

Kinsley Academy



Special Educational Needs and Disability Policy

Created: November 2016

Date of Review: November 2017*

* or as appropriate in relation to new legislation.

Lindsey Ellis (SENCO)

Special Educational Needs Co-ordinator: Miss Lindsey Ellis

Kinsley Academy strives to be an inclusive school. Conversely, we consider it important that all pupils, including those with special educational needs, feel themselves to be equal members of our academy.

To this end we promote and encourage that:

- _ every child has a variety of educational needs - some of which will be shared with other children, some of which will be specific to that child.
- _ we have a responsibility to provide for the needs of all child as far as resources allow and, using additional resourcing for statemented children, make provision for their individual needs.
- _ every child should have the opportunity to obtain access to a broad and balanced curriculum.
- _ all children to have high aspirations for themselves and to have pride in their achievements.
- _ integration is achieved practically by differentiation in the classroom; by specific arrangements for individual/groups of children at playtime, lunchtimes and when moving around the academy.
- _ the views of every child should be sought and taken account of.
- _ parents have a vital role to play in supporting their child's education.
- _ we aim to provide a consistent whole-school approach to SEN.

CURRICULUM

At Kinsley Academy, we engender a sense of community and belonging through our inclusive ethos, broad and balanced curriculum for all children, systems for early identification and through the removal of barriers to learning and participation. We have high expectations and SMART targets for all children. Having identified Special Educational Needs, the provision to meet them at Kinsley Academy is viewed as an extension of the process of differentiation.

Definition of SEND

SEND Code of Practice 2015:

A child or young person has SEN 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 academy age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or**
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream education.**

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 in mainstream education, 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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in (a) or (b) above when they reach compulsory academy age or would do so if special educational provision was not made for them.

The broad areas of need within SEND fall into the following categories;

- 1) Communication and Interaction,**
- 2) Cognition and Learning,**
- 3) Social Emotional and Mental Health Difficulties,**
- 4) Sensory and/or physical needs.**

Disabilities

Many children and young people who have SEND may also have a disability. A disability is described in law (the Equality Act 2010) as '**A physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.**' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Roles & Responsibilities

Provision for children with special educational needs is a whole school matter. All members of staff have responsibilities to support children with special educational needs.

1. The Governing Body

The general duties of the governing body are:

- _ To be involved in developing and monitoring the school's SEN policy
- _ To monitor the provision for SEN including funding, equipment and personnel
- _ To ensure that SEN provision is an integral part of the school development plan
- _ To monitor the quality of SEN provision
- _ To publish and report on the school's SEN policy.
- _ To consider and report on at least annually the effectiveness of the school's work on behalf of children with special educational needs.
- _ To include information on the SEN policy and any changes to it in the annual report.

2. The SENCO – Lindsey Ellis

The SENCO is a member of the Senior Leadership Team within the academy. The SENCO oversees the operation of the SEN policy, and is also responsible for:

- _ Jointly (with class teachers) liaising with external support agencies
- _ Jointly with the Head teacher, Senior Leadership Team, children and parents
- _ Monitoring and reviewing progress of children with SEN
- _ Using and following-up results of testing
- _ Communicating relevant information to all staff
- _ Communicating with parents
- _ Liaising with Feeder schools
- _ Attending appropriate external courses and feeding back information
- _ SEN INSET for staff

2. The Head Teacher – Jo white

The Head Teacher has responsibility for the day-to-day management of all aspects of the academy's work, including quality first teaching and the provision for children with special educational needs and disabilities. The Head Teacher keeps the governing body fully informed of all developments with regard to SEND. They liaise with the SEND Leader and ensures that SEND provision meets the requirements of the Code of Practice, School Improvement Plan and SEND Action Plan.

