



**KINGSDOWN
SCHOOL**

Special Educational Needs and Disability Policy

Rationale

The Governing Body of Kingsdown School believe that all students are entitled to have access to a broad and balanced curriculum that is relevant differentiated and demonstrates coherence and progress. It is our objective to achieve this aim for all our students.

All of our teachers are responsible for meeting students' individual needs. We recognise that all children can learn and make progress but that for some children it may be necessary to adapt or enhance the curriculum or to provide additional physical resources, to enable effective learning to take place.

Kingsdown School has a named SENDCO who holds the DfE recognised SENDCO qualification and a named Governor responsible for SEND. The Assistant Head Teacher for Inclusion is the Senior Leadership Link for SEND. They ensure that the Kingsdown Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies currently within the school.

Section 1 : Kingsdown School SEND

Kingsdown School is a comprehensive secondary Academy with a well resourced special needs facility (SEND). As well as providing support to mainstream students, Kingsdown also has specialist provision on site for fifteen students with Autistic Spectrum Condition (ASC). This policy outlines procedures and approaches for those children who may need additional or specialised activities beyond those provided through the curriculum.

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, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools" from SEND code of practice January 2015.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise; 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, (aids and services required by the Equality Act 2010) they will be additionally covered by the SEND definition.

Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.

Reference: Sections xiv and xviii of SEND Code of Practice January 2015.

Section 2 : Kingsdown Principles

Kingsdown School is focused on raising the achievement of all students, taking into account individual needs and enabling all to achieve their full potential. Students with SEND require special consideration so that they can access the school's broad and balanced curriculum. All teachers are teachers of children with SEND and have a responsibility to meet these needs. They

are advised and supported in achieving this by the Learning Support Department and ASC provision. Our aim is that all children with SEND will be fully integrated into the life of the school enabling them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other children and the efficient use of resources. Special notice is given to developing the aspirations and Life Outcomes of students with SEND and supporting their parents to help realise these goals.

Section 3.1 : Identifying special educational need objectives of learning support

Assessment of students' learning needs will take into account information from primary schools: from standardised testing results, advice from health care professionals, National Curriculum assessments and other information provided by the Primary SENDCO and/or Year 6 Teacher.

At the start of each year all school students complete standard baseline tests for numeracy and literacy. Further testing is carried out for students who show a low or uneven spread of results. Parents and staff are encouraged to share any concerns with the SENDCO who will then use an 'Assess, Plan, Do, and Review' approach where appropriate.

- To identify and monitor students' individual needs from the earliest possible stage so that achievement improves quickly through appropriate provision.
- To work in close partnership with students and parents/carers to ensure that needs are recognised and met in a child centred way with a clear plan
- To ensure that provision for students matches needs, takes account of the wishes and feelings of the students and maximises the opportunity for progress to be made.
- To ensure that all staff are aware of the procedures for identifying, supporting and delivering the curriculum to students with special educational needs.

The SEND COP 2016 highlights the importance of high quality teaching in respect of this process:

6.37 *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'*

It should be noted that students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the high prior attainment provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme.

Section 3.2 : Categories of SEND

There are 3 categories under which students receive support if they have an identified SEND. All three categories are student centred – these are:

- Wave 1
- SEND support (Wave 2)
- Education, Health and Care Plan (Wave 3)

Wave 1 Group

Students who may require differentiated work in some subjects at some times are monitored by the Inclusion Department. Students who are monitored in this way do not receive specialist intervention but are known to the Inclusion Department.

If there is some concern that a student is showing signs of below average progress or needing additional support for eg a behavioural or emotional need intervention will be instigated:

- Information will be collected and considered.
- Progress will be monitored and reviewed in a timely manner.
- A meeting will be held with the SENDCO and parents/ carers if necessary.
- Students will be coded as F on the register so that staff are aware additional provision is temporarily in place.

SEND Support Category (Wave 2)

Following the introduction of a new Code of Practice from September 2014, the previous categories of School Action and School Action Plus are replaced by a single category called SEND Support. Students in this category receive specialist intervention.

