



The King's
CHURCH OF ENGLAND
SCHOOL KIDSGROVE

Learning with truth and love

POLICY

Special Educational Needs and Disabilities including the Special Educational Needs and Disabilities Information Report

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| Review date: | Summer 2020 |
| Policy Owner: | Sarah Milne |

The King's has a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student learns with truth and love, we ensure that we support each student through the promotion of the Christian values of justice, grace, trust, thankfulness, aspiration and celebration (as identified, by students, staff and governors). This mission and these values underpin this policy and its related practices.

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1. Aims

Our SEND policy and its accompanying information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our school operates with an inclusion team, which is a fundamental part of our school's strategy for children with SEND, which aims to support our most vulnerable learners. The inclusion team is led by two strategic leads: Assistant Headteacher (Inclusion) and Behaviour and Inclusion Manager. The team brings together three strands to support our most vulnerable learners: SEND, behaviour and safeguarding. It is our aim to have a holistic view of the child, to reflect on their needs contextually and to identify barriers to learning that may exist and support exploration about whether their barrier is a special educational need or disability, or not.

2. Legislation and guidance

This policy and its supporting information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Sarah Milne (Assistant Headteacher: Inclusion), who can be contacted by email on smilne@thekings.staffs.sch.uk or by phone on 01782 783281. Email communication is preferred.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Headteacher

The executive headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 The deputy SENDCO

The deputy SENDCO is responsible for:

- Gathering evidence for access arrangements in external examinations
- Ensuring that the needs of individuals are met in external examinations
- Assessing students for access arrangements
- Supporting the SENDCO with the preparation of any legal documentation

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.6 The assistant SENDCO

Each assistant SENDCO is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Deputise for the SENDCO in her absence.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression, school anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, heart conditions, amputations

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Our school recognises that behaviour is functional and that children are not inherently "naughty". Behaviour can mask a special educational need. For this reason, we adopt a holistic approach to inclusion. Where behaviour presents a concern, the school adopts a graduated response, working with partner agencies, professionals and parents together with the child as well as carefully monitoring progress against targets associated with behaviour. Our approach is rooted in exploring *why* a child is behaving in a particular way and unpicking whether this behaviour is associated with a special educational need or disability.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly, in any case at least termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will work with previous schools where students are moving into our setting, and we will work with the next school or college, where the child is leaving our school.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Teen Talk
- Teaching of touch typing
- Fresh Start
- Lexia
- Symphony Maths
- Toe by Toe
- Numicon
- Spirit
- Accelerated reader
- Guided reading

- Steve Chinn's Dyscalculia toolkit
- ISP programme (bespoke to individual students at The King's)
- Assertive Mentoring programme (bespoke to individual students at The King's)
- Solution focused mentoring
- Social stories

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc to support students' individual access to the curriculum
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Seating students with physical disabilities in the most appropriate location for them
- Differentiating our behaviour policy and sanction system to support students with social, emotional and mental health needs

5.8 Additional support for learning

We have a number of inclusion support assistants who are trained to deliver a range of interventions.

Teaching assistants will support pupils on a 1:1 basis when students need a high level of mediation in order to access the curriculum; where students need a scribe.

Teaching assistants will support pupils in small groups when ...

We work with the following agencies to provide support for pupils with SEND:

- School nursing service
- HSR Psychology
- Autism Outreach Team
- Vision Impairment Team
- Hearing Impairment Team
- Attend EDC
- Younger Mind
- Virtual School for LAC
- Bright Stars

5.9 Expertise and training of staff

Our SENDCo has 3 years experience in this role and has previously line managed her predecessor. Our SENDCo is strategic lead in school for inclusion. They are allocated 2 days a week to manage SEND provision. Miss Milne's specialism in the team is around social, emotional and mental health and communication and interaction.

Our Deputy SENDCo, Mrs Nevard, is qualified to assess students for certain cognitive needs. She completes all assessments and compiles all evidence to ensure that the appropriate access arrangements are in place for students in the classroom and in public examinations. Mrs Nevard is allocated 2 days a week to dedicate to assessment, planning and reviewing strategies.

We have a team of teaching assistants and inclusion support assistants who are trained to deliver SEND provision.

We have a team of pastoral support assistants who are trained to provide additional pastoral support to our most vulnerable students.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaires
- Requesting feedback from classroom teachers
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our school's accessibility plan details the facilities that we have in school to support students with SEND and can be found on the school website in the SEND and the policies sections.

Our educational visits policy makes it clear that there is a need to assess the risks separately for children with SEND if the risks posed to them are additional to or different from their peers.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of the butterflies club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

The school works closely with its partners. We engage with (and lead) early help assessments and plans in order to support students and their families and work in a truly multi-agency manner, initiating involvement of specialist services and external agencies, as appropriate.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

On the local authority's local offer is an up-to-date catalogue of agencies and charities who will support parents with SEND.

5.16 Contact details for raising concerns

In the first instance, please speak to the SENDCo, should your concerns continue, the complaints procedure is available on the school website.

5.17 The local authority local offer

Our contribution to the local offer is found in the school's information report:

Our local authority's local offer is published here:
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Sarah Milne **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour for Learning
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding
- Dignity and Care