



# Kings Ash Academy

## Special Educational Needs and Disability Policy 2024-2025

Designated Person responsible for managing the provision for children with SEND:

Miss E. Brown

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<b>Approved</b>		
<b>To be reviewed</b>		
<b>Signed Chief Executive</b>		
<b>Signed Chair of Trust Board</b>		

### SECTION 1 - COMPLIANCE AND GENERAL STATEMENT

This policy has been developed in consultation with school staff, the Board Director with responsibility for SEND, parents/ carers and pupils of our school community. It pays due regard to the Children and Families Act (2014) and the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (2015). This policy was reviewed in September 2023 by Eliz Brown (SENDCO) in collaboration with Jessica Humphrey (Executive Headteacher) following Local Authority advice. It will be reviewed annually.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice (2015)
- Equality Act 2010: advice for schools DfE (2013)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- Teachers' Standards (2012)
- GDPR and Data Protection Act 2018

- Safeguarding Policy
- Accessibility Policy (2021)
- United Nations Convention on the Rights of the Child (1991)

Kings Ash Academy is committed to safeguarding and promoting the welfare of children and young people and expects the staff and volunteers to share this commitment.

Kings Ash Academy is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs, have an entitlement to a broad and balanced curriculum both academic and social.

This should be accessible and fully inclusive in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment in which children can feel safe and secure and are able to meet their potential.

Kings Ash Academy is committed to inclusion. All children should be fully included through high quality teaching and adaptation in order to meet the needs of individual children. Every teacher is a teacher of SEND.

Kings Ash Academy aims to raise the expectations for all children with SEND. We provide a focus for outcomes for the children and young people and not just the amount of provision and support.

In compliance with the new SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Register of Need (RON). Should a pupil require provision that is additional and different they are placed on the RON under one single category, namely SEND Support. Their provision will be identified and progress monitored with an Individual Learning and Support Plan.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND, including those identified as Gifted and Talented.

### **Responsibility of SEND Provision**

Mrs. J. Humphrey (Executive Headteacher) is responsible for overseeing the provision for children with SEND. Miss E. Brown (SENDCo) is a member of the Senior Leadership Team and is responsible for coordinating the day to day provision for children with SEND.

## **SECTION 2 - AIMS AND OBJECTIVES**

### **Aims**

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence (UNCRC Article 23).

At Kings Ash Academy, we aim to:

- ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that children can achieve and develop well
- provide a child-centred approach that engages the pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school
- ensure that intervention is appropriately targeted
- ensure that lessons are stimulating, enjoyable and well adapted to meet the needs of all pupils, including those with SEND
- Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority
- ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being

## **Objectives**

Through the application of this policy we wish to:

- ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015
- work closely with the Local Authority in developing their Local Offer and complying with locally agreed policies and procedures
- Ensure all staff implement the school's SEN policy consistently
- Operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
- Ensure the early identification of SEND
- Ensure all pupils have access to an appropriately adapted curriculum
- Assess pupils accurately, putting appropriate provision in place, tracking progress regularly and adjusting provision in the light of ongoing monitoring and review
- Continuously monitor, evaluate and review the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money
- Ensure that additional support is well targeted and refer children to outside agencies where specialist support is required
- Recognise, value and celebrate pupils' achievements at all levels
- Work in partnership with families in supporting their children's education
- Provide SEND guidance and support to all school staff, governors and families
- Ensure that there is no discrimination or prejudice
- Involve pupils in the process of identification, assessment, provision and review to ensure their views are valued
- Provide staff support, advice and training to ensure they keep up to date with policy and procedural changes as well as furthering their understanding of how to support children with SEND

- Use the most appropriate resources to support learning, considering individual learning styles and ensure that the development of pupils' literacy skills has the highest priority
- Support pupils with SEND to develop their personality, talents and abilities to the full
- Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment
- Include all children with SEND fully in the life of the school and providing equal opportunities for all

### **SECTION 3 - IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

A child has a learning difficulty or disability if he/she has:

- greater difficulty in learning than the majority of children of his/her age and/or
- a disability which prevents or hinders them from making use of educational facilities/provision that is normally available

In addition, we identify special educational needs within the context of the usual adapted curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- aims to help pupils overcome potential barriers to learning

The SEND Code of Practice (2015) identifies four broad categories of SEND. A pupil could be identified as having difficulty in one or more of these areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of identifying the child's needs helps the school to decide what action needs to be taken to best support the child, rather than to fit a child into a category.

