



Kingston Community School

Grace, love & fellowship

Special Educational Needs and Disability (SEND) Policy

AIM:

To provide an educational experience of the highest quality for all the children in our care through creating an inclusive and stimulating learning environment, which captures pupils' interest, extends their knowledge and raises their aspirations.

Approved			
Review Date	Autumn Term 2017-18		
Signed (Interim Headteacher)		Name	Devinder Riat
Signed (Chair of Local LAB)		Name	
Signed (Company Secretary)		Name	

Kingston Community School

Special Educational Needs & Disability (SEND) Policy

This policy is written in line with the requirements of:-

- SEN Code of Practice 2015
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010
- National Curriculum Key Stage 2 framework document Sept 2013
- Teachers Standards 2012
- and is reflected in our School's Local Offer - located on our website

This policy should also be read in conjunction with the following policies:

Behaviour Policy, Teaching for Learning Policy (in process), Single Equalities Policy, Child Protection (Safeguarding) Policy, Accessibility Plan (in process)

This policy was developed, taking into consideration the views of all stakeholders including parents, families, Local Authority, Special Educational Needs Coordinators Network and representatives from the LAB. The policy will be reviewed annually.

Purpose, Vision and Values

At Kingston Community School (KCS) we aim to provide an educational experience of the highest quality for all the children in our care through creating an inclusive and stimulating learning environment, which capture pupils' interest, extends their knowledge and raises their aspirations.

Kingston Community School is committed to ensuring that all staff, pupils and others involved in the school community have equal opportunities and we are committed to removing any barriers to the learning and progress of each of our pupils. We aim to give all children, including those identified as having a special educational need or disability, an equal entitlement and full access to the curriculum at school and to enable each individual to participate fully in school life.

We understand that inclusion and equal opportunity does not mean that each individual is treated in exactly the same way, but that each receives the provision they need to access the very best, high quality education, whatever their age, ability gender, ethnicity, or disability.

Kingston Community School's commitment to inclusion is reflected in the school's policies, practice and school development plan where **all** learners are considered and provided for within the school community as part of everyday good practice. We believe that every teacher is a teacher of every child, including those with SEN. We have high expectations and set suitable targets for all pupils. We aim to create an environment that meets the

special educational needs of each child, ensuring that our children have a voice in this process.

We are committed to producing the highest quality education and service provision at the School. To help us do this, we self-evaluate throughout the year, determining appropriate objectives to pursue. We do this to ensure that in addition to 'doing things right' we are also 'doing the right things' and maximising our use of resources available to us to promote children's safety, learning and well-being.

The functions of the School are regularly reviewed through the work of the LAB (Local Academy Board).

We **CHALLENGE** our practice at each level by debating:

- ❖ What we have achieved
- ❖ What we need to achieve
- ❖ The effectiveness and value of what we provide as an organisation
- ❖ Why we carry out certain tasks and how we could do things differently and more effectively

In the process of debate, all developments and new ideas are considered for their benefits and value in the light of identified priorities.

The objectives of the policy are:

- To identify & provide for pupils who have special educational needs and additional needs
- To identify, at the earliest possible opportunity, barriers to learning and ensure participation for all pupils with SEND
- To provide high quality learning experiences for all the pupils at Kingston Community School so that they achieve their best and become confident individuals living fulfilling lives...' (SEN Code of Practice, January 2015)
- To enable all pupils to participate fully in lessons and ensure they experience success in their learning
- To value and encourage the contribution of all pupils to the life of the school
- To enable pupils to have their voice heard
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To work in partnership with parents
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To communicate with the LAB to enable them to fulfil their monitoring role
- To provide a Special Educational Needs Co-ordinator (SENCO) who will oversee delivery of the SEND Policy and practice
- To work within the guidance provided in the SEND Code of Practice, 2015

Definition of SEN:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; **or**
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Additional Need (AN) refers to a need, not identified as a Special Educational Need, but which nonetheless can create a barrier to learning and could well include a social need.

