

KINGFISHER PRIMARY ACADEMY



Special Educational Needs and Disability (SEND) Policy

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Legislative Compliance

This policy complies with the statutory requirement laid out in paragraph 3.66 of the SEND Code of Practice 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014.
- Equality Act 2010, subsequent updates and DfE advice for academies, February 2013
- Statutory Guidance on Supporting pupils at academy with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, January 2014 • Teachers Standards 2012
- National Inclusion Statement

Our academy has separate policies in Safeguarding, Behaviour, Assessment and Anti Bullying

Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010.

Academy Vision

We aim to equip pupils to be confident, responsible and well educated, so that they can fulfil positive roles in society. We will provide a just, stimulating and caring environment where excellence can develop through high quality learning experiences and where individual needs and abilities of pupils are taken into account.

Aims and objectives of our approach to SEND

- To ensure equal opportunity for each child to succeed at the highest possible level, removing barriers to access and participation in learning.
- To recognise the needs and talents of each pupil, ensuring effective identification and assessment of children's needs and provide early intervention.
- To provide an educational environment, enabling disabled pupils to take advantage of a full education and associated opportunities.
- To work in partnership with families and others involved in the care of children in our academy.
- To promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others.
- To provide differentiated and personalised learning opportunities building on each child's strengths and interests.
- To make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- To work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Learners with SEND

A child has a special educational need or a disability if he/she has a learning difficulty or a disability, which calls for a special educational provision to be made for him or her.

A child has a learning difficulty if he/she has:

- greater difficulty in learning than the majority of the children of the same age or
- a disability which hinders him/her from making use of the educational facilities provided for children of the same age.

Special education provision is provision that is additional to or different from that made generally for others of the same age.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

Roles and Responsibilities

The Principal

The Principal is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn.

The SENDCo

The SENDCo will oversee the day-to-day operation of this policy and will:

- Co-ordinate the provision for and manage the responses to children's special needs and disabilities;
- support and advise colleagues regarding the need to intervene on a pupil's behalf through the graduated response and waves of support implementation and review;
- monitor and evaluate the special educational needs and disability provision and keep appropriate records and documentation, supported by teaching assistants;
- contribute to and manage the records of all children with special educational needs and disabilities;
- manage and maintain a range of resources, human and material, to enable appropriate provision to be made;
- discuss with the head teacher the range of interventions/additional provision available and the management/implementation of teaching assistants and support;
- act as a link with external agencies and other support agencies;
- act as a link with parents if required;
- arrange and attend pupil's annual review meetings;
- complete the documentation required by the LA and other outside agencies;

- prepare for and attend half termly group consultation meetings with an educational psychologist and autism team;
- report on the provision of special needs to the governing body.

Class Teachers

- are responsible for providing support for all pupils in the class through quality first teaching;
- maintain and update, in consultation with parents, pupils' SEN support plans, with advice and support from the SENDCo;
- are responsible for initial identification of a pupil's special needs through observation of classroom practice and ongoing assessment;
- must inform the SENDCo, by filling in a referral form, of their concern and decide, with the SENDCo, if the academy needs to help the pupil through the introduction of a specific intervention;
- must provide the SENDCo with all the information in order to assist them in devising an effective plan;
- organise the timetable, class groupings and all available resources so that the pupil receives all possible support to reach the outcomes set;
- share the targets with the pupil (at an appropriate level) to help the pupil become aware of what s/he needs to achieve.

Teaching assistants

- deliver high quality interventions, as outlined by the class teacher, and record appropriate evidence from each session.
- communicate with the class teacher the outcome of each session delivered.

Graduated approach to identifying children with SEND

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The academy uses a graduated response that encompasses an array of strategies to meet the child's special educational needs:

Quality First Teaching

The class teacher identifies children who are not making the expected progress and fills in a referral form for the SENDCo's involvement. The SENDCo observes the child and offers strategic support.

Early intervention

The class teacher identifies children who may benefit from an intensive, structured programme of work. Children may also be provided with additional resources, either human or technical to support their learning. If adequate progress has not been made following this intervention, the class teacher will liaise with the SENDCO to agree appropriate provision in academy.

SEND Support

Parents will be invited into academy by the class teacher to discuss the action being taken and how they can support their child at home. The class teacher and the SENDCo assess and monitor the child's progress in line with existing academy practices.

The triggers for placing or deciding to implement a Academy Support Plan could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness, despite appropriate interventions at group and individual level
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the academy;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Support from outside agencies

If the pupil still fails to make adequate progress the SENDCo will seek parental consent and then contact the academy's Educational Psychologist (through half termly consultancy meetings) or the Inclusion Development Officer or others e.g. academy nurse, to seek advice. This advice will be recorded in the child's chronology. At the group consultation meetings, pupils are discussed (with prior parental consent) and an action plan formulated. The class teacher must then implement the action plan and then feedback its impact at the next meeting.

Further Action

It may be that if the academy cannot adequately meet the child's needs then further action is considered - such as application for EHCP

Educational, Health and Care Plan (EHCP)

For some children with SEN, despite the academy, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision. When specialist equipment or a high level of staffing support is required to support a child with SEN, our academy will fund this as part of additional SEN support up to £6,000 per year for each individual child. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other academies in joint purchasing/hire of equipment. For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether

a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted.

Partnership with parents

When we identify any special need in a child, the academy keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Transition arrangements

Transitioning into Foundation

Foundation staff will meet with staff from local pre-schools prior to pupils starting academy. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

Transitioning into Secondary

Our SENDCo meets the SENDCo from the high academy during the summer term to make effective transition arrangements for pupils as necessary for their individual needs. We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.

Evaluating the Success of the Policy

Success Criteria may include:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs attaining age related expectations at the end of KS1 and at the end of KS2,

Dealing with complaints

- Any complaints will be managed according to the academy's Complaints Policy.
- This is available, on request, from the academy office. 12

Please read this policy in conjunction with the Astrea Inclusion Policy found below:

https://astreaacademytrust.org/wpcontent/uploads/2017/07/EEF_guidance_to_evaluators_on_cost_evaluation.pdf