4. The Teaching Staff

The professional with the main responsibility for children with SEND is their class teacher. ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

They will:

- _ Be responsible for delivering Quality First Teaching to all children
- _ Ensure that Teaching Assistants are fully informed about planning, targets and the expectations for each child.
- _ Deploy Class Teaching Assistants to support children in areas of identified need.
- _ Be aware of the school's procedures for the identification, assessment of, and subsequent provision for, pupils with SEN
- _ Work with the SEND Leader to decide the action required to assist each child to make progress
- _ Work with the SEND Leader to collect all available information on each child
- _ Develop and review One Page Profiles for pupils and allow them to participate in decision making.
- _ Meet with parents and carers to create and then regularly update SEND Support Plans and keep parents informed about their child's progress.
- _ Work with children with SEND on a daily basis to work towards the targets set out on the One Page Profile/Support Plan/EHC Plans
- _ Continuously assess pupil progress and identify the next steps of learning
- _ Work with the SEND Leader to identify their own training needs around SEND
- _ Be responsible for the assessment of individual SEND pupils

5. Class Teaching Assistants and SEND Teaching Assistants.

- _ Ensure they have accessed planning and know the targets for each child
- _ Provide marking and feedback to help each child make progress
- _ Provide relevant support to identified pupils
- _ Develop positive working relationships with parents and professionals
- _ Assist with the recording, monitoring and evaluation of pupils' progress
- _ Assist with the identification and effective provision of appropriate resources
- _ Undertake appropriate INSET
- _ Work alongside the SENCO and teaching staff in the preparation of One Page Profiles/Support Plans
- _ Meet with the teacher and attend One Page Profile/Review Meetings

6. The Role of Parents of Pupils with SEND

In accordance with the SEND Code of Practice (2015) the academy believes that all parents of children with SEND should be treated as equal partners. The academy has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

7. Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to Support Plans, One Page Profiles and Education, Health and Care Plans. This will be achieved through a variety of different approaches as appropriate to the age of the child. These may include: Pupil interviews, Questionnaires, Self-evaluation (pictures, written answers), Surveys, and Pupil set targets.

Identification, assessment & provision for pupils with SEND

Identification

Where there are concerns about a child whom it is thought may have a special educational need and/or disability, class teachers along with the SENCO and parents will consider the information about the child's learning and development. See **Appendix 1a for the 'Academy SEN Procedures'** and **Appendix 1b for the 'Initial Concerns Form'**. All concerns are discussed with parents and a joint plan of action agreed. This joint plan of action sometimes takes the form of One Page Profile or Support Plan. Teachers refer closely to the SEND Code of Practice, July 2014.

It is important to note that a delay in learning and development may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identifying and assessing SEND for young children whose first language is not English requires particular care. Practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND. Difficulties related solely to learning English as an additional language are not SEND.

*We also maintain a separate Medical Needs Register.

Assessment

All children throughout the academy are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the SEN Coordinator and the class teachers. For children with SEND progress can be monitored in relation to their additional needs this may be fortnightly, monthly or half-termly.