Additional Special Educational Need (ASEND) is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

There are four categories of need in the SEN Code of Practice, they are:

- Communication and interaction (CI)
- Cognition and Learning (Cog)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (SP)

SEND Provision at Kingston Community School:

All pupils at Kingston Community School participate in learning and follow a curriculum which is differentiated to meet their needs through 'quality first' teaching. Our special educational provision is underpinned by high quality teaching and is the first step in responding to pupils who have or may have SEN. All our children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Teachers are responsible and accountable for the progress and development of all the pupils in their class, with additional support when needed from specialist staff or teaching assistants. The Senior Leadership Team and curriculum leaders regularly observe the quality of teaching and learning for all pupils, including those at risk of underachievement. All staff have access to training to help identify and support vulnerable pupils and those with SEND.

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children.

In order to meet the requirements of this additional to and different from SEN provision the school employs additional teaching approaches – detailed in the local /school offer – as advised by internal and external assessments

Additional staff are employed to support delivery of this provision, under the close direction of teachers. The class teacher remains responsible for overseeing this additional provision as well as working directly with the pupil in class.

A Graduated Approach to identification, assessment and support for SEN:

At Kingston Community School, class teachers, with the support of the Senior Leadership Team, track and monitor the progress and attainment of all pupils throughout the year using National Curriculum year ending expectations. A range of additional personalised assessments and diagnostic tests are also used as appropriate, to help us identify individual needs. Any concerns about learning or progress of individuals are raised with the Special Educational Needs Coordinator (SENCo).

If a child is identified as having a difficulty in any area, a range of interventions or additional supports will be put in place to enable them to make progress. The Inclusion Lead or SENCo checks that every child is making good progress with any additional individual or group support that they take part in.

The principle of early identification and intervention underpins our approach to assessing those pupils who need extra help. This early support will frequently be put in place before a special educational need has been identified, often enabling the pupil to catch up without the need for SEN identification. Examples of extra support available are outlined in our Local Offer. If, following this early intervention, a child continues to make insufficient progress or requires continued significant support in order to address ongoing need they may then be identified as having a special educational need (SEN).

The SEN Code of Practice (2015) describes adequate progress as:

- similar to that of children of the same age who had the same starting point
- matching or improving on the pupil's previous rate of progress
- allowing the attainment gap to close between the pupil and children of the same age

When pupils who have been identified as having a special educational need or disability, a personal provision plan (PPP) will be drawn up detailing all the support and specific targets set to meet their particular needs. This plan is shared with parents/carers and reviewed termly.

At Kingston Community School we already make provision for most frequently occurring special educational needs, with or without a statement of SEN or Education, Health and Care Plan (EHCP):

- for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and emotional difficulties. Where more complex or less frequently occurring types of special educational need arise, we access training and advice in order to meet these needs. At times this may involve consulting with outside agencies to receive specialised expertise.

The purpose of more detailed professional assessment and review – e.g. Educational Psychologist (EP); Speech & Language Therapist (SALT) – is to understand what additional resources and different approaches may be required to enable the pupil to make better progress. This information is shared with parents, and forms part of a support plan which is reviewed termly and refined and revised as necessary.

If the pupil makes good progress through implementation of ‘additional to and different from’ provision (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different intervention /resources, he or she will no longer be identified with special educational needs.

For children with most significant and ongoing special educational needs who are either achieving at a considerably lower level than is within national expectations for their age or making little progress over a longer period of time despite their personalised provision plan, a request may be made for more formal assessment to receive an Education, Health and Care Plan (EHCP) (previously a Statement of special educational needs). This process will involve outside professional agencies who together with the school and in close consultation parents /carers will draw up a plan outlining additional provision and expected outcomes to be met.

Assessing and reviewing progress of pupils with special educational needs:

The progress and attainment of pupils with a special educational need is tracked and monitored using the same systems as for all children. For children with personal provision plans or EHCPs/statements progress will be monitored and reviewed in relation to targets set through these processes.

Regular monitoring and review of all children on the SEND register will focus on the extent to which planned outcomes of provision have been achieved, whether through personal provision plan or EHCP/statement. Assessment information from teachers will show whether expected progress is being made against National Curriculum levels, with additional data gathered, where necessary, to measure progress against specific targets with specific assessments to measure small steps of progress. The views of pupils and parents are taken into account throughout this process with termly review meetings set to include class teachers, support staff, SENCo and parents, together with their child with SEN – all of whom contribute to the review.

