



KINGSDOWN SCHOOL

Special Educational Needs and Disability Policy

Approved by by:	Full Governors	Date: May 2025
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Last reviewed on:	May 2025
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Next review due by:	May 2027
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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 through the Quality First Teaching that they provide, also known as the Universal Provision. Through Quality First Teaching, teachers can make appropriate adaptations to the curriculum and its delivery to ensure the individual needs of students are met and they are able to make expected and in some cases, accelerated progress. For some of our students, they will require additional support alongside Quality First Teaching to enable them to close gaps cognitively, emotionally and socially. These students will join our SEND register and will be supported in line with the guidance referenced in the Code of Practice. Some students will own an Educational Healthcare Plan whereby a team of professionals will support the student through their educational journey.

Kingsdown School has a named SENDCO who holds the DfE recognised SENDCO qualification and a named Governor responsible for SEND. The Deputy Headteacher 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 (2014), the Local Education Authority and other policies currently within the school. Alongside this the Assistant Headteacher for Inclusive Teaching and Coaching will work closely with the SEND team to support the Quality First Teaching in classrooms.

Section 1 : Kingsdown School SEND

Kingsdown School is a comprehensive secondary Academy with a well resourced special needs facility. 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 and pastoral support available in the school.

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 2014.

There are 4 broad areas of SEND:

Cognition and Learning

MLD - moderate learning difficulties

SLD - severe learning difficulties (support in all areas of development and learning)

PMLD - profound and multiple learning difficulties (severe and complex learning difficulties as well as a physical disability or sensory impairment)

SpLD - difficulties in one or more specific area including dyslexia, dyscalculia, dyspraxia

Social, Emotional and Mental Health

Includes ADD, ADHD, attachment disorder, OCD and other mental health difficulties

Physical/Sensory

VI - vision impairment

HI - hearing impairment

MSI - multi-sensory impairment

PD - physical disability

Communication and Interaction

Speech and language

Social communication and Interaction difficulties (SCID) / ASC

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 2014.

Section 2 : Kingsdown Principles

Kingsdown School is focused on accelerating progress for 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 through the provision of Quality First Teaching. They are advised and supported in achieving this by the SEND 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 : Accurate Identification of Students for the SEND register

The CoP states: 6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Assessment of students' learning needs will take into account: curriculum, social and emotional information from primary schools, standardised testing results, advice from health care professionals, internal school assessments and parental feedback.

At the start of each year all school students complete standard baseline tests for a range of cognitive tests: numeracy, literacy and non-verbal reasoning.. Further testing is carried out for students who show a low or uneven spread of results. The SEND team, in conjunction with teachers, students and parents will agree appropriate objectives with targets and strategies to support the meeting of these. These will be owned by all teachers and where appropriate, intervention leads and subsequently, progress will be reported on termly. The 'Assess, Plan, Do, and Review' approach will be applied to all students.. This approach will ensure that we:

- Identify and monitor students' individual needs from the earliest possible stage so that achievement improves quickly through appropriate provision.
- 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
- 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.
- Ensure that all staff are aware of the procedures for identifying, supporting and delivering the curriculum to students with special educational needs and those at risk of joining the SEND register.

The SEND COP 2014 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 2 categories under which students receive support if they have an identified SEND. All three categories are student centred – these are:

- SEND support- K coded students
- Education, Health and Care Plan - E coded students
- SEND monitoring - M coded students

Graduated Response Level 1

All students receive Quality First Teaching and all teachers are supported in the delivery of this by the Assistant Headteacher with strategic responsibility in this area.

Students who underperform against age related expectations or underperform against their prior attainment are identified through formative and summative assessments. A needs checklist is carried out to identify further Quality First Teaching strategies to be deployed to support the student in accelerating progress. Literacy targets and strategies are devised by the students' English teachers where Cognition and Learning is identified as an area of development and these are shared with all teachers to be implemented across the curriculum. Where there is no or little progress made in a 6 week timeframe, the student will then be referred to the Inclusion Student Support Panel. At this stage, further recommendations may be made to enhance the delivery of Quality First Teaching or, following an holistic understanding of the student, an appropriate intervention will be identified. This will be further reviewed after 6 weeks.

Graduated Response Level 2: SEND Support Category

Students who after 12 weeks of monitoring and support, continue to make no or little progress will be re-referred to the Inclusion Student Support Panel and a further review of need and next steps established. At this point, it will be clear that in spite of enhanced Quality First Teaching, an initial intervention, the student is still not making the desired progress in relation to the identified objectives. At this point a student will join the SEND register. The student will be in receipt of support that is additional to or different from that provided for others of the same age.

The SEND 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 continuing the delivery of Quality First Teaching. The SEND Department will monitor and review the effectiveness of the programme of study and student progress. The SEND 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 [Programme support]) will monitor and review the effectiveness of student progress.

