



the *King's* school

specialising in maths and computing

Special Educational Needs and Disabilities Policy

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Governor Committee	Curriculum & Pupils Standards



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

1 Policy Statement

The Governing Body of The King's School recognises that the needs of all students who may have Special Educational Needs and Disabilities must be addressed; and recognises that there is a continuum of provision which may need to be made in a variety of different forms. It acknowledges too, that children with Special Educational Needs and Disabilities require the greatest possible access to a broad and balanced education, including the National Curriculum.

The school notes the definition of a child with Special Educational Needs from the current SEND Code of Practice 2014 which refers to:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream Post-16 institutions or by relevant early years providers.

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best within a curriculum appropriate to their needs
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

2 Purpose

This Policy aims to ensure appropriate resourcing and provisions are available to overcome a variety of needs that students may have. This will be achieved through flexible approaches, specialist resources and positive discrimination in favour of the student.

The King's School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all students;
- Systems for early identification of barriers to learning and participation;
- Alternative curriculum in KS4 as defined by the needs of the student;
- High expectations and suitable targets for children.

All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, 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.

3 Scope

This Policy applies to all members of the School Community.

4 Responsibility

Governors

A named Special Educational Needs and Disabilities Governor will oversee the development of Educational Support in the school and students with Special Educational Needs and Disabilities.

The Governing Body must use its best endeavours, in exercising its functions in relation to the school, to ensure that if any registered pupil has special educational needs, the special educational provision for his/her needs is put in place.

The Governing Body, in consultation with the Headteacher, decides the school's policy in relation to Special Educational Needs, both for children with Education and Health Care Plans (statements) and for those without. It must ensure that a Special Educational Needs policy is prepared, kept under review and implemented. This policy must be compatible with the statutory provisions relating to education (including, in particular, those relating to children with special educational needs).

In exercising its functions in relation to the school, the Governing Body must have regard to its SEND Policy. This means that it must set up appropriate staffing and funding arrangements and oversee the school's work in relation to SEND.

Those concerned with making special educational provision for a SEND registered student, must secure that the student engages in the activities of the school, together with the other children, who do not have special educational needs. That is, so far as this is compatible, with the student receiving appropriate special educational needs provision and with the provision of efficient education for the other students with who he/she is educated and also with the efficient use of resources.

In addition, the Governing Body has a statutory duty to prepare a written Accessibility Plan.

Governors play a major part in School Self-Review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEND, the Governing Body should make sure that:

- They are fully involved in developing and monitoring the School's SEND Policy;
- All Governors, especially any SEND Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND is an integral part of the School Development Plan;
- The quality of SEND provision is continually monitored.

Staff

The managing of SEND provision will be carried out by the Special Educational Needs Co-ordinator (acting on the Headteacher's behalf) and assisted by an Assistant SENCO, ensuring appropriate recognition and provision for individuals and groups of students, in addition to managing the Learning Support Team. Meeting the needs of students will be of prime importance.

The School Development Plan of this school will attempt to fully implement the resolutions identified as essential to the success of students with special needs. The Special Educational Needs Co-ordinator (*SENCo*) has the key role in determining the strategic development of the SEND Policy and provision in the school, in order to raise the achievement of students with special needs. The SEND Development Plan and SEND provision is an integral part of the School Development Plan - the SENCo will monitor, evaluate and review the application and impact of this Policy.

STAFF DEVELOPMENT

The SENCo meets with all newly qualified staff to explain procedures and provision for students with Special Educational Needs and Disabilities at King's. Appropriate training is provided to all staff as part of their ongoing CPD requirements.

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The SENCo also acts as the Looked After Children Officer (LACO) and Deputy Designated Person (Child Protection Officer) and closely liaises with the other Designated Child Protection staff and all agencies including Social Services, Health Services, Police, Psychology Service, Education Welfare Service and other support agencies.

PARTNERSHIP WITH PARENTS

This school will promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling children and young people with Special Educational Needs and Disabilities to achieve their potential.

The School will inform parents when a child has been identified with Special Educational Needs and Disabilities. Close liaison and consultation will take place where concerns are raised.

If the Authority agree that a student requires an EHCP and the associated funding, the school will work closely with parents and outside agencies to implement an agreed approach and personnel which meet the objectives of the plan and suitability criteria.

5 Publicity

A statement regarding the Special Educational Needs and Disabilities Policy will be made on all publicity materials. All new staff and students recruited to the School will be made aware of the Policy. The Policy will be posted on the Shared (G) drive of the School's IT Network and on the School's website. The school publishes its SEND Information Report, which has contributed to Wakefield's Local Offer, on its website.

POLICY GUIDANCE

ADMISSION ARRANGEMENTS

All children with Special Educational Needs and Disabilities have the right to be educated in a mainstream school and we are proud of our inclusive record of admitting students with a wide range of disabilities and needs.

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Admissions Authorities:

- Must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.
- Must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs.
- Must not refuse to admit a child on the grounds that they do not have an EHC plan.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Further Education (FE) colleges manage their own admissions policies and are also prohibited from discriminating against disabled young people in respect of admissions. Students will need to meet the entry requirements for courses as set out by the college, but should not be refused access to opportunities based on whether or not they have SEND.