For pupils with a statement of special educational needs or Education, Health and Care Plan an annual review of provision in place for the child is held, enabling evaluation of the effectiveness of the special provision the made. This review includes parents/ carers and all professionals involved with the child.

Every pupil in the school has their progress tracked at least termly. In addition to this, pupils with special educational needs may have more specific assessments to inform targets and to measure small steps of progress. If these assessments show inadequate progress being made, the support plan (Personal Provision Plan) and outcomes will be reviewed and adjusted.

Managing pupils needs on the SEN register:

The SENCo ensures that the SEN register is regularly reviewed and updated. The school uses provision mapping, monitoring of interventions, pupil data and personal provision plans to track monitor and review outcomes on a termly basis. Personal provision plans for those identified with a SEN strive to ensure stretching targets are met within an agreed time frame, with responsibilities allocated to those involved.

Pupil progress data is reviewed termly, overseen by Senior Leadership Team meetings. If the school experiences ongoing difficulty in fully meeting the needs of a pupil, appropriate outside agencies are consulted for support.

If significant progress has been made and maintained, a child may be removed from the SEN register. We would consider the recommendations of other professionals and the views of parents before removing a child from the register. The SENCo and the class teacher will also continue to monitor the child closely, reviewing continued progress half termly.

Adapting the curriculum and learning environment for pupils with SEN:

At Kingston Community School we follow the advice given in the National Curriculum framework on adapting the curriculum and learning environment for pupils with special educational needs. We also incorporate the professional advice provided by experts in particular areas of need as well as taking into account information about the child gained through both internal and external assessments and strategies prescribed in statements of special educational needs / Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'
(Code of Practice 6.11)

Our curriculum and learning environment is regularly reviewed as reflected in our Teaching for Learning Policy (in process), Single Equality Policy and adjustments reflected in our Accessibility Plan (in process).

'Reasonable adjustments' may need to be made in order for children with SEN to access extra-curricular activities and trips. This will be achieved in discussion with parents and carers.

Support for improving social, emotional and mental health of pupils SEN:

All pupils are supported with their social and emotional development through our PSHE (personal, social, health and emotional) curriculum, through which we explore our school values. Themes and activities are shared through class lessons, circle times, extended activities, interventions, assemblies and projects.

In addition, we have a range of specific additional programmes, run by specially trained staff, to help support particular aspects of well-being and address emotional needs. These include:

- Teaching Assistants trained as Emotional Literacy Support Assistants (ELSA) who work with children identified as benefitting from weekly emotional support sessions
- Nurture group - also led by the ELSA trained support staff.
- 'Draw and Talk'- another therapeutic programme to support emotional well-being.
- Social skills therapies through play, for younger children.
- A range of social skills group sessions - provided by trained support staff

For some pupils with the most need for help in this area we can also work together with external agencies to support their needs. (See local offer).

We recognise that vulnerable pupils may be at risk of bullying. We do not tolerate bullying in any forms and we have an **Anti-Bullying Policy/ Positive Behaviour** Policy where our school procedures are outlined.

We have regard to statutory guidance in supporting pupils at school with medical conditions. Please refer to our Medical Conditions Policy (on our school website).

Admissions Procedures:

Admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and follow the usual school admissions procedures.

The school also makes provision to meet the needs of pupils with a statement of special educational needs / Education, Health and Care plan. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The school will conduct a risk assessment prior to the child starting school, in partnership with all relevant stakeholders, to ensure the school is fully equipped to meet the personal needs of the child.

Training and Resources:

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff undertake regular training and development.

All newly appointed teachers and support staff undertake induction related to SEN provision. This includes meeting with the SENCo who explains systems and structures in place in the school and to discuss the needs of individual pupils.

The school's SENCo regularly attends the LAs and Cluster SENCo network meetings in order to keep up to date with local and national updates in SEND.

Where a training need is identified a suitable provider is sought to ensure appropriate professional development. Training for areas of SEN is ongoing and in response to identified needs (see local offer).

Specialist equipment is considered on an individual basis.

Additional Funding: Where a child needs additional support over and above the core funding the school will apply for additional funding to further meet their needs.

Arrangements for consulting with parents of children with SEN and involving them in their child's education:

All parents of pupils at Kingston Community School are invited to discuss the progress of their children with an SEN termly meeting. Additional meetings to provide information and advice about supporting children can be requested at any time. These will be arranged with class teacher and/or SENCo as appropriate.

