

# POLICY

## SEND(D)

Date of approval by governing body:	May 2016
Review date:	Summer 2017
Policy Owner:	SENDCo

**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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## **Introduction**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2014) and has been written with reference to the following documents:

of:

- **SEND Code of Practice** (September 2014)
- **Statutory Guidance on Supporting students at school with medical conditions 2014**
- **The National Curriculum in England secondary framework document 2014**
- **Safeguarding Policy**
- **Accessibility Plan 2015-2018**
- **Teachers' Standards 2012**

This policy was created by the school's Special Educational Needs Co-ordinator (SENDco) with the SEND governor in liaison with the SENDCo or Leadership Team (SLT), all staff and parents/carers of students with SEND.

## **Contact details**

The SENDCo is Mrs Linda Norris, who is undertaking the National Award for SEND (NASENDCo Award.) Mrs Norris also holds a Post Graduate Certificate of Education in Specific Learning Difficultie (dyslexia.) She can be contacted on 01782 783 281, or by email [lnorris@thekings.staffs.sch.uk](mailto:lnorris@thekings.staffs.sch.uk)

The governor responsible for SEND is Samantha Smith who can be contacted on the telephone number above, or by email [ssmith@thekings.staffs.sch.uk](mailto:ssmith@thekings.staffs.sch.uk)

The King's School is a non-selective community school which became a Church of England Voluntary Aided School in January 2015. At The King's, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum.

## **Aims and objectives of this SEND policy**

The aims of our special educational need and disability (SEND) policy in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND
- 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 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 enabling full inclusion in all school activities by ensuring consultation with health and social care professionals
- 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.

## Identifying Special Educational Needs

“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.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” *Code of Practice 2014*

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. SENDsory/physical

At The King's, great care is taken to identify and support children who have a significantly greater difficulty in learning than the majority of their peers which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rates of progress
- fails to close the attainment gap between the student and his/her peers
- widens the attainment gap

In addition, we support those students whose difficulties are not considered SEND:

- Disability (the Code of Practice outlines the duty of making “reasonable adjustment” in all settings and schools provided under the current Disability Equality legislation, though these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Student Premium Grant
- Being a Looked After Child
- Being the child of a serviceman/woman

Every teacher is a teacher of every student including those with SEND. All students will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners.

## The Graduated Approach to SEND support

- Every student's current skills and levels of attainment are assessed on entry to the school, including liaison with the previous school.
- Year 7 students are assessed using a cognitive and ability test (CAT) which, together with attainment data from their school, provide a baseline.
- Attainment levels for students transferring to The King's after year 7 are based on data provided from their previous school.
- Students with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
  1. classroom observation by the SENDCo or leadership team, the SENDCo and external verifiers
  2. ongoing assessment of progress made by student in specific intervention groups
  3. work sampling on a termly basis.
  4. scrutiny of planning.
  5. teacher meetings with the SENDCo
  6. student and parent feedback when reviewing target attainment
  7. whole school student progress tracking

8. attendance and behaviour records
- All students have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents' Evenings and students' attainments to meet these targets are tracked using the whole school tracking system.
  - Regular assessments of progress are made and students who are failing to make expected levels of progress are identified very quickly and are discussed in meetings that are undertaken between the class/subject teacher and Head of Faculty for that subject and extra support is put in place.
  - Where it is decided that action is required to support increased rates of progress, this will follow an **assess, plan, do and review model**.
  - An individual assessment of the student will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to discuss the action to improve outcomes.
  - 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, provision to the teacher of additional strategies to further support the success of the student.
  - 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 class/subject teacher with advice from the SENDCo
  - Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
  - SEND 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 (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.
  - If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student.
  - Authority.

### **Managing students' needs on the SEND register**

Once students have been identified as needing extra support for their SEND, they are added to the SEND register at a level called "SEND support".

SENDCo works with parents/carers to assess the nature of the child's learning difficulty. Parents and carers know their children best, and we listen and understand when they express concerns about their child's progress. We also listen to and address any concerns raised by the children themselves.

The SENDCo will arrange for further assessments to be carried out to determine the nature of the child's difficulties. A range of high quality standardised tests are available within the Learning Support Department for example:

- Direct Reading Analysis (DRA) provides information on reading and comprehension ability;
- The Vernon Graded Word Spelling test;
- Detailed Assessment of Speed of Handwriting (DASH);
- Phonological Assessment Battery (PhAB) an indicator for dyslexia;

Where necessary, the SENDCo may include more specialised assessments from external agencies and professionals. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Support Service from ENTRUST
2. Autism Outreach Team

3. Hearing Impairment team
4. Visual Impairment team
5. Autism and SENDsory Support in Staffordshire (ASSIST) Post 16
6. Educational Psychologist Service
7. Educational Welfare Officers
8. Physical and disability support service
9. Social Services
10. School Nurse
11. CAMHS (Child & Adolescent Mental Health Service)

For students who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care Plan assessment that will be undertaken by the Local Authority.

