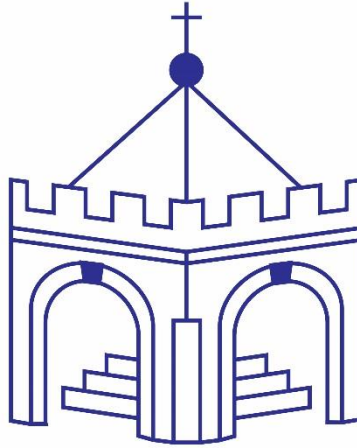


KING INA



CHURCH OF ENGLAND ACADEMY

King Ina C of E Academy

Special Educational Needs & Disabilities Policy

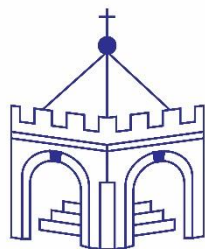
(SEND)

**Start children off on the way they should go and even
when they are old they will not turn from it.**

Proverbs 22:6 (NIV)

Revised March 2020

KING INA



CHURCH OF ENGLAND ACADEMY

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Date:	March 2020	Review Date:	March 2021
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Special Needs Co-ordinator (SENCO)	Governor for SEN
Mrs Laura Ruddle	Mr Graham Load

Policy to promote the successful inclusion of children with Special Education Needs and Disabilities (SEND) at King Ina Academy.

Statement of Intent

It is the aim of our school to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school whatever their needs or abilities.

We cater for pupils who experience difficulties with:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health issues (SEMH)
- Sensory and/or Physical and Medical conditions

The school has full provision for pupils who are disabled, and we respond to all needs on an individual basis.

Definition of Special Educational Needs:

We believe that... 'Children have special educational needs if they have a learning difficulty, which requires additional or significantly different provision than their peers'.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children 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 children of the same age.
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

(Special Educational Needs Code of Practice January 2015)

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
- for children under two, educational provision of any kind.' (Education Act 1996)

Aims and Objectives

We aim:

- To identify pupils with SEN as early as possible and ensure that their needs are met by gathering information from parents, education, health professionals and early years settings prior to the child's entry into King Ina Academy.
- To have effective systems in place whereby teachers can ensure that the SEND team are aware of such pupils.
- To ensure all pupils take a full and active part in school life in consultation with health and social care professionals.
- To make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the our broad and balanced curriculum. This will be carefully monitored and regularly reviewed to ensure that individual targets are being met and pupils' needs are catered for.
- To monitor the progress of all pupils in order to aid identification of SEN. Continuous monitoring of SEN pupils by class teachers will help to ensure they are able to meet their full potential.
- To promote strong partnership and communication between children, parents, governors, LA and outside agencies.

Roles and Responsibilities

Special Educational Needs Coordinator (SENCo)

- To work with the Headteacher to oversee provision for pupils with Special Educational needs and/or disabilities.
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Liaising with and advising teachers when necessary.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services.
- To inform parents when SEN provision has been made for their child.
- To report annually to the Governors about the schools SEN provision

	<ul style="list-style-type: none"> Overseeing the Assess, Plan, Do, Review process for all SEN pupils.
The Governing Body	<ul style="list-style-type: none"> To ensure appropriate provision is made for any child with SEND. To have regard to the Code of Practice when undertaking its responsibilities. To have in place a designated SEN Governor who will make sure that children with known special educational needs, are having those needs met as fully as possible. To have in place a strategy to monitor the school's SEN policy. To ensure all children including those with SEN have access to a broad, balanced and appropriately differentiated curriculum.
The Head Teacher	<ul style="list-style-type: none"> To ensure that the daily management of SEN provision is effective. To work closely with the SENCO and the teaching and support staff. To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN.
Class Teachers	<ul style="list-style-type: none"> Class Teachers have an overall responsibility for the care, education and welfare of all children in their class, including (and perhaps especially) children with SEN. To be aware of the school's Graduated Response for the identification and assessment of pupils with SEN and the provision it makes for them. To deliver Quality First Teaching for all children, and assess the impact of Universal interventions for children with possible SEN. To liaise closely with the SENCO and/or SEND Coordinators to develop Assess, Plan, Do, Review Cycles with specific targeted outcomes. To regularly speak with parents regarding their child's progress and/or needs. To notify parents when the school feels that their child has special educational needs and is going to receive additional support.
Parents	<ul style="list-style-type: none"> To work closely with the school in order to develop a partnership that will support SEN pupils.

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs or disabilities.
- admit children with special educational needs including those with Educational, Health Care Plans (EHCP) and those others with SEN Support.
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support.
- Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Provision and Curriculum

The school aims to provide support for our children with SEN as effectively as possible. This includes:

- a broad and balanced curriculum
- flexible grouping of children so that learning needs can be met in individual, small group and whole class contexts.
- A curriculum which is differentiated to match individual needs. Teaching styles and flexible groups will reflect this approach.
- The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some areas, the school will place the pupil on the SEN register at “SEN Support” level and support, that is additional to and different from the differentiated curriculum. Support will be provided through an Individual Assess, Plan, Do, Review (APDR) Cycle focusing specifically on outcomes, based on the pupil's needs. The APDR will outline support in a range of ways including:
 - Classroom organisation and management
 - In class support by Teacher/ Teaching Assistant
 - Time to practice specific tasks for short periods of time on a regular basis
 - Withdrawal for small individual/group work
 - Positive behaviour plans
 - Use of specialist equipment/resources
 - Alternative teaching strategies including the use of ICT
 - Specialist professional support from external agencies, such as Speech & Language, Occupational Therapists and Educational Psychologists.