Parents of pupils with a statement of SEN or an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which includes other agencies and professionals involved with the pupil.

Pupils will be consulted about and involved in the arrangements made for them as part of their personalised provision.

We deliver parent meetings and workshops on various curriculum areas and supporting children with a range of needs, throughout the year. We encourage parents to attend these meetings which can be very helpful in co-ordinating support, strengthening links between home and school and helping to provide a comprehensive and integrated programme of support for children with SEN.

Roles and responsibilities:

The Headteacher:

The Headteacher has overall responsibility and will keep the LAB informed of the school's needs. The Headteacher will work closely with the SENCO.

The LAB:

- has due regard to the Code of Practice, January 2015 when carrying out its duties toward all pupils with special educational needs
- oversees annual reporting to parents on the success of the school's policy for children with special educational needs
- has identified a governor to have specific oversight of the school's provision for pupils with SEND. The LAB member with responsibility for SEN is **Catherine Joseph**. The SEN LAB member ensures that all LAB members are aware of the school's SEN policy and practices

The SENCo:

The SENCo is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- contributing to the in-service training of staff
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- liaising with and providing SEN records to receiving schools upon school transfer
- liaising with early years settings when receiving a child with special educational needs into the school

Melanie Reilly (SENCo) is responsible for SEND at Kingston Community School and at present the Headteacher is responsible for the leadership of Inclusion across the school. The SENCo has a qualification in National SENCo award

Class teachers:

Class teachers are responsible for:

- working together to develop and review procedures for identifying, assessing and making provision for pupils with SEND
- reporting concerns to the Inclusion Manager
- liaising with parents regarding **SSPs**
- differentiating work appropriately for pupils with SEN and/or disabilities
- ensuring all pupils are able to contribute during lessons and are included in activities
- reporting training needs to the Inclusion Manager
- ensuring Teaching Assistants have a copy of relevant SSPs or a summary of SSP targets for pupils they are working with

Teaching Assistants/ Learning Support Assistants:

Teaching Assistants are responsible for:

- delivering programmes of work for pupils who require additional support
- giving feedback to the class teacher about progress of individual pupils working in their group
- attending relevant training linked to the needs of the children

Monitoring and evaluating provision for SEN:

The monitoring and evaluating of provision is an ongoing process.

The Senior Leadership Team carries out regular learning walks and classroom observations, regularly, with SEN, planning and differentiation a regular focus. Intervention groups are also observed. Any observations are discussed and any gaps identified and training delivered.

The SENCo meets termly with the SEN LAB (Local Academy Board) member who, alongside other school LAB members, are involved in monitoring SEN within the school.

Evaluation and monitoring arrangements ensure an ongoing cycle of review with a view to improving provision for all pupils.

Dealing with complaints:

The school works, wherever possible in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's existing complaints policy and procedure.

We encourage parents to discuss their concerns initially with the class teacher and SENCo, before any formal complaint submissions outlined in the Complaints Policy.

Resolving Disagreements:

The SEN Code of Practice outlines procedures for resolving disagreements in Chapter 11.

EnhanceAble – a local voluntary sector organisation – delivers the Parent Partnership Service, providing free, impartial, confidential, advice and support, outlining options around educational issues for parent/ carers who have children with special educational needs or disabilities (0-19/25 age).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. It also aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

Parent Partnership Service can be contacted on: **HELPLINE: 020 8547 6200**

Website: www.enhanceable.org

Kingston Community School's arrangements for supporting the transition of pupils with SEN:

At Kingston Community School, we recognise transitions between educational settings as extremely important for all pupils and those requiring additional support are identified and carefully planned for. We liaise closely with the educational settings used by pupils before transferring to us, in order to ensure we attain information that will make the transfer as seamless as possible. We also contribute information to pupils' onward destination by providing information to the next setting. (For further information see our Local Offer)

The Local/School's offer:

The local authority's local offer is published on www.kingston.gov.uk and parents without internet access should make an appointment with the SENCo for support in gaining the information they require. Kingston Community's School Offer is located on our school's website: www.kingstoncommunityschool.com

Reviewing the policy:

This policy will be updated regularly. The information will meet the requirements laid out in the Special Educational Needs and Disability Regulations 2015