The SEND register is reviewed termly when there has been a whole school assessment and school reports have been produced. Where it is clear that a student no longer requires support for inclusion on the SEND register, then parents/carers are informed and the child is removed from the register. However, the Learning Support Department keep a "watching brief" on these students for a term.

The school receives funding to respond to the needs of students with SEND from a number of sources: A proportion of the funds allocated per student to the school to provide for their education (the Age Weighted Student Unit); The Notional SEND budget: The Student Premium funding for students who meet certain criteria. In addition, for those students with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g., speech and language support, educational psychologist support
- Parent workshops
- Provision of specialist resources e.g. online literacy programme, voice recognition software, e-reader
- CPD relating to SEND for staff

The support provided is reviewed and shared with parents and carers and the children. Parent/carers' views and students' views are collated at least twice a year. A student passport is created which details the students' learning needs and their views about how they prefer to learn in the classroom setting.

### **Supporting students and their families**

- Please look at the school website. It can be found at [www.thekings.staffs.sch.uk](http://www.thekings.staffs.sch.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school organise a number of Parent Power workshops during the year. These are advertised in the school magazine and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- Support is also available from Staffordshire Family Partnership:  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/sp/home.aspx>

- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk).
- Information on where the Local Authority's **Local Offer** can be found: <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/SENDd-reforms/Local-offer/Local-Offer.aspx>
- Information if you do not agree with **decisions about SEND provision**: <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/sp/ParentPacks/what-if-i-do-not-agree-with-decisions-made.pdf>
- Admissions arrangements <http://www.staffordshirecares.info/pages/my-family/school-education/school-education.aspx>
- Transition plans for adulthood <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/SENDd-reforms/Local-offer/Preparation-for-Adulthood/Preparation-for-Adulthood.aspx>

A number of strategies are in place to enable effective student's transition. These include:

**On entry:-**

- A planned programme of visits are provided throughout the year for students starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

**Transition to the next school**

- The transition programme in place for students in Y6 provides a number of opportunities for students and parents to meet staff in the new school.
- The annual review in Y5 for students with a statement of educational need or an Education, Health and Care plan 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 is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>.
- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools, the SENDCos of both schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition.
- 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.

**Supporting children at school with medical conditions**

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

Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting students at school with medical conditions (DfE) 2014**

### **Training and Resources**

In the last year training has been provided to all staff on:

- How to support students with a diagnosis of dyslexia.
- How to support students with speech, language and communication difficulties

Specialist training has been provided to the SENDCo on:

- The SEND Coordination award

The SENDCo has attended the termly SENDCo Update

- The school has regular visits from Entrust specialist teachers who provide advice to staff to support the success and progress of individual students
- The Hearing Impairment (H.I.) consultant visits termly to support and assess students with H.I.

### **Accessibility**

The Local Authority's Accessibility Plan can be found at this link:

<http://education.staffordshire.gov.uk/Student-Support/SEND-and-Vulnerable-Children/Accessibility-Plan/Accessibility-Plan.aspx>

- Hand rails are present on stairwells in order to allow students with mobility difficulties easier, supported access
- The new school building is scheduled for completion in autumn 2016 and is compliant with the Disability Discrimination Act (1995) requirements.

#### **School trips**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

### **Roles and responsibilities**

The nominated Governor for SEND meets with the SENDCo and reports to the governors on SEND matters.

The SENDCo has responsibility for co-ordinating the provision for students with SEND and the day-to-day operation of the SEND policy and the SEND register.

Support staff from the learning Support Department support individual children or groups of children as directed by the class teacher or the SENDCo. Support for numeracy is directed by the head of the maths faculty.

The designated teachers with safe-guarding responsibility are the Headteacher and Assistant Headteacher: Student Welfare.

The designated teacher for Looked After Children is Assistant Headteacher: Student Welfare.

The designated teacher with responsibility for meeting the medical needs of student is Assistant Headteacher: Student Welfare.

### **Support for improving emotional and social development**

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

- An evaluated 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. Please visit our website to see the topics that are included within this area of the curriculum.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness by the SENDCo or leadership team.
- Small group evidence-led interventions to support student's wellbeing are delivered to targeted students and groups and aim to support improved interaction skills, emotional resilience and wellbeing.

- Vulnerable students who find outside class times difficult are provided with alternative small group opportunities within the school.
- The school has gained Healthy School status which evidences the work undertaken within the school to support students' wellbeing and mental health.

### **Complaints**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENDCo
- The Headteacher

Please also refer to the school complaints policy.

### **Reviewing the SEND policy**

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The head teacher reports the outcome of the review to the full governing body.