



*With God by our side, we can move mountains*

# **Special Educational Needs and Disabilities (SEND) policy**

## **Kensworth CE Academy**

**We carry God's love in our hearts as we aspire to greatness, achieve our goals and stretch our limitless imaginations. Our Christian values empower us to love learning; are the foundations that shape our school community and create future citizens. Feeling happy and safe, we will progress. 'For nothing will be impossible with God' Luke 1:37**

<b>Date adopted</b>	<b>September 2019</b>
<b>Head teacher signature</b>	
<b>Academy Council signature</b>	

**Kensworth CE Academy is committed to safeguarding and promoting the welfare of our children and young people and expects all staff, volunteers and visitors to the Academy to share this commitment**

## Policy statement

At Kensworth CE Academy (KCEA) we recognise that all our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a rich and deep curriculum, made accessible through differentiated activities. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need). We understand that not all children that have a diagnosis will necessarily have a special educational need. All pupils will be considered as individuals on a case by case basis. The Special Educational Needs and Disability (SEND) policy takes account of the Children and Families Act 2014, the Code of Practice 0:25 Years, the Special Needs and Disability Act Regulations 2014, the Equality Act 2010, the policy of Central Bedfordshire Council and the aims of the school.

## Definition

A child is said to have a Special Educational Need if he/she has "significant greater difficulty in learning than the majority of children of the same age". (SEND Code of Practice: 2001) or has a disability which prevents them from making use of the educational facilities of a kind generally provided for children of the same age.

## Special education provision means:

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. KCEA will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

## Objectives

We will:

- Ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- Plan and provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure all children access a rich and deep curriculum.
- Assess children's progress regularly.
- Include children with SEND in the full life of the Academy.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- Provide equal opportunities for all children, ensuring that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- Support and train staff.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, pupils and at appropriate times, outside agencies, working together.

## Staffing

At present the Special Educational Needs Coordinator (SENDCo) for the whole school is Mrs Olivia Bates (Head teacher), who has responsibility for coordinating the support for children with SEND. Mrs Sarah Cowell is the assistant SENDCo. The SEND Advisory Counsellor (Governor) is Mr I Shuffleton, (Chair).

## Admission Arrangements

The DSAMAT believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that *'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (CoP 1:33)

## Identification of Pupils with SEND

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The class teacher remains responsible for working with and devising programmes of work for special needs children. Many children require a personalised learning pathway even if they do not have SEND. If appropriate they may have a provision map compiled for them to help all the adults in school meet their needs. Many children's needs are catered for by the Quality First Teaching which we provide; some require group intervention and some require individual support.

We follow the revised Code of Practice 2002. Areas of Special Educational need are:

- Cognition and Learning
- Sensory and/or Physical
- Communication and Interaction
- Behavioural, Emotional and Social

We aim to identify children with SEND as early as possible during their school-life but a concern can be raised at any time. At KCEA we follow The Code of Practice and this advocates a graduated response to meeting pupils' needs and in most cases parents will be invited in to meet with their child's teacher to discuss their child's needs. A first SEND meeting form will be filled in which will include the parent's views, at this stage the child will be provided for by inclusion and differentiation of work in the class and remain the class teacher's responsibility. The first SEND meeting form is passed on to the SENDCo and monitored if however, the child fails to make appropriate progress after the assess, plan, do review cycle is complete he/she will be moved onto Stage 1.

## Stage One

Stage one is characterised by interventions that are different from or additional to the normal differentiated curriculum. Stage one intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the class teacher, in collaboration with the SENDCo, 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 and the details of interventions will be shared with parents and carers. Normally these will be provision mapped within the school. At this stage the interventions might include more highly differentiated work and tasks, the child having additional support or a different piece of equipment or resources might be required (for example the use of a Story Sequencer). Throughout Key Stage 1 and 2 the children are streamed for

phonics, to help all the children to work at a more personalized level. There are also times when a child might require additional adult support within the classroom or in small group or one-to-one situations.

Currently if a child does not make progress despite this extra support he/she may be moved on to Stage Two.