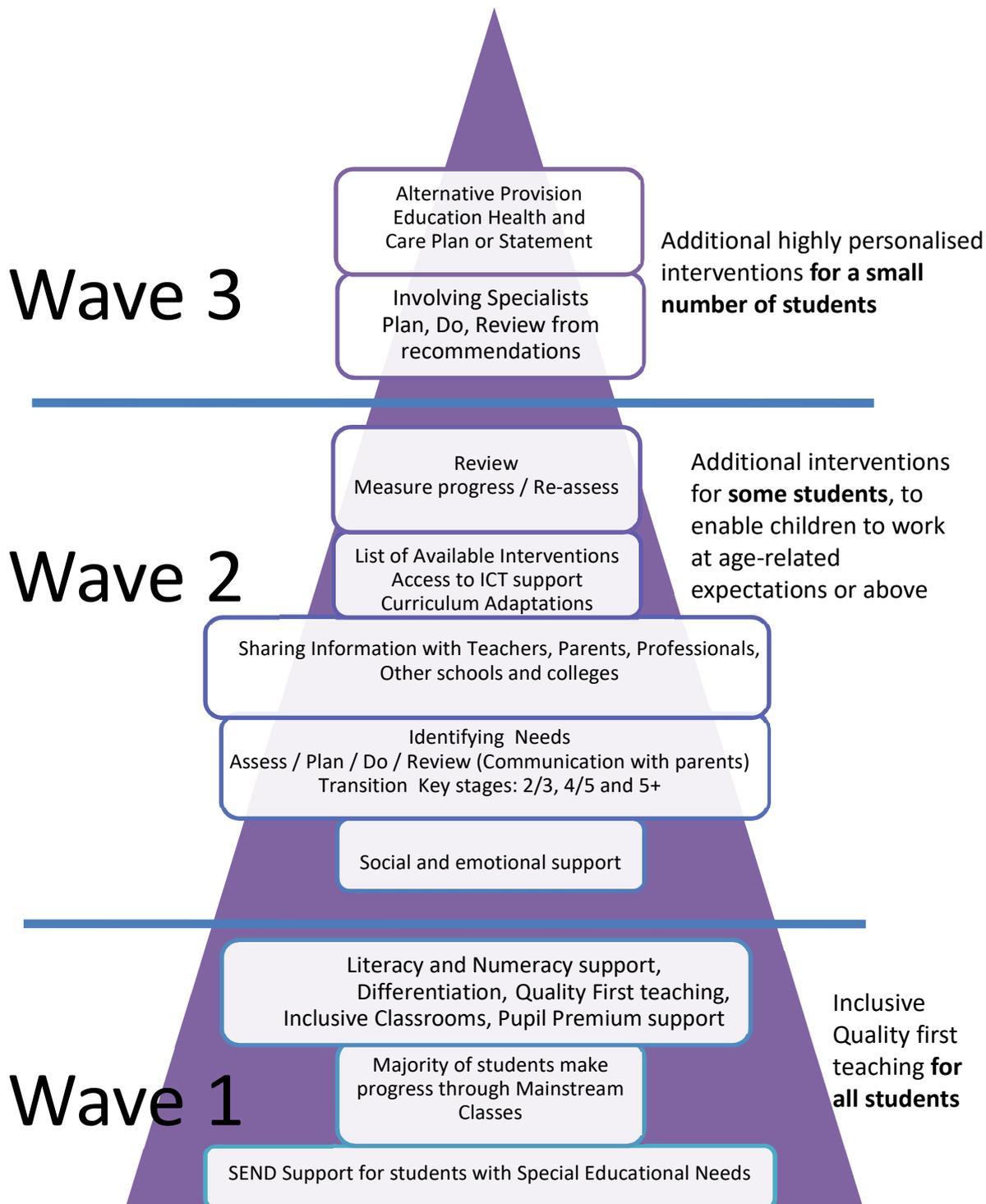
Special educational provision is a long-term educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

If there is concern that a student is failing to make adequate progress and that the attainment gap with peers is widening, then the school will follow an '**Assess, Plan, Do, and Review**' process:

The Inclusion Department takes a lead role in co-ordinating provision and formulating the programme of study. Subject teachers remain responsible for working with the child in the classroom and ensuring that differentiation is effective in allowing curriculum access, although in-class support will be allocated in exceptional circumstances for a very small number of students. The Inclusion Department will monitor and review the effectiveness of the programme of study and student progress. The Inclusion Department will work with parents and students, together with relevant outside specialists (from: for example Speech and Language Therapy, Educational Psychology, ASC outreach, ICT/SEND adviser, Hearing Impairment, Visual Impairment Sensory Impairment or medical services or internal inclusion hub support) will monitor and review the effectiveness of student progress.

Education, Health and Care Plan (formerly a Statement Wave 3)

The Local Authority will issue an Education, Health and Care Plan (EHCP) when a student's level of need is either so complex or so severe as to require further action. As a consequence the numbers of students for whom an Education, Health and Care Plan is needed are very few. The Education, Health and Care Plan is monitored annually by the Local Authority via the Annual Review.



Roles and Responsibilities

The tutor takes the lead pastoral role in monitoring progress on a day-to-day basis using the school's monitoring systems which provide regular information. Inclusion monitors specific progress as necessary and general literacy progress of all students annually. Subject teachers provide necessary differentiation and Quality First Teaching within the normal curriculum framework.

Withdrawal from Mainstream Teaching

Students with SEND spend the majority of their time in mainstream lessons with their peers. However, intervention lessons provide regular opportunities to ensure that they can develop their basic skills. The Inclusion Department makes its decision to withdraw students on the following set criteria.

i. Literacy or Numeracy Intervention

Students are withdrawn for specialist interventions when they either have a spelling or reading age that is significantly below their chronological age or weak numeracy skills. Parents are informed when students begin and are appropriate for intervention.

