



King's Meadow
Academy

Special Educational Needs
Policy
2020-2021



W A T E R T O N
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This document should be read in conjunction with the following related policies and guidelines:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations 2014
- Statutory Guidance in supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Accessibility plan
- Teacher Standards 2012
- Education inspection framework : Equality, Diversity and inclusion statement. 2019

School specific policies on:

- Behaviour
- Criteria for placement on SEND policy
- Teaching and Learning
- Assessment and Marking
- Admissions
- Child Protection and Safeguarding
- Anit-Bullying
- Accessibility
- Positive Handling Policy
- EYFS

Waterton Academy Trust specific policies on:

- Confidentiality

This policy was written by the School SENDco, reviewed by the school leadership team and IEB

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Aims

At King's Meadow Academy we believe that **all** children are entitled to an education that allows them to make good progress and meet their full potential in education and future life.

In our strive to achieve success for children with special educational needs or disabilities (SEND) we follow the guidance set out in the SEND Code of Practice 2015. Support is planned for individual children to help meet their needs and allow them to achieve good outcomes. Types and levels of support will vary from child to child; support is no longer measured in hours of adult support provided.

“Entitlement to a high quality education applies equally to **all** learners. We will amend the curriculum where necessary to meet the needs of learners with send, providing a curriculum for the most disadvantaged learners which is ambitious and meets their needs. Extending beyond the academic to include preparing life in modern Britain.” (EIF: equality Diversity and inclusion statement. 2019)

Objectives

1. To identify and provide for pupils who have special educational needs.
2. To work within the guidance set out in the SEND Code of Practice 2015
3. To operate a whole school approach to the management and provision of support for children with SEND.
4. To have a child centred approach throughout the Assess, Plan, Do, Review Cycle.

Identifying Special Educational Needs

At King's Meadow Academy we believe that the early identification of children's needs is essential to ensuring success for all children. All staff are aware of how we determine if a child is deemed as SEN – see '**Criteria for placement on SEND policy.**' document.

When identifying a child's needs we believe that it is essential to consider the child as a whole. Within the SEND Code of Practice there are four broad categories of need outlined, however this does not mean that we must categorise children into one of these areas. By considering each child's needs individually and holistically, we may find that they fit in to several areas. All of a child's needs, both SEN related and otherwise, will be considered before planning provision/support for that child.

The four main areas of need are explained in SEND Code of Practice (2015:97) as:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and

their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

It is important to note that identifying behaviour alone as a need is no longer acceptable. Children displaying behavioural difficulties will be monitored and assessed to find the underlying route of the behaviour; behaviour is deemed a response to a need not a need in itself.

Consideration will also be made to needs that are **not SEN** but may impact on progress and attainment.

- Disability
- Attendance
- Health and Welfare
- EAL

Disadvantaged pupils who are:

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a Child of a Serviceman/woman

Pupil identified as having a SEN will be added to a register kept by the SENDco. Being added to the register does not mean that the child will always remain on the register but will be monitored closely and removed if/when there progress deems this to be appropriate (see the graduated approach). All staff are aware of when and for what reasons a child will need to be on the SEN register(see 'Criteria for placement on SEND policy' document).

Pupils on the register will be classified in two main ways:

SEN support- which was formally known as School Action and School Action Plus Or Statemented/ Education and Health Care Plan (EHCP).

EHCP provide children with equal levels of support based on their needs.

A Graduated Approach to SEN Support

At King's Meadow Academy we have a graduated approach to meeting children's educational needs. There are three waves of provision that can be provided to meet all children's needs.

Wave 1- First Quality Teaching

All children are entitled to be taught by their class teacher alongside their peers. This for the majority of children will be sufficient provision for them to make good progress.

Wave 2-Additional or Modified Teaching and work

Some children will require differentiated work or teaching methods within the first quality teaching in order to make work accessible to them. This could take the form of more scaffolding in work, adaptations to meet children's learning style- auditory, visual or kinaesthetic learners, or may be additional adult support during the lesson.

Some children will require additional teaching or work in order to make good progress. This may be delivered in addition to core first quality teaching during `catch up` based interventions aimed to close the gap in attainment between specific children and the age related expectations.

Wave 3 – Significantly modified, individualised work and/or teaching

Few children will require work to be planned that is significantly different from their peers in difficulty or approach to teaching. These children may require additional resources- both physical and/or human in order to make progress.

The class teacher is responsible and accountable for the progress of all children within their class; this includes those children taking part in group or individual work in or outside of the classroom.

All waves of provision are monitored regularly through observations of delivery, scrutiny of outcomes in books and by chatting to the pupils themselves. Monitoring is undertaken by the Senior Leadership Team.

Assess, Plan, Do Review

Please note- children will only be assessed as potentially having a SEN when both wave 1 and 2 provisions have been implemented with limited or no effect on the child's progress.

We follow the `assess, plan, do, review` process in school. Simply, this means we assess a child's needs through discussion and observation, we then plan a strategy to meet their need and set a time scale in which we hope to see an impact. The strategy is implemented with the child and after the set time scale the impact is reviewed.

If the strategy has not had the desired impact on the child's progress, and no circumstances can explain this, then the process will be repeated again with a new strategy. At this point it may be that the strategy is from the next wave of the graduated approach.

For pupils with more complex needs, support in this process will be requested from outside specialist agencies such as:

CIAT- Communication, Interaction and Access Team

LSS- Learning Support Service

EPS- Educational Psychology Service

SALT- Speech and Language Therapist

School Nursing

Managing SEN Pupils Needs

The process in which SEN pupils' needs are managed in school has been developed to fit with the guidance and procedures Wakefield stipulate.