At Kings Ash Academy, we take into account other factors which are not SEND, but may impact on progress and attainment. These may include:

- Attendance and punctuality
- Health and well-being
- English as an Additional Language
- Being in receipt of Pupil Premium
- Disability
- Being a Carer for Child
- Being a child of a serviceman/ woman

It is understood that environmental factors can impact on children's progress and attainment. Any concerns relating to a child's behaviour will be described as an underlying response to a need which the school will recognise and identify clearly.

## **SECTION 4 - A GRADUATED RESPONSE TO SEND**

All teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants.

High quality teaching, adapted for individual pupils is the first step in responding to pupils who have or may have SEND. 'Quality First' teaching is a priority for the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of 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 SEND most frequently encountered.

Close liaison is maintained with all members of staff by the SENDCo to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching. Details of the provision on offer at KingsAsh Academy can be found in the School Offer in the SEND section of the School's Website. For higher levels of need, assessments from relevant outside agencies and professionals are arranged.

### **Levels of Need:**

The Graduated Response consists of three stages:

#### **1. Cause for Concern**

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one or more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- Be a new entrant to the school whose needs are still being assessed
- Currently have barriers to their learning, e.g: their behaviour is disruptive, there are attendance/lateness issues, there are concerns over their mental health, the family is currently experiencing challenges, they have EAL (English as an Additional Language)

All class teachers are required to keep a list of pupils who they are monitoring at Cause for Concern level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENDCo and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the School's Register of Need and, in line with the Code of Practice (2015), the school ensures that everything is done at an early stage as possible to avoid the need for SEND Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEND support.

#### **2. SEND Support**

Pupils are placed on the SEND Register Of Need at this level after assessment and consultation between the SENDCo, class teacher and parents/ carers, when it is established that they have a significant learning difficulty and require provision that is additional and different. The school will continue to work in partnership with parents, listening to their views

and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a termly 'Assess, Plan, Do, Review Cycle' which is detailed below:

### **Assess**

Assessing SEND will involve identifying needs by:

- Drawing on teacher's high quality, accurate formative assessment and experience of child
- Considering termly standardised assessment data alongside teacher assessments
- Looking at pupil progress, attainment and behaviour
- Completing specific targeted assessments
- Seeking the views and experiences of parents and the child's own views
- Discussing assessments and advice from outside agencies, if relevant

### **Plan**

Planning the SEND provision will involve the SENDCo, class teacher, parent and child. Other staff will also contribute where necessary, such as senior leaders, or support staff who provide interventions. We will work together to:

- Set outcomes for the next term
- Discuss and agree provision and the interventions that will take place
- Decide how and when this will take place and who will deliver it
- Discuss the expected impact on progress, development and behaviour
- Set a review date
- Record this information on an Individual Learning Support Plan, which will be shared with parents/ carers
- Write a Behaviour Profile or Risk Assessment where necessary

### **Do**

Implementing the intervention will involve:

- The class teacher working with the child on a daily basis and working closely with staff delivering interventions to plan and assess impact
- Support from the SENDCO in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support

### **Review**

Reviewing the needs, outcomes and provision will involve:

- Evaluating the impact and quality of the support and interventions including the views of the pupil and their parents/carers
- Considering whether it is appropriate to seek advice from outside agencies
- Analysing the pupil's needs, so that the class teacher, working with the SENDCo, can revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil
- Recording information on the Individual Learning Support Plan termly, which will be shared with parents/ carers

## **3. Education Health and Care Plans**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. Parents can also make a request for this assessment. If this is agreed, an Education, Health and Care Plan (EHCP) will be written by the Local Authority.

Where a pupil has an EHCP, the Local Authority must review the plan every twelve months as a minimum. Kings Ash Academy will hold these Annual Review meetings on behalf of the Local Authority. The SENDCo, parents/ carers, the pupil, the class teacher or teaching assistant and outside agencies involved will be invited.

In addition to the Annual Review, the progress of children with an EHCP will be reviewed termly as part of the Assess, Plan, Do, Review cycle.

### **The SENDCo is responsible for:**

- Assessing specific needs of students with SEND, including application for Statutory assessment
- Line managing the SEND support staff
- Day-to-day operation of the school's SEND Policy
- Liaising and advising class teachers and support staff
- Monitoring Individual Support Plans
- Liaising closely with other Senior Leaders to ensure a collaborative approach to SEND
- Maintaining the SEND Register of Need and the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Liaising with external education, health and social care services
- Attending/holding review meetings for pupils with SEND including those with an EHCP
- Liaising with other schools to aid transition, gathering or passing on relevant information

### **SECTION 5 - CRITERIA FOR EXITING THE REGISTER OF NEED**

If or when a pupil has made sufficient progress and no longer requires provision that is different from or additional to that which is normally available as part of high quality and adaptive teaching, it will not be necessary for them to remain on the Register of Need. This will be actioned by the SENDCo in collaboration with the class teacher and parents.

