from Mainstream Teaching

Students with SEND spend the majority of their time in mainstream lessons with their peers. However, withdrawal lessons provide regular opportunities to ensure that they can develop their basic skills. The Support Department makes its decision to withdraw pupils on the following set criteria.

Literacy:

Criteria for Withdrawal sessions

Spelling Age – below 10 years
Reading Age – below 10 years

Criteria for ceasing Withdrawal sessions

Spelling Age – above 10 years maintained
Reading Age – above 10 years maintained

Year 7 Transition Programme

Students who may find the transition from Primary to Secondary challenging either academically or emotionally, may be offered some time in the support centre prior to their formal start date. This allows pupils an opportunity to familiarise themselves with the setting and gives them time with key members of staff to ensure a smooth transition.

8. Allocation of resources to students with special educational needs

- Kingsbury Green Academy, in common with all Wiltshire Secondary Schools, has Enhanced Learning Provision to meet higher level needs within Cognition and Learning, Specific Learning Difficulties (Dyslexia) and Moderate Learning Difficulties and Social Communication Difficulties. The LA places pupils in this provision. The provision is integrated into the Support Department and is managed by the SENCO.
- Inclusion provision for students with emotional, social and behavioural difficulties is managed by both the SENCO and the Head of Alternative Curriculum and Inclusion, Mr Andy Tugwell. This may, in certain circumstances include off site provision. Counselling is also provided for some pupils.
- Under the Revised Code of Practice, the special educational needs of students will normally be met in mainstream schools and within the mainstream classroom. Kingsbury Green Academy admits pupils with Education, Health and Care Plans for a wide range of learning difficulties.
- The SENCO liaises with the Assistant Headteacher responsible for timetabling to secure, where possible, arrangements that maximise the efficient deployment of support staff.

9. Identification and Assessment of pupils

The school's arrangements for identifying students with SEN will have regard to procedures recommended in the Special Educational Needs Code of Practice DFE-00205-2013 (June 2014) and will follow a graduated approach, as outlined below.

Assessment of students' learning needs will consider information from primary schools in particular information contained in any Individual Education Plans (IEPs), from standardised testing results, National Curriculum assessments and other information provided by the Primary SENCO and/or year 6 Teacher.

In year 7, we assess students using the GL CATs (Cognitive Abilities Tests). This online tool ensures that students are screened upon entry and then have access to the right support and interventions. Further testing is carried out for pupils who show a low or uneven spread of results or who have been high-lighted by their primary schools. Parents and staff are encouraged to share any concerns with the SENCO who will then use an 'Assess, Plan, Do, Review' approach where appropriate.

9.1 Quality First teaching

Students who may require differentiated work in some subjects at some times are provided for by the class teacher through quality first teaching. If there is some concern that a student is showing signs of below average progress:

- Information will be collected and considered.
- Progress will be monitored and reviewed half yearly.
- A meeting will be held with the SENCO and parents/ carers.

Roles and Responsibilities

The tutor takes the lead pastoral role in monitoring progress on a day-to-day basis using the school's monitoring systems which provide regular information. Subject teachers provide necessary monitoring, differentiation and Quality First Teaching within the normal curriculum framework.

9.2 SEN Support Category

Following the introduction of a new Code of Practice from June 2014 a new category of support named "SEN Support" replaces "School Action" and "School Action Plus"

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

If there is concern that a student is failing to make adequate progress and that the attainment gap with peers is widening, then the school will follow an 'Assess, Plan, Do, Review' process:

- Assess: All relevant information will be assembled and further assessments undertaken when needed.
- Plan: Parents will be informed and given the opportunity to discuss and contribute to the plan.
- Do: A programme of study designed to improve the identified areas of difficulty will be implemented.
- Review: Procedures for monitoring will be agreed and a review date set.

If there is still a concern that a pupil is failing to make adequate progress and that the attainment gap with peers is widening, despite support levels being increased and targeted programmes of study are being followed, then a review meeting will take place to:

- Consult parents and student.
- Seek advice from outside specialists, including educational psychologists and specialist support teachers.
- Refer the pupil for Statutory Assessment, if appropriate.