Student above these levels are monitored annually in order to ensure that progress is being made.

ii. SEMH Intervention

Students are identified by Parents, Teachers, Year offices and other professionals as needing additional support.

Intervention may take the form of 1-1 work, in class coaching or group work. Students will be identified for this through lesson observations, referrals from the pastoral team or outside agencies, teacher identification through primary school information and rigorous assessment. Parents/carers will be informed should this involve their child.

Section 4: Criteria for exiting the SEND register/record

- The SEND register is updated on a constant basis. Students are reviewed as to their position of the register and some students who have made significant progress may no longer need additional support and will be removed from the SEND register or others added
- Those with a diagnosis of an SEMH need will be added to the SEND register.

Section 5: Supporting students and families

Kingsdown understand that parents are experts on their own children and encourage open and regular communication. This may involve: e-mail, phone calls, school based meetings, home school link books, joint training between parents and teaching staff. Parents are involved at all stages of the proposed interventions designed to support their child's learning and are offered the opportunity to discuss with a member of the Inclusion Department . Parents are actively encouraged to contact the SENDCO if they can support with intervention or have any concerns or require information on their child's progress. The Inclusion Department attend Parents and students Consultation Evenings and Annual Review Meetings. The SENDCO or 2ic SENDCo also attends Year 5 and 6 Annual Review Meetings of students with Education, Health and Care Plans likely to be transferring to Kingsdown School.

The Inclusion Department works co-operatively with all agencies including health, social service, Educational Psychology Service and specialist advisors. The school will work closely with parents to ensure the school's work with the various agencies has positive outcomes.

Kingsdown School works closely with Primary Schools and Further Education Colleges/Sixth Forms to ensure a smooth transition both into secondary education for students with SEND, and into 16+ establishments. Any student with an Education, Health and Care Plan may continue to have support until the age of 25.

Section 6: Supporting students at school with medical conditions

Kingsdown School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2016) is followed.

Section 7: Monitoring and evaluation of SEND

Evaluation and monitoring arrangements promote a dynamic process of continual review and improvement of provision for all students. Kingsdown values the views of parents and students. The policy will be reviewed annually taking account of the following:

- The quality of student identification and monitoring
- SEND Student profiles exist and added to through the key stages.
- The quality of partnership with students and parents/carers to ensure needs are recognised and met.
- Contact with student and parents/carers at Annual Review meetings, Parents and student consultation evenings, key stage meetings and meetings with SENDCO/SEN teacher.
- The quality of student progress, measured by:
 - Gains in literacy (standardised testing at least annually).
 - The School's regular reporting procedures.
 - Regular liaison with parents and carers.
 - The amount of intervention required to allow students to access the curriculum effectively.
 - KS3 Teacher Assessments and GCSE results.
 - Post 16 destinations.
 - The quality of staff awareness of SEND procedures:
 - SEND summary and Student Profile maps are available to all staff through the student register.
 - In service training is provided for selected groups of teachers.
 - SEND policy is available to staff.
 - Monitoring of performance by governors
 - There is an SEND input within newly qualified teacher induction.

Section 8: Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. The school's SENDCOs regularly attend the Secondary SENDCO network meetings and primary SENDCO cluster meetings in order to keep up to date with local and national updates in SEND.

Section 9: Roles and Responsibilities

The SENDCO's role

The school's Special Educational Co-ordinator (SENDCO) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after student has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with parents of students with SEND. Liaising with early year's providers, Post 16 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 local authority and its support services. Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all students with SEND up to date.

Section 10: Storing and Managing Information

Information relating to students on the SEND register is managed in accordance with Kingsdown Schools Data protection policy.

Section 11: Reviewing the Policy

The SEND policy is reviewed annually.

Section 12 : To be read in conjunction with the following School Policies

Admissions Policy in Year
Admissions Policy Year 6 into 7
Anti Bullying Policy
Assessment Reporting and Recording
Behaviour Policy
Child Protection Policy
Complaints Policy
Curriculum Policy
Data Protection
Disability Equality Scheme
Exam Policy
Freedom of Information
E-Safety and Data Security
Inclusion Policy
Marking Policy
Homework Policy Pupil Premium Policy
School Young Carers Policy

Section 13: To be read in conjunction with the following local & national documentation
SEND code of practice January 2015
Local Authority School's Local offer

Section 14: Contact Details

Contact details for SENDCo

Ruth Green rgreen@kingsdownschool.co.uk

Contact details for Deputy SENDCo

chalsey@kingsdownschool.co.uk

Contact Details for Centre Manager

dgarraway@kingsdownschool.co.uk

Contact Details for Designated Safeguarding Lead

smagenty@kingsdownschool.co.uk

Further information regarding the Swindon's local offer can be found at

www.swindon.gov.uk

The link governor for SEND is Mrs Linda Bacon

Signed by : 
Emma Leigh-Bennett
Headteacher

Signed by : 
Lynne Scragg
Chair of Governors

Date : 28th April 2020

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