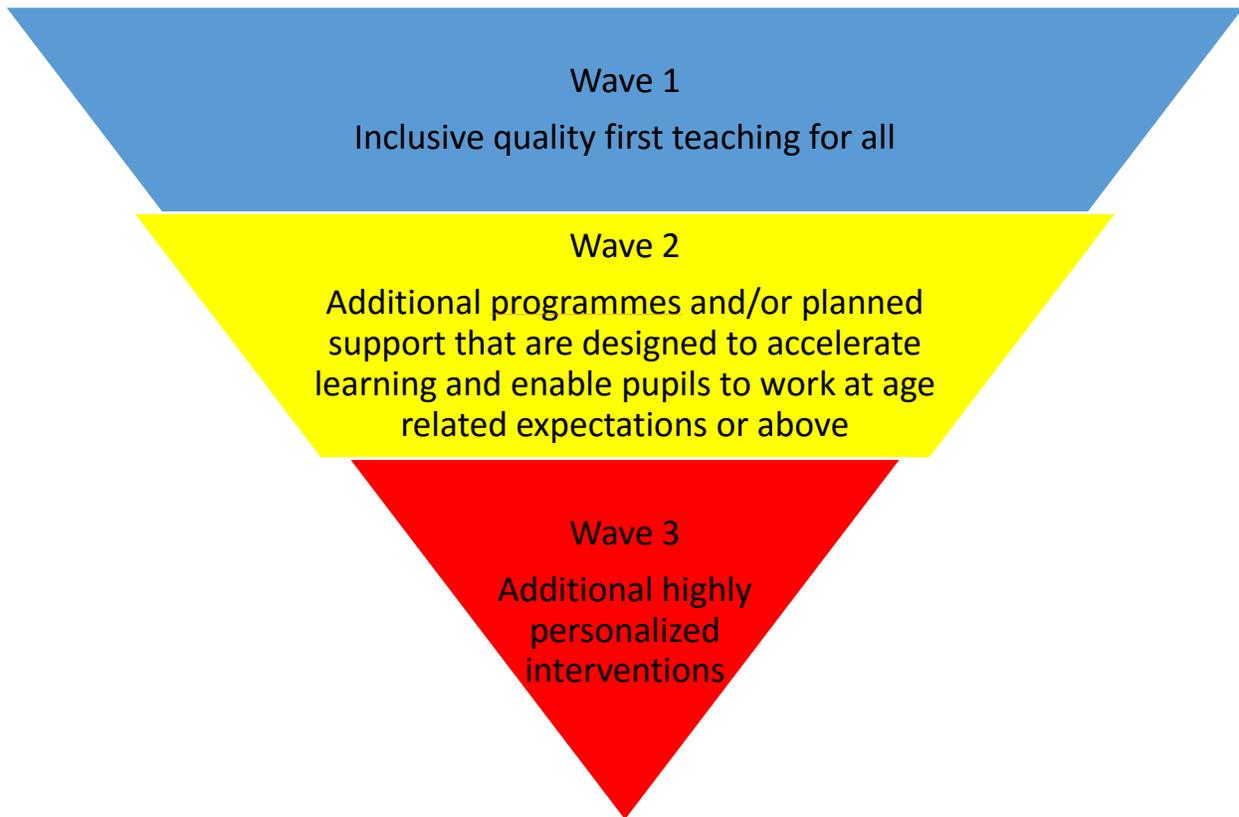
Special Provision/Enhanced Resource Facility

The academy has the following facilities: wheelchair access, disabled toilets, changing facilities, wheelchair lift.

SEND Support

The academy adopts the levels of intervention as described in the SEND Code of Practice (2015)

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the academy will intervene through. These are often described as Waves of intervention:



Support Plans & One Page Profiles

If the academy decides, after consultation with parents, that a pupil requires further support in addition to good quality first teaching and interventions to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. At this stage there may also be involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with Class Teacher and Parents. External support services will advise on targets for a One Page Profile and provide specialist input to the support process. The circumstance under which we would begin a Support Plan and One Page Profile are:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting One Page Profile will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Education Health and Care Plans

“Needs Led Not Diagnosis Led”

An Education, Health and Care Plan (EHCP) is a single multi-agency plan for children and young people aged 0-25 who have Special Educational Needs or Disabilities. It replaces statements of Special Educational Needs (SEN) as part of the Children & Families Act 2014.

Not all young people who need extra help will have an EHCP. Many young people will get the extra help they need from the nursery, school or college or from the support of a range of other agencies. An EHCP will be put in place where a greater level of individual help is needed to ensure that a child/young person makes progress. It will be put in place following an assessment of the child/young person's education, health and care needs, not just educational needs. It is designed to make sure that all the child/young person's needs are assessed and supported at the same time.

The EHC Plan is a statutory legal document. Its preparation is informed by the guidance outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). This code covers provision for children and young people from birth to 25 years.

Key principles of an EHC Plan are:

- Children, young people and their families are involved from the start
- The identification of children and young people's needs is supported
- There is collaboration between education, health and social care to provide appropriate and planned support
- High quality provision is provided to meet the needs of children and young people with SEN
- There is successful preparation for adulthood, including independent living and employment

- There is greater choice and control for young people and parents over the support offered

The EHC Plan is a working document, which is statutorily reviewed at least once a year. It actively promotes a co-ordinated plan of support for the child/ young person and their family.