Children with Statements/ EHCP

All children with a statement or EHCP will receive an annual review of that plan in a review meeting chaired by the SENDco.

All parties involved with assessing, planning, implementing or reviewing the child's needs will be invited to the meeting by the SENDco. In the review, the child's current needs will be discussed and documented. Both long term and short term targets will be reviewed and new targets set.

All children with an EHCP will also have a Supporting Me to Learn Plan. The Supporting Me to Learn Plan. will outline key targets for the following half term set by the class teacher, discussed the parents/carers and the child. Targets will be based on wanted outcomes for the child, they will relate to the child's needs not just academic progress. These will be reviewed during parent review meetings, 3 times annually.

SEN Support

All children on the SEN register who do not have a statement or EHCP will be classified as SEN Support in accordance with the SEN Code of Practice 2015.

Within SEN support we have chosen to have two sub categories: SEN Support and SEN Support with outside agency support.

As part of the process of managing the level of support needed for children at SEN Support the school has 2/3 Planning meetings each year with a representative from LSS and EPS and 2 Consultation meetings.

Planning meeting are an opportunity to discuss children in school and their needs without being specific about children. It is an opportunity for the SENDco and class teachers to gather information and advice that can feed into their planning to meet a child's needs.

Consultation meetings are a chance to talk about specific children and their needs with a view to potentially needing specific individual support from an outside agency. LSS and/or EPS will offer strategies to try, and monitor the impact of such strategies during subsequent consultation meetings. School can not access outside agency support for specific children without the child having been discussed at at least 2 consultation meetings.

All children at SEN support are monitored closely to check the provision planned by the class teacher is having a positive and significant impact on their progress.

Children at SEN support will also have Learner Profile and if deemed necessary Supporting Me to Learn Plans. The Supporting Me to Learn Plan will outline key targets for the following half term- set through collaboration with the class teacher, the parents/carers and the child. Targets will be based on wanted outcomes for the child, they will relate to the child's needs not just academic progress. These will be reviewed during parent review meetings, 6 times annually.

Children at SEN support with additional outside agency support who have particularly complex needs- lots of different outside agencies involved in planning their provision- will also have a `My Support Plan` completed. These will be completed through collaboration of the SENDco, the class teacher, parents/guardians and the child. Reviews of the My Support Plans will be completed annually, unless an early review in conjunction with Supporting Me to Learn Plans reviews.

Supporting Pupils and Families

We believe that parents should be well informed and given the opportunity to be involved at all stages of the `assess, plan, do and review` process of their child's education.

Weekly school newsletters have contact details for SENDCo and contain links to WESAIL Barnados website with details of the Wakefield Local Offer.

<http://wakefield.mylocaloffer.org/Home>

Training and Resources

Resources

The school has a range of resources to support the teaching of SEN pupils including ICT programmes, reading schemes, worksheets, games, adaptive equipment such as reading overlays, writing slopes etc. and programmes to develop phonic, spelling and handwriting skills and support dyslexic difficulties. These are outlined and tracked through intervention overviews.

Assessment

The school will use and develop a range of tests and observations to support the diagnosis of pupils needs. Assessments of pupil progress will be individualised where possible to suit

the learning needs of the child. We have adopted the Wakefield Progression Steps to support us in assessing children who are not yet working on the National Curriculum.

Inset

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. One meeting each term, to which designated governors are invited, is set aside to discuss and review SEND issues. The SENDco attends relevant courses and ensures all staff are familiar with developments in SEN. All staff must notify the SENDco if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENDco ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from colleagues in school. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The SENDco gives feedback to the Governing Body on SEND provision at termly governor's meetings. Governors have access to SEND training.

Roles and Responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEN
- Reports annually to parents on the school's policy for children with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEN provision
- Ensure discussions with parents regarding SEN matters at relevant meetings
- Ensure that pupils with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN Policy

The Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Headteacher keeps the Governing Body informed of all developments with regard to SEN. The Headteacher informs parents of the fact that SEN provision has been made for their child.

SENDco

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN

- Advising on graduated approach to providing SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the LA and LA support services
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEN up to date.

Teachers

Clearly identify the role of teaching and support assistants. They will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- Work with the SENDco to decide the action required to assist the pupil to make progress
- Contribute to EHCP reviews as required
- Work with the SENDco to collect all available information on the pupil
- Develop and review Supporting Me to Learn Plans for pupils in consultation with the SENDco, parents and the child.
- Work with SEN pupils on a daily basis to deliver the individual programme set out on the Supporting Me to Learn Plans.
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEN policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress
- Work with the SENDco to identify their own training needs around SEN

Teaching Assistants

- Provide relevant support to identified pupils
- Provide relevant information to contribute to EHCP reviews as required
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources

- Attend liaison, team and service meetings and undertake appropriate INSET
- Work in collaboration with the SENDco, teaching staff, parents and the child in the preparation Supporting Me to Learn Plans.

Monitoring and Managing Information

All information is stored and shared in line with the confidentiality policy. Documents are passed on with the child as they move on to their next education placement..

Reviewing the Policy

The SEN policy will be reviewed annually and may be amended prior to this if significant reforms are implemented. A current policy will be available on the school website or by request at the school office.

Dealing with Complaints

The school's complaints procedure can be requested at the main office. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.