## Stage Two

Stage Two is characterised by a sustained level of support and, where appropriate, the involvement of external services. The SENDCo will make placement of a pupil at this level after full consultation with parents and at this stage a My Plan or a My Plan Plus will be written in conjunction with the parent, child and class teacher. This highlights the areas that the school, parents and the child can do in order to help the child to reach their full potential. The My Plan or My Plan Plus is circulated to parents, class teacher, teaching support assistant (TAs) and the SENDCo and a review is undertaken each term.

External support services sometimes advise on targets for a new My Plan or My plan Plus and provide specialist inputs to the support process.

Stage two interventions will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work well below Age Related Expectations
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- 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.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting My Plan or My Plan Plus will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

This might include:

- Educational Psychologist EP
- Speech and Language Therapist SALT
- School Nurse
- Social Services
- Assessment and Monitoring
- Advisory Teachers for Learning Support
- Jigsaw Behaviour Support Team
- Or other specialists

The advice received from these outside agencies then forms the basis of the updated My Plan or My Plan Plus and the child is monitored and assessed to ensure that progress is being made.

For a small number of children this support may still not meet their needs. In this case the school can request that the Local Authority (LA) to undertake an Education, Health and Care Plan (EHC) for the child. If a child is assessed and provided with an EHC plan then extra funding will be provided by the LA, which the school/parents will use to support the child. The EHCP will be reviewed annually at the Annual Review Meeting to which parents are warmly invited. Whilst awaiting an EHC plan we are sometimes able to access Outreach Support to enable one-to-one support over a period of a few weeks to help support a specific child, providing advice for the relevant class teacher and SENDCo.

## **My Plan or My Plan Plus**

Strategies for pupils' progress will be recorded in a My Plan or My Plan Plus containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The My Plan or My Plan Plus will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The My Plan or My Plan Plus will be discussed with the pupil and the parent. My Plan or My Plan Plus are reviewed regularly with parents and school staff.

## **Possible interventions at Stage 1 and Stage 2**

The SENDCo in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

## **Request for an Education, Health and Care Plan**

The school will request an Education Health and Care plan from the LA when, despite an individualised programme of sustained intervention the child remains a significant cause for concern. The school will have the following information available:

- The action followed with respect to Stage 1 and 2.
- The pupil's Provision maps and /or My Plan or My Plan Plus.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- Age Related Expectations
- Literacy/Numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the child.
- Social Services/Educational Welfare Service reports.
- Any other involvement by professionals.

The school recognises that a request for an EHCP does not inevitably lead to an EHCP.

## **Educational Health and Care Plan (EHCP)**

An Educational health and Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement.
- Established through parental/pupil consultation.
- Set out in the SP.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

## Reviews of Educational Health and Care Plans

These must be reviewed annually. The SENDCo will organise these reviews and invite:

- The child's parent or carer.
- The child if appropriate.
- The relevant teacher.
- Any other professionals involved.

### The aim of the review will be to:

- Assess the pupil's progress in relation to targets.
- Review the provision made for the pupil in the context of the National Curriculum and ARE (age related expectations) attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

Year 6 reviews will indicate the provision required in Middle or Secondary school. The SENDCo will attend a meeting with middle school SENDCo colleagues to discuss the needs of children moving into Year 7 from Y6.

## Funding

The school receives funding from the LA for Special Needs, within the general school budget, as an amount for non-statemented children with SEND (referred to as devolved funding) and in individual amounts for children with an EHCP, above a specific threshold. The funding is used to provide the support from classroom assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for SEND, to provide cover to enable review meetings to take place and to provide administrative salary costs. Funds received for a child with an EHCP will be allocated to provision for that child, within the terms of their EHCP, although where provision for a number of children can be usefully combined, this will happen, in accordance with LA advice.

## Provision of Resources

Resources are normally kept in classrooms although some equipment used by many staff will be in the SLT office. The SENDCo will review resources annually and purchase new materials from the agreed SEND budget. The availability of resources will be advised to colleagues at Staff meetings. SEND funding is allocated as set out by the LA and in line with the aims of this policy. The notional 5% allocation is spent primarily on TA hours whilst resources are agreed annually to meet the needs of the pupils with SEND. Other funds or grants are sought as appropriate. Those children with a statement or EHCP have a separate budget.