### **SECTION 6 - SUPPORTING PUPILS AND FAMILIES**

We understand that children make the best progress when schools, outside agencies and families work together. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

- The school website includes detailed information about SEND including the admissions policy, the Accessibility Policy, the SEN Information Report and the Whole School provision Map
- Families of pupils with SEND are guided towards the Torbay Family Information Service with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.

- Kings Ash Academy has provided a link on the Torbay Family Information Service website to information on our provision for families who have a child with a SEND and/or Disability in line with current requirements (The School Offer)
- Where appropriate, families are signposted to the Special Educational Needs and/or Disabilities Information, Advice and Support Service for Torbay (SENDIASS) and a link is included on the school website
- The policy on managing the medical conditions of pupils can be found on the school website
- Admission arrangements can be found on the school website
- Transition meetings between class teachers and support staff take place in July to discuss needs and share appropriate documentation of individual pupils with SEND
- The SENDCO, in liaison with the Y6 class teachers and assistant headteacher, ensures access arrangements have been made in a timely manner for statutory assessments

## **SECTION 7 - SUPPORTING PUPILS WITH MEDICAL CONDITIONS**

The school recognises that pupils 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 the Equality Act (2010).

Some children may also have special educational needs and/ or Disabilities (SEND) and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision.

A meeting is usually arranged with key medical colleagues to ensure any additional support is in place. Any necessary training is also undertaken by relevant staff in school. Where necessary, an Individual Health Care Plan will be written by the School Nurse in collaboration with parents. For further details, please see the school's policy for supporting children with medical conditions.

The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for Supporting Pupils with Medical Conditions for more detailed information.

## **SECTION 8 - MONITORING AND EVALUATING SEND**

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual review, on an individual and cumulative basis in conjunction with the SEND Board Representative, Headteacher, leadership team, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

## **SECTION 9 - TRAINING AND RESOURCES**



- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan
- The Head of School oversees the professional development of all teaching staff and teaching assistants
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCo who will explain systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils
- The SENDCo regularly attends SEND network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in SEND Reforms

## **SECTION 10 - ROLES AND RESPONSIBILITIES**

Kings Ash Academy is governed by the Academy Governing Body (AGB), Regional Governing Body (RGB) and the Board of Directors at Thinking Schools Academy Trust.

### **The role of the SEND Governor**

There is a named SEND Representative. The Trust Board pays due regard to the SEND code of Practice (2015) when carrying out duties towards all pupils with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND
- Determine the school's general policy and approach to pupils with SEND in cooperation with the Headteacher and SENDCo
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Board
- Ensure that parents are notified of a decision by the school to make SEND provision for their child
- Ensure that pupils with SEND are included as far as possible into the activities of the school
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area

### **The role of Teachers**

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

## **The role of Teaching Assistants**

Teaching assistants are employed to work with targeted groups or individuals as directed by class teachers and senior leaders. The learning of all pupils remains the responsibility of the class teacher at all times. Teaching assistants are line managed by assistant headteachers.

## **The role of additional staff**

Executive Headteacher: Mrs. J. Humphrey

Head of School: Mr R. Fitzsimmons

Designated Safeguarding Lead: Mrs. S. Greenhill

Designated Teacher for Cared for Children: Mrs L. Ford

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils: Mr R. Fitzsimmons

SEND Board Representatives: *To be confirmed at the first meeting in 2024/25.*

## **SECTION 11 – STORING AND MANAGING INFORMATION**

The school complies with the current data protection and confidentiality requirements with regard to information about pupils and families.

## **SECTION 12 – REVIEWING THE SEND POLICY**

The Policy will be reviewed annually to comply with the requirements for SEND.

## **SECTION 13 – ACCESSIBILITY**

Please refer to the Accessibility Policy, which can be accessed via the school website.

## **SECTION 14 – DEALING WITH COMPLAINTS**

The school's standard complaints system applies. More information can be found on the school website.

## **SECTION 15 – BULLYING**

Please refer to the school's Behaviour Policy, which can be accessed via the school website.