IDENTIFICATION, ASSESSMENT AND REVIEW.

Categories of Special Educational Need: The new Code of Practice does not assume that there are hard and fast categories of Special Educational Need, but recognises that children's needs and requirements fall into four broad areas.

Communication and interaction: 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. 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: 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. 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: 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. 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 students.

Sensory and/or physical needs: 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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. 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.

Provision

This school has always believed that the most successful delivery is through graduated response which recognises that there is a continuum of Special Educational Need. The response is seen as action that is additional or different from those provided as part of the school's usual differentiated curriculum and strategies.

When a student is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

If a student is known to have Special Educational Needs and Disabilities when they arrive at the school, the Headteacher, SENCo, Assistant SENCo, Literacy and Numeracy Co-ordinators, departmental (Subject Team Leaders) and pastoral colleagues (Year Achievement Leaders) should:

- Use information from the student's Primary School to provide starting points for the development of an appropriate curriculum for the student;
- Identify and focus attention on the student's skills and highlight areas for early action to support the student within the class; this information will be collated and reviewed via the Pupil Profile/Passport and distributed to staff;
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the student's learning;
- Ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised through the pastoral programme;
- Involve the student in planning and agreeing targets to meet their needs;
- Involve parents in developing and implementing a joint learning approach at home and in school.

The above are referenced in The SEND Code of Practice

There is increased emphasis on the need for close co-operation with parents and guidance of students. This good practice will continue to develop with the help of the Parent Partnership.

See also Disability Equality Policy.

LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Details of transfer arrangements of all Year 6 student's is established by the Year 6-7 Transfer Co-ordinator. However, we will always ensure that for all children transferring between phases, except from early education settings, that a provisional recommendation should be made in the year prior to transfer so that parents can consider options at the same time as other parents. The child's Education and Health Care Plan (statement) must then be amended by 15 February of the year of transfer in the light of the recommendations of the Annual Review, the parents' views and preferences and the response to consultation by the LA with the schools concerned. All the arrangements for a child's placement should be completed no later than the beginning of March before transfer.

It is good practice for the SENCo of the receiving school, where possible, to attend the penultimate Annual Review in Primary School of students with Education and Health Care Plans (statements) for whom the particular school has been named. This good practice will continue at this school.

For students in Year 9 and beyond the aim of the annual review is to:

- a) Review the young person's Education and Health Care Plan (statement);
- b) Draw up and subsequently review their Person Centred Transition Plan.

The Annual Review of the statement held in Year 9 will involve the agencies that may play a major role in the young person's life during the post-school years and **must** involve the Connexions Service. The SENCo will draw together the necessary personnel to ensure this takes place and the necessary documents completed.

EVALUATING SUCCESS

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and Subject Team Leaders (STLs);
- Analysis of pupil tracking data and test results
 - for individual students
 - for cohorts
- Value added data for students on the SEND register;
- Termly monitoring of procedures and practices by SEND Governor;
- School Self Evaluation;
- The School Development Plan/SEND Development Plan.
- Student Voice

School should show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

We believe that all children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years.

In The King's School, we encourage students to participate in their learning by becoming involved in their own monitoring of progress through their student planners, Individual Education Plans/Pupil Profiles and actively participating in all aspects of school life.

ALLOCATION OF RESOURCES

All mainstream schools are provided with resources to support those with additional needs, including students with SEND and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local Academies.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of students with SEND. The SENCO, Headteacher and Governing Body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEND.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per student per year. The responsible Local Authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

Funding for students with SEND changed in April 2013. There are 3 defined elements to secure funding within a school. Element 1 is from the Age Weighted Pupil Unit (APWU) which every pupil is awarded. Element 2 is contained within the Notional SEN budget and covers all SEND pupils within the school setting. Some amounts from element 2 are written into the Education and Health Care plans/ statements of pupils who require additional funding. The final Element 3 is directed from the LA to top up provision for statemented pupils according to a matrix of Need.

The resources for SEND at The King's School are mainly focused within a team of trained staff. The SENCo manages the provision and resources allocated to every student with Special Needs and has a teaching commitment within the school. The Assistant SENCo supports the work of the SENCo, is the Literacy Co-ordinator and has a teaching commitment within the school. Inclusion and Literacy Mentors deliver Foundation Learning groups and Literacy support within school. Inclusion Mentors support the School's Behaviour Policy and work with students to re-engage and supplement their learning. A team of Learning Support Assistants (LSAs) support students with Special Needs and Disabilities in the classroom and are linked to curriculum areas. At times they may have to work with individual students in the SEND area according to the needs of that child. A shared reading programme in the Tutorial time is also delivered by the team. The staff are directed on a daily basis by the SENCo or assistant SENCo and there is a Middle Leader in place to support and oversee common working practices. All members of the Department have a named Line Manager to undertake Performance Management Reviews and to support the development of all staff.

ARRANGEMENTS FOR COMPLAINTS.

Complaints regarding any aspect of provision at this school should initially be dealt with by the SENCo. If resolutions cannot be found, then the Headteacher and SEND Governor may need to be contacted. Help with all matters can be obtained through the Parent Partnership Service on 01924 303662.