Links with Other Agencies/Services

We aim to maintain good links with support services in the Local Authority. For pupils with SEND/on a support plan, one or more of the following agencies may be involved:

- _ Children’s Sensory Impairment Team
- _ Communication Interaction and Access Team
- _ Educational Psychology Service (EPS)
- _ Occupational Therapy (OT)
- _ Physiotherapists
- _ Speech and Language Therapy Service (SALT)
- _ Child and Adult Mental Health Service (CAMHS)
- _ Behaviour Support and Exclusion Team (BEST)
- _ Learning Support Services
- _ School Health
- _ Social Services
- _ LAC
- _ Targeted Youth Support
- _ Child and Family Inclusion Team
- _ Star bereavement
- _ Young Carers

Staff Development

In order to maintain and develop the quality of our provision, staff may need to undertake appropriate training. Arrangements for training are based around the needs of all staff taking into account academy priorities as well as personal professional development. The SENCO delivers some training alongside courses organised by the LA and other agencies.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher through the complaints procedure of the academy. The chair of governors may be involved if necessary. In the case of an unresolved complaint support can be sought from the Local Authority.

Lindsey Ellis

Assistant Headteacher – SENCO and Inclusion Lead

Date of Review: November 2017



SEN Procedures



Our aim is for students' SEN to be identified as quickly as possible. If you have concerns about a student not already identified by the SEN record the following guidance sets out the steps to be taken.

When you have concerns about a student whom you think has a Special Educational Need:

1a) Gather the following evidence (as relevant) from either of the following:

- notes from observations
- information from behaviour log
- work samples
- notes from discussion with teaching assistants and parents / carers / student
- group or individual assessments
- records from previous schools, teachers or outside agencies

b) Complete the relevant sections of the 'Initial Concerns' form which can be found in either 'SEN folder on Teacher Shared' or in your 'Class Information File'.

2) a. If the student *meets* the criteria for placement on the SEN register, relevant assessments (if available in school) will be carried out and relevant evidence documents (listed above) should be kept in the SEN student file.

2) b. If the student *does not* meet the criteria for placement on SEN record, advice will be provided on strategies for supporting the student through class differentiation and their progress monitored by teacher/ta.

3) The SENCO will inform the student's parent/carers to discuss their child's SEN and the proposed special educational provision, at this point seek parental consent for the student to be placed on the SEN register and permission to involve outside agencies if needed. The SENCO, Teacher, other relevant staff may wish to meet parent/carers to discuss areas of concern, strengths, strategies already implemented and their effectiveness. Also to discuss future strategies including how parents/carers can support their student at home and agree on the provision to be put in place.

4) SENCo/Teacher/TA (as appropriate) should discuss with the student his/her learning difficulties, strengths, what helps/hinders learning and support him/her to contribute to the provision and targets (OPP). Student's views should be recorded as appropriate.

5) Teacher will add student to their intervention/provision timetable and pass this to SENCo who will include the student on the whole school Provision Map and support Teachers (as appropriate) to create a OPP reflecting the areas of needs and provision. The OPP should be made available to parents/carers and relevant staff.

6) The Provision Map, targets and strategies are implemented and progress monitored by all staff involved in supporting the student.

7) At the pre-arranged date all relevant staff returns any relevant review information to the SENCo. The review meeting takes place to review progress.



Appendix 1a

Kinsley Academy SEND Initial Concerns



Pupil Name: _____

DOB: _____

Year Group: _____

Date Completed: _____

Staff Name: _____

Areas of concern:

-

-

Provision / strategies / resources already implemented

-

-

To be completed by SEN Staff

Key notes from discussion with pupil / parents/carers / staff

-

-

Tick if included

| | |
|--|--|
| Records from previous school | |
| Attendance percentage (if relevant) | |
| Medical details | |
| Summative assessment data | |
| Recorded examples of difficult to manage behaviour (if relevant) | |
| External agency records | |
| Examples of students work | |
| Other: | |

Decision to place pupil on SEN register: _____