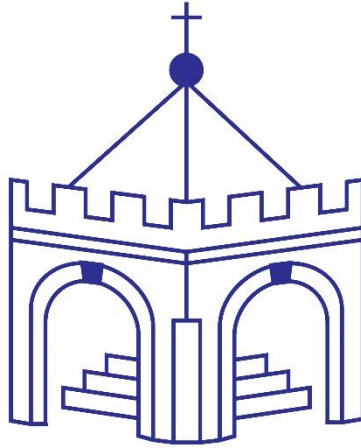


KING INA



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 October 2023



Registered Office: Northfield, Somerton, Somerset TA11 6FQ

Date:	November 2023	Review Date:	November 2024
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Special Needs Co-ordinator (SENCO)	Governor for SEN
Mrs Laura Ruddle & Mrs Jodie Stock	Mrs Cathy Farley

Headteacher:	Susannah Svenson	Date:	29.11.2023
Chair of Governors:	Cathy Farley	Date:	29.11.2023

Policy to promote the successful inclusion of children with Special Education Needs and Disabilities (SEND) at King Ina Academy. This policy should be read in conjunction with King Ina Academy’s SEND information report (Local Offer).

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 all pupils have the right 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.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989

- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- [New] Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality, Equity, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

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 a broad and balanced curriculum that includes access to extra-curricular activities. 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 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)	<ul style="list-style-type: none"> ▪ To work with the Headteacher to oversee provision for pupils with Special Educational Needs and in consultation with colleagues, parents/carers and external agencies. 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 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 ▪ 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 children with SEN. ▪ To work closely with TAs to ensure specific needs are being effectively met in small groups and 1:1 scenarios. ▪ 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 require additional support.
Parents	<ul style="list-style-type: none"> ▪ To work closely with the school 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 support 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, will be given 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, the SENCo will seek further advice from other outside agencies and professionals. The child might be discussed at an Annual Planning Meeting (APM) and advice would be 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.

It may be necessary for an application to be made for an Education, Health, Care Needs Assessment (EHCPNA) where children have been observed in school as not making adequate progress and may require more support than is available through special educational needs support.

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 (see Appendix A) to meeting special educational need in line with the Code of Practice 2002, 2014 and 2015, also Somerset’s Graduated Response 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 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 barriers to learning, the school will work through the Somerset Graduated Response Tool. This tool sets out the barriers to learning that children may have and the strategies and provision that should be in place to support them at both Universal and SEN support levels. Strategies, interventions and support should be put in place as a graduated response, meaning that Universal strategies and provisions are the foundations for **ALL** learners. 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– Specialist 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.

At King Ina Academy we also consider 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 Graduated Response which refers to the legal duties of schools in regard to Special Educational Needs. Most children will have their needs met within Universal Support through high quality teaching, differentiated learning and/or additional interventions.

King Ina Academy has a School Provision Map that covers the educational, social and emotional 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 Universal support plus Targeted Additional and Different Intervention.

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

- Continue to make less than expected progress despite evidence-based support and interventions
- Are working at levels well below that expected of a child of a similar age

- Show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical differences, which continue despite the use of specialist equipment
- have communication and/or interaction differences, which continue despite curriculum differentiation
- have communication or interaction problems which prevent the development of social relationships

Where a child is identified as having SEN, parents will be formally advised of this identification and the decision will be made to add the child 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 to remove barriers to learning. The support provided consists of a four – part cycle:

- 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.

The SENCo will consider an appropriate approach such as:

- providing different resources or equipment/learning aids
- Deploying key adults to work closely with the pupil
- Development of effective strategies via staff development or training
- Group support
- Devising interventions and monitoring their effectiveness by providing key adult time.
- LA support for advice on strategies/equipment or staff training.

An Assess, Plan, Do, Review Cycle (APDR) also known as Learning Plan will:

- record strategies for pupil progress by concentrating on a small number of individual targets that meet the pupil's needs.
- be reviewed with parents on a termly basis at least 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 evident that a pupil has not progressed, then collaboratively the SENCo and teacher will consider whether further support is required. These pupils will then be discussed at an Annual SEND Planning Meeting (APM) with advisory teachers from the Access and Inclusion Team, including an Educational Psychologist, an advisory teacher from the Autism and Communication Team and an advisory teacher from the Learning Support Team. This will result in further advice and investigation, or specialist support being given.

Education, Health and Care Plan (EHCP)

A very small minority of children (4.3%) may have an Education, Health and Care Plan (EHCP) This is a legal document which sets out what the child strengths and needs are and what needs to be provided in order to

meet the child's overall education, health and care needs. An EHCP is a statutory document which sets out clear outcomes and provision to enable the child to make progress. An EHCP may be required when the nature and extent of the child's SEN or disability means the support, they require cannot be provided from within our school resources. An application for a request to assess for an EHCP is extremely time-consuming and is usually only be considered for children with the most complex needs where all other provision has been explored and the child's needs are not being met through SEN support. AN EHCP Needs Assessment request can be made by anyone who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends. More information about how to request a needs assessment can be sought from school SENCo team.

'Where despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment' (Code of Practice 6.63)

The Education, Health and Care Needs assessment (EHCNA) is a 20-week statutory process. The decision to make a request for an EHCNA will be discussed at a SEND review. The request for an EHCNA 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 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 found via the SEND Local Offer: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/> and Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) <https://somensetsend.org.uk/>

Every child with an EHCP at King Ina Academy, will 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. Parents are given the opportunity to comment on progress on the Pupil's Learning plans.
- Pupils who have an EHCP or are in receipt of 'top-up' funding are invited to attend a SEND annual review meeting, along with other professionals involved with 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 believe 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 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, 2015)

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 continually.

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

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King Ina Academy Graduated Response Pyramid