## Access for the Disabled

The school is on one main level although there are various steps located around the school. There is an accessible toilet in the pre school building; there is also a baby changing mat available here.

## Liaison within the School and with other Schools

Good liaison within the school is seen as essential. This is organised on a regular and flexible basis. Sharing

Information and discussing progress will provide a relevant approach to the child's needs. The SENDCo (Mrs O Bates) meets with other DSAMAT SENDco's on a regular basis. Some schools offer extra transition days for the most vulnerable, which the SENDCO facilitates. Year 6 teachers will also liaise with receiving Secondary School Coordinators at times of transfer. The Pre-School offers stay and play sessions, which are an ideal opportunity for parents to approach staff and discuss their child's needs. The SENDCo will also encourage other Early Years and Three Plus providers to contact her, with parents' permission, to hand up information about children at Early Years Stage.

## Assessment

All children are assessed throughout the year through an online tracking system. Additional standardised tests for reading, spelling, comprehension and vocabulary tests are taken by all pupils throughout the academic year and form an additional layer to tracking pupil's progress and gaps that

may be evident in a pupils' stage of learning. We are currently using a whole school literacy scheme entitled Read Write Inc, which is intended to embed a solid foundation of phonics in early stages of learning, raising standards in literacy across all Key Stages.

### **Review and Monitoring**

All children with SEND are reviewed at least termly and their level of support adjusted accordingly. Their My Plan or My Plan Plus are usually reviewed at each half term, (i.e. October, March and May) allowing them time to settle into a new term and giving the teacher and support staff time to see how strategies are working before compiling the next My Plan or My Plan Plus. A termly cycle of pupil progress meetings are held in staff meetings so that a 'pupil with slow progress' in a variety of curriculum areas can be highlighted to the teaching team and discussion around resources and provision can be agreed and deployed by the SENDCo. SEND concerns are discussed at SLT where data is reviewed regularly to monitor impact of provision or further resources request that are made and actioned accordingly.

### **Roles and Responsibilities**

#### **The Headteacher/ SENDCo (Assistant SENDCo):**

- Has overall responsibility for provision for children with SEND.
- Is a deputy designated Child Protection Officer, liaising with appropriate staff.
- Liaises with the Regional Hub Board, Advisory Council and LA with regard to SEND.
- The SENDCo plays a crucial role in the school's SEND provision. This involves working with the DSAMAT to determine the strategic development of the policy.
- The day-to-day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.
- Managing Teaching Support Assistants.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to INSET.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services may be involved with SEND pupils:

- Educational psychologist.
- Medical officers.
- Speech therapist.
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.

In addition, important links are often in place with the following organisations:

- The LA.
- Specialist Services.
- Education Welfare Officer.
- Social Services.
- A secondary role for the SENDCo is as Designated Teacher for Looked After Children (LAC).

#### **The Regional Hub Board and Advisory council**

Has responsibility for:

- Monitoring of SENDCo action plan
- Ensuring each child is reaching his/her potential
- Monitoring the progress of specific groups of children in line with 'Every Child Matters'

## **The Teaching Assistants**

All teaching assistants work with SEND children, support may include:

- Individual/group support for children on stage 1, stage 2 or children with an EHC plan.
- Individual/group support for SEND children.
- Withdrawal groups.
- In-class support of children.
- Intervention groups such as Maths catch –up, Phonics catch-up.
- Social skills support/ nurture groups.
- Speech and Language Therapy groups.

## **Other Policies and documents:**

Other policies that should be read in conjunction with this include rewards and sanctions, learning and teaching and the Complaints procedure. Procedures for referral to outside agencies are available in the 'SEND handbook' published by the LA on the Local offer.

Governmental guidance and advice in addition to that in the Code of Practice is contained in 'Inclusive Schooling – Children With Special Educational Needs' and the 'SEND Toolkit'.

## **Further development of very able children**

This is covered under a separate Policy for the more able.

## **Implementation and Review**

The school considers the SEND Policy document to be important and, in conjunction with the RHB, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the Academy Development Plan.

## **Success Criteria**

The success of this policy is evidenced by the progress made by all children with SEND.