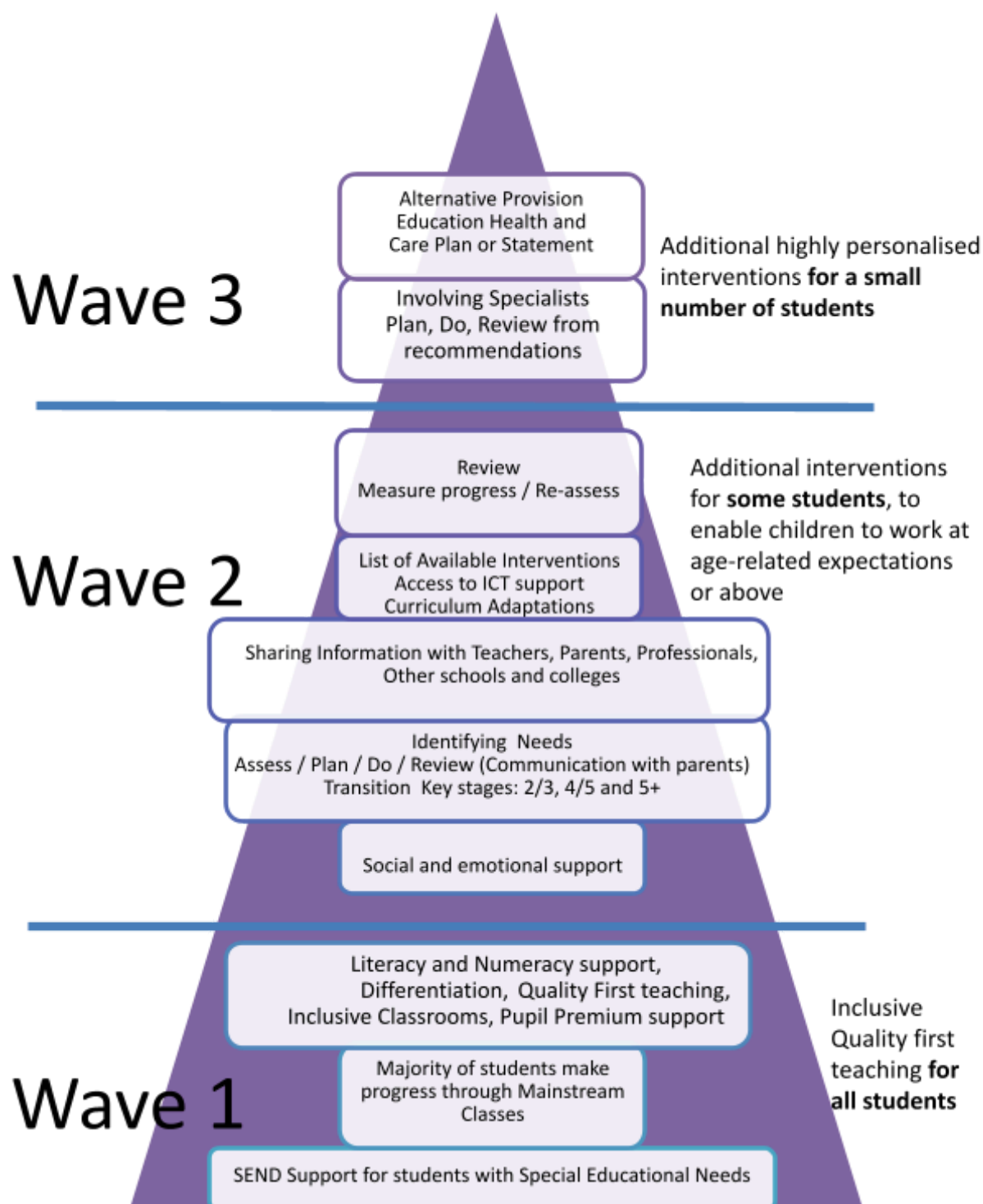
Interventions

The Inclusion Department may make a decision to withdraw students from lessons for a short period of time to deliver a planned intervention. The interventions that we run complement

high quality teaching with carefully selected small-group and one-to-one interventions and may support pupils with any of the four broad areas of needs.

Graduated Response Level 3: Education, Health and Care Plan

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.



Section 4: Criteria for exiting the SEND register/record

- The SEND register is updated on a regular basis. Following data captures, students are reviewed as to their position on 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.

Section 5: Supporting students and families

Kingsdown understands 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 SEND 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 SEND Department attends parent and students consultation evenings and Annual Review Meetings. The SENDCO or a member of the SEND Transition Team 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 SEND 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 (2014) 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 are updated bi-termly.
- The quality of partnership with students and parents/carers to ensure needs are recognised and met.
- Contact with students and parents/carers at Annual Review meetings, Parents and student consultation evenings, key stage meetings and meetings with SENDCO teacher.
- The quality of student progress, measured by:
 - o Gains in literacy (standardised testing at least annually).
 - o Gains in numeracy (standardised testing at least annually).
 - o The School's regular reporting procedures.

- o Regular liaison with parents and carers.
- o The amount of intervention required to allow students to access the curriculum effectively.
- o KS3 Teacher Assessments and GCSE results.
- o Post 16 destinations.
- o The quality of staff awareness of SEND procedures:
- o SEND summary and Student Profile maps are available to all staff through the student SEND register.
- o In service training is provided for selected groups of teachers.
- o SEND policy is available to staff.
- o Monitoring of performance by governors
- o 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 SENDCO regularly attends 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
Assessment and Feedback 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 2014
Local Authority School's Local offer

Section 14: Contact Details

Contact details for SENDCo

sbenali@kingsdownschool.co.uk

Contact Details for ASC Centre Manager

fgirling@kingsdownschool.co.uk

Contact Details for Designated Safeguarding Lead

kagambar@[kingsdownschool.co.uk](mailto:kagambar@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 Sarah Crawford

Signed by :

Emma Leigh-Bennett
Headteacher

Signed by :

Chair of Governors

Date :

Date :