As a school we are also able to draw on the expertise and knowledge of our colleagues at Learning Support Services (LSS). LSS work to support children in Somerset schools to ensure that all children can access school fully.

Assess, Plan, Do, Review cycles may be written by the SENCo or Class Teacher but should always be written in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from outside agencies.

The Assess, Plan, Do Review cycles will be reviewed every term and the outcomes will be recorded. Pupils should participate in the review where possible. It is good practice for the parents/carers to be invited to participate in the target and review process.

If a pupil does not make progress despite the school providing support and intervention, he/she will be discussed at an Area Pyramid Meeting and advice sought from the appropriate services. This will always be with the consent of parents/carers. The Assess, plan, do, review cycle will be amended accordingly and it may be necessary for an application to be made for an Education, Health, Care plan (EHCP) and high needs funding. The LA in (conjunctions with SENCos) is currently reviewing the funding system so that eventually only pupils with an EHCP will receive additional funding.

The child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. (Now known as an Education and Health Care Plan.)

Identification & The Graduated Response

Early Identification - At King Ina Academy (KIA) we feel it is vital that pupils with SEN are identified at an early stage. Every teacher in this school is responsible for identifying any pupils with SEN within their class. We will inform parents at the earliest opportunity of the school's concerns and that the appropriate SEN provision has been made for their child.

Assessment – King Ina Academy adopts a graduated response to meeting special educational need in line with the Code of Practice 2002, 2014 and 2015, also Somerset’s Graduated Framework for SEN. A range of evidence is collected through the usual assessment and monitoring arrangements and from standardised testing: if this suggests that the learner is not making the expected progress, class teachers will consult with the SENCo in order to decide whether additional and/or different provision is necessary. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

Once pupils have been identified as having any form of difficulty in accessing the curriculum, the school will work through the Somerset Core Standards for All Children and Young People (4 to 16), and implement a programme of Graduated Response. There are three levels of support within the Graduated Response:

- Universal – High Quality Teaching for **ALL** children and Young People
- SEN Support – Additional Targeted Support for **SOME** Children and Young People
- High Needs – Support for complex and long term difficulties for **A FEW** Children and Young People

King Ina Academy works in conjunction with the local Community Learning Partnership (CLP) to ensure that children across our locality have equal access to the best education possible that fully meets each child’s individual needs.

This is in line with Somerset’s Core Standards for SEND, which ensures:

- Early accurate identification
- Positive experience
- Partnership working
- Effective transitions at key points
- Inclusive quality local education

At King Ina Academy we also consider more recent Government documents including; Removing Barriers to Achievement (DfES 2004); Every Child Matters (2003); Special Educational Needs and Disability Act (2001) and the National Standards Framework (2004).

UNIVERSAL Provision for All. The most recent Code of Practice for SEN clearly states that ‘all teachers are teachers of children with Special Educational Needs’, and this is reiterated in the Somerset Core Standards – SEND is everyone’s business. Most pupils make progress through the normal differentiated curriculum offered to all pupils. This includes national literacy, numeracy and social inclusion initiatives to raise achievements through quality first teaching.

King Ina Academy has a Provision Map that covers the educational and social needs of our children from 2 year olds through to 11 year olds. This gives an overview of what may be provided, as well as strategies and resources that can be used for areas that have been identified as needing extra support.

If a child continues to cause concern and progress is unsatisfactory then the class teacher will make a referral to the SENCo.

SEN Support is additional targeted support.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

SEN Support Intervention can be triggered through concern that despite receiving differentiated teaching, pupils:

- make little or no progress
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and/or interaction problems, which continue despite curriculum differentiation
- are working at levels well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- have communication or interaction problems which prevent the development of social relationships

The SENCo will consider an appropriate approach such as:

- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- LA support for advice on strategies and equipment or staff training

An Assess, Plan, Do, Review Cycle (APDR) will:

- record strategies for pupil progress by concentrating on a small number of individual targets that meet the pupil's needs.
- be re-assessed on a half-term/termly basis, depending on the nature of the intervention.
- record the extent to which targets have been met
- set new targets, outline new strategies and the provision to be made

If, at an APDR review it is considered the pupil has not progressed then the SENCo will consider whether further support is required. These children will then be discussed at a Pyramid Meeting with an Education Psychology and other SENCo's. This will result in further investigations, or specialist support being given.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer: www.somerset.local-offer.org and www.somersetchoices.org.uk/

and Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) www.somersetsend.org.uk

Every child with an EHC Plan at King Ina Academy, will also have an Annual Review.

The Annual Review will:

- assess the progress of the pupil in relation to their targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing provision and/or targets
- set new targets for the following year

A transitional review is when pupils leave Primary education, and move to Secondary Education, it enables the receiving school to plan appropriate provision for the child. At King Ina Academy we have excellent links with our main secondary school – Huish Episcopi Academy.

Partnerships

- We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

- Pupils with SEN will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.
- We feel that the provision for SEN in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Complaints Procedure

Parents who have a grievance or complaint about any aspect of the additional support or care that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Education Authority have a legal requirement to have 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

Evaluation and Review

The effectiveness of the SEN provision provided by the school will be reviewed annually by the Governing Body and reported to parents in the Annual Governors Report; however the school SENCo and the school SEN Governor meet every half-term to monitor and review effective practice constantly.

A review of the SEN policy document is undertaken every year and as a working document is kept under constant review.

Headteacher:	Susannah Svenson	Date:	
Chair of Governors:	Jo Walmsley	Date:	