Roles and Responsibilities

The Support Department takes a lead role in coordinating provision and formulating the programme of study. Subject teachers remain responsible for working with the child in the classroom and ensuring that differentiation is effective in allowing curriculum access, although in-class support will be allocated when appropriate as far as possible. The Support Department will, along with teachers and Curriculum Leaders, monitor and review the effectiveness of the programme of study and pupil progress. The Support Department will work with parents and students, together with relevant outside specialists (from: Speech and Language Therapy, Educational Psychology, AS outreach, ICT/SEN adviser, Hearing Impairment, Visual Impairment Sensory Impairment or medical services) to ensure pupils needs are fully understood and met to ensure progress.

9.3 Education, Health and Care Plan

The LA will issue an Education, Health and Care Plan (EHCP) when a students' level of need is either so complex or so severe as to require further action. As a consequence, the numbers of pupils for whom an EHCP is needed are very few. The Education, Health and Care Plan is monitored annually by the Local

Authority via the Annual Review. A Special Education Needs and Disabilities (SEND) lead worker will be allocated by the Local Authority to every child who has an EHCP; the idea being that pupils and families will have a single point of contact who will help to liaise between agencies and who will get to know the pupil over many years.

10. Training

There are regular opportunities for staff training throughout the year; this is delivered by the SENCO, specialist teachers, and specialist advisors. The Academy, works closely with the Ascend Learning Trust and have access to joint training sessions that enhance teaching and learning across all trust schools.

11. Links with Parents

Parents are involved at all stages of the proposed interventions designed to support their child's learning and will be offered the opportunity to meet with a member of the Support Department. Parents are actively encouraged to contact the SENCO if they have any concerns or require information on their child's progress. The Support Department attend Parents' Evenings and Annual Review Meetings. The SENCO also attends Year 5 and 6 Annual Review Meetings of students with an EHCP likely to be transferring to Kingsbury Green Academy. The SEND Parent Panel is another avenue for parents to come together and share thoughts and gain valuable understanding of SEND.

Links with Support Agencies

The Support Department works co-operatively with all agencies including health and social services. Regular contact with the Educational Psychology Service and specialist advisors is maintained.

Links with Primary Schools and Further Education Colleges/Sixth Form transfers

The School liaises with primary schools to ensure a smooth transition into secondary education for pupils with SEND, and with 16+ establishments to ensure a smooth onward journey. Any pupil with an EHCP may continue to have support through this until the age of 25.

12. Criteria for evaluating success

The policy will be evaluated annually against the Objectives stated in Section 3 and measured using the following indicators:

- The quality of pupil identification and monitoring
 - Student records exist showing a range of indicators of need for each pupil.
 - SEND student's profiles exist and added to through the key stages.
 - The quality of partnership with pupils and parents/carers to ensure needs are recognised and met.
 - Contact with students and parents/carers at Annual Review meetings, Subject Consultation and meetings with the Support Department.
- The quality of pupil progress, measured by:
- Gains in literacy and numeracy (standardised testing).
 - The School's regular reporting procedures.
 - The amount of intervention required to allow pupils to access the curriculum effectively.
 - Teacher Assessments and GCSE results.
 - Post 16 destinations.

- The quality of staff awareness of SEND procedures:
 - SEND group and individual profiles are available to all staff.
 - In service training is available for teachers.
 - SEND policy is available to staff.
 - The SENCO delivers SEND related input during new staff induction.
 - The SENCO delivers SEND updates to staff on a weekly basis.

- The quality of the work in partnership with outside agencies
 - Regular planning meetings.
 - Pupil Centred meetings e.g. Pastoral support plan, Team around the Child meetings and Annual Review meetings.

The SENCO will be responsible for leading continuing self-evaluation of the Support Department.

It may also be appropriate to refer to the following school documents:

- SEND Information Report.
- Anti-bullying Policy.
- Equalities Policy.
- Accessibility Plan.
- Safeguarding and Child Protection Policy.
- Wiltshire's Local Offer.

13. Complaints Procedure

Any parent dissatisfied with an aspect of SEND provision should first seek to discuss it with the SENCO by letter, email, telephone or in person. If concerns remain parent/carer should contact the Principal. If it is felt that the school is not addressing the concerns the Governor with responsibility for SEND should be contacted, who will bring the matter to Governors' attention if necessary. The Local Authority may also be contacted.