



**KING'S PARK
ACADEMY**

High Expectations Lead to High Achievers

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SEND POLICY

Adopted by Academy Advisory Committee: October 2018

To be reviewed: October 2019

**High Expectations lead to High Achievers
Part of Ambitions Academies Trust**

King's Park Academy

Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (15th August 2014) and has been written with reference to the following guidance and conditions:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SEN Co-ordinator (SENCO) for the school is Sarah Beer who is a member of the school's Senior Leadership Team.

School Ethos

- At King's Park Academy our aim is to ensure every pupil has the opportunity to achieve his or her best. We do this by always placing our school's mantra at the forefront of everything we do: 'High Expectations Lead to High Achievers.'
- We are committed to providing an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, but this policy covers all these pupils.

We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers and support staff respond to pupil needs by:

- Providing support for pupils who need help with communication, language and literacy.

- Planning to develop pupil understanding through use of all their senses and through varied experiences.
- Planning for pupils' full participation in learning, in physical and practical activities.
- Helping pupils to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals manage their emotions and to take part in learning.

Definition and purpose of the SEND policy

High quality teaching that is differentiated and personalised will meet the individual need of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

Section 21 of the Children and Families Act 2014.

A child has additional educational needs if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

For the purposes of this policy, a child is deemed to have individual learning needs if he/she:

- Has significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability which either prevents or hinders her/him from making use of the educational facilities of the kind usually provided for students of the same age.

Disabled Students

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

King's Park Academy adopts the social model of disability.

<https://www.gov.uk/government/policies/creating-a-fairer-and-more-equal-society/supporting-pages/the-social-model-of-disability>

The purpose of this policy is to ensure that:

- The needs of those children with SEND are identified early through rigorous assessment and appropriate provision put in place to meet their individual needs;
- Those children with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in all school activities;
- Children with SEND are valued equally along with all other students and will be enabled and encouraged to develop their potential to the full.

Aims and Objectives of the SEND policy

The SEND policy aims to:

- To provide a broad, balanced and suitably differentiated curriculum relevant to children's needs, through all staff sharing responsibility for SEN.
- To recognise and respond to the changing needs of pupils;
- Implement an approach to the early identification and assessment of children with additional special educational needs;
- To ensure access to a challenging, relevant and differentiated curriculum for all children through the provision of appropriate resources and support;
- To provide support and advice for all staff working with children who have special educational needs.
- To work in a 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.
- To involve children and their parents/carers in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.
- To ensure that pupils receive the provision set out in their Statement of Educational Need or their Education Health and Care Plan.

To fulfil these aims we intend to:

- Demonstrate that meeting the needs of children's learning and/or behaviour including social and emotional well-being is part of high quality education.
- Employ a variety of strategies, including differentiation and support both in and outside of classes for children with special needs.
- Promote links with outside agencies and parents.
- Deliver relevant CPD which will foster a greater understanding of the needs of children and equip staff with a variety of tools and strategies for use in the classroom.
- To carefully map and monitor provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Co-ordinate access arrangements for tests at key stage 2 and advise children and parents on the available options.
- To work within the guidance provided in the SEND Code of Practice 2014 and regularly review the policy and practical arrangements to achieve best value.

IDENTIFYING AND ASSESSING STUDENTS WITH SEND

The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

In line with the SEND Code of Practice we accept that children at King's Park Academy may have needs that are a combination of all these.

We have a clear approach to identifying and responding to additional SEND. All teachers are responsible for understanding existing SEND needs of individual children but also identifying children with additional SEND and, in collaboration with the Special Education Needs Co-ordinator (SENCO), will ensure that those children requiring different or additional support are identified at an early stage.

The children's attainment is assessed on or soon after entry to the school in order to provide a baseline assessment and to ensure continuity of learning. This may flag up children who require additional class based interventions and/or further assessment. We also gather information from the previous school and other professionals already involved, if relevant.

Staff gather information regularly about every child's progress, alongside national data and expectations of progress. Academic data is updated half-termly and shared with children and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- be significantly slower than that of their peers starting from the same baseline;
- fail to match or better the children's previous rate of progress;
- fail to close the attainment gap between the child and their peers;
- widen the attainment gap.

Children may also be identified via pastoral and academic meetings where attendance and behaviour data are considered. Where teachers decide that a child is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents/carers and carry out further class based assessments. A period of additional class based interventions will then follow.

Managing students with SEND

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. Classroom observation by the senior leadership team, SENCO support and challenge and/or external verifiers,
 2. Ongoing assessment of progress made by pupils with SEND,
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND,
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. Attendance and behaviour records.

Action relating to SEND support will follow an '**assess, plan, do and review**' model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher/Head of Year in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** 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 pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/Head of Year with advice from the SENCO.
3. **Do:** SEND support will be recorded on a pupil passport that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If, despite class teacher intervention, the child continues to make less than expected progress, the SENCO and Head of Years are consulted. With parental agreement, the School will liaise with outside professionals if they are already involved with the student the SENCO will draw on more specialised assessments from external agencies and professionals. We expect children and parents to participate as fully as possible in the assessment, planning and reviewing process.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an

assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

Access Arrangements

In order to enable equal access to national tests, at the end of both key stages access arrangements may be applied for where this has been the child's normal way of working. Access arrangements can be for one or more of the following:

- Extra time up to 25%
- A reader
- A scribe
- Visually altered papers

Provision

All learners with additional SEND needs will be included on a provision map which outlines and monitors all additional intervention. The provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupils themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school's Support Pupils with Special Medical Needs Policy.

Supporting pupils and families

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. King's Park Academy recognises that parents hold key information about their child's needs and how best we can support them. All parents of

children with special educational needs will be treated as partners and encouraged to take an active role in their children's education. We also recognize that the children themselves may understand their own needs and we will support them to give their views about their education and how we can help them achieve these outcomes. They will be encouraged to participate in decision-making processes and contribute to the assessment of their needs through reviews.

What is the Bournemouth SEND and Disability Local Offer?

Bournemouth Borough Council is working with services to provide more comprehensive information on what each of these services specifically provide for children and young people with special educational needs and disabilities (SEND). This offer will include provision from birth to 25, across education, health and social care.

Bournemouth's Local Offer and other information on the changes in SEN can be found at:

<http://www.bournemouth.gov.uk/ChildrenEducation/Special-Educational-Needs/SpecialEducationalNeeds.aspx>

King's Park Academy's SEND information report is part of the Bournemouth Local Offer and can be found at:

<http://bournemouth.sendlocaloffer.co.uk/kb5/bournemouth/directory/home.page>

Evaluation of success of the SEND Policy

The success of the Special Educational Needs and Disability Policy can be measured in the attainment achieved by the children with special educational needs. Children will be assessed through baseline data at induction, half-termly or termly monitoring, assessments, recording of progress and test results.

It must also be recognised that some kinds of success, particularly personal, social and emotional are not easily measurable but it is important that they are acknowledged and recorded.

This policy will be reviewed on an annual basis.

Key:

SEND – Special Education Needs and Disability

SENCO – Special Educational Needs Coordinator

LA – Local Education Authority

KS – Key Stage

CPD – Continuing Professional Development

EHCP – Education Health Care Plan

EHC – Education, Health & Care

DofE – Department of Education