

## SEND Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for Kibworth Mead Academy within The Mead Educational Trust.

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*Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.*

### **Definitions and context**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age.

or

- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The way in which provision and support is made has changed for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Leicestershire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Ethos & Value Statement**

At Kibworth Mead Academy we strive to inspire through the delivery of a "World Class" education - success for all our learners. This school prides itself on 'The Kibworth Standards & Values' for our community where everyone feels safe, valued, included and proud.

### **1. Aims and objectives 'Every Teacher is a Teacher of SEN'.**

#### **Aims:**

- We aim to provide every child with access to a broad and balanced education. Inclusive and compliant with the Special Educational Needs Code of Practice
- To promote independence, equality and consideration for others.
- Ensure that we celebrate the full range of our students' achievements.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.

#### **Objectives:**

- Staff members seek to identify the needs of students with SEN as early as possible. This is most effectively done by gathering information from parents, education, health, care services and previous schools prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations/ concerns through our graduated early monitoring process to our SEND Department.
- Monitor the progress of all students in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to make good progress towards their outcomes.
- Provide and monitor appropriate provision to overcome barriers to learning and ensure students with SEN have full access to the Curriculum. This will be coordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the students' needs cannot be met by the school alone. Kibworth Mead Academy receives further support from the Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Autism Support Service, Sensory & Physical Support Service, SEND Transition team
- Create a school environment where students can contribute to their own learning by offering opportunities to hear their voice. Student participation is promoted across Kibworth Mead Academy. The school community helps to build a sense of belonging, respect and

value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in Kibworth Mead Academy life (e.g., the homework club and early bird sessions)

## **2. Responsibility for the coordination of SEND provision**

The person responsible for overseeing the provision for children with SEND is Mr A Wilkinson. Mr A Wilkinson's responsibilities are overseen by Mrs A Robson. Mrs A Robson is the school's Director of Learning for Success and Designated Safeguarding Lead. Mrs A Robson's responsibilities are overseen by Mrs Merry the Principal. Academy Councillor: Mrs Louise Lewis.

## **3. Arrangements for coordinating SEN provision**

The SENCO will secure and hold details of all SEN Support records such as the SEN Support Register, provision maps, strategy sheets and structured conversation minutes for individual students.

All staff can access the following documents on 365 or SIMS:

- Kibworth Mead Academy SEN Policy
- A copy of the full SEN Student Register
- Guidance on identification of SEN in the Code of Practice
- Practical advice, teaching resources, and information about types of special educational needs and disabilities
- Information available through The Leicestershire SEND Local Offer.

Learning and provision Mapping is software provides students with:

- Learning plans – short term outcomes
- Provisions- monitoring and reviewing
- Support passports – Students with complex needs

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of Kibworth Mead Academy's SEND provision

## **4. Admission arrangements**

Please refer to the information contained in our school prospectus and this website:

<https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/schooladmissions/apply-for-a-secondary-school-place>

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained on our website:

<http://www.thekibworthschool.org/send-information/want-to-know-more-about-ehcp-educationalhealth-care-plans/>

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual transition plan will be offered where necessary.

## **5. Specialist SEN provision**

Kibworth Mead Academy is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10. In our School we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

## **6. Facilities for students with SEN**

We have the following adaptations and special facilities:

- Ramps
- Toilets for disabled users
- We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of students with disabilities, and facilitate access for adults with disabilities
- An accessibility plan is made available on our website
- Evacuation chairs for two tiered buildings
- Individual plans PEEP for students with additional needs who required supported evacuation procedures
- Supported break and lunchtime areas

## **7. Allocation of resources for students with SEN**

The Academy Council of Kibworth Mead Academy sets the overall budget available to meet special educational needs taking account of:

- statutory requirements
- other budgetary requirements in the Kibworth Mead Academy
- the resources identified for SEN within the Individual school's budget
- the availability of additional grants to the Kibworth Mead Academy
- priorities identified in the Kibworth Mead Academy Development Plan
- SENCo and Principal identified pattern of need across the Kibworth Mead Academy, subsequently establishing cost effective means of meeting these needs
- allocate support to groups of students and individual students, including those with an EHC Plans
- ensure that support is allocated to students on a fair and equitable basis
- monitor the progress made by students with SEN
- evaluate the effectiveness of provision for SEN
- ensure that support staff, including learning support assistants, work within the framework of Kibworth Mead Academy policy and practice

## **8. Identification of students needs**

Identification:

See definition of Special Educational Needs at start of policy.

**A graduated approach: 'Every Teacher is a Teacher of SEN'.**

**Quality First Teaching: 'The baseline of learning for all students'.**

- 1.Any student who is falling significantly outside of the range of expected progress achievement in line with predicted performance indicators and grade boundaries will be monitored.
- 2.Tutors and class teachers can identify concerns regarding a student through an early monitoring referral. This is completed in consultation with parents and carers and the student.
- 3.Once a student has been identified as possibly having SEN, they will be closely monitored by staff in order to assess their learning and possible difficulties.
- 4.The subject teachers will take steps to provide adapted learning opportunities and materials that will support the student's progression and enable the student to access the curriculum
- 5.The SENCo and SEND Department will be consulted as needed for support, advice and guidance and may wish to observe the student in class or complete assessments.
- 6.Through the above actions it can be determined which level of SEND support the student will need.
- 7.Parents are encouraged to share information and raise queries with Kibworth Mead Academy. Families are encouraged to ensure that their contact details are kept up to date and inform the school of any changes that have occurred to support the communication process.
- 8.The Student is monitored if concern is raised by parent or teacher, but this does not automatically place the student on Kibworth Mead Academy's SEN Support Register. Concerns are discussed with parents/carers. It is recorded by Kibworth Mead Academy as an aid to further progression and for future reference.
- 9.Student progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

### **SEN Support:**

Where it is determined that a student does have SEN additional needs, parents will be formally advised of this before inclusion of the individual on Kibworth Mead Academy SEN Support Register. The aim of formally identifying a student with SEN is to help Kibworth Mead Academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan

- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

#### 1. **Assess**

In identifying a child as needing SEN support teachers, support staff, working with the SENCo should carry out a clear analysis of the student's needs. This should draw on assessments, SEAL support, ESLA, student statements, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered where appropriate. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### 2. **Plan**

When it is decided to provide a student with SEN support, parents will be informed. Planning will involve consultation between the student their SEND keyworker, parents and other relevant staff to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

All those working with the student, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The SEND register is located in 365 Staff site and the learning plans and reviews are monitored through the learning and provision mapping site. All those working with the student within school have access to this information to inform planning and progress.

#### 3. **Do**

All staff and teachers remain responsible for understanding a student's additional needs. Keyworkers retain responsibility for the learning plan implementation even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Additionally, support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

#### 4. **Review**

Termly meeting take place to review student's progress. The review process will evaluate the impact and quality of the support and interventions. The Keyworker will revise the support in light of student progress and development. The review includes parents however remains child centred.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by Kibworth Mead Academy but can be requested by a parent directly to the local authority. This will occur where the complexity of the needs of the student are such that a multi-agency approach to assessing that need, and for planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Student statements
- Other information deemed appropriate at that time

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student 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.leicestershire.gov.uk/education-and-children/special-educational-needsanddisability/education-and-childcare/get-help-with-your-childs-progress/how-to-get-help>

Or by contacting the SEND Information, Advice and Support Service (SENDIASS) on:

Contact SEND Information, Advice and Support Service (SENDIASS) for independent advice if you think your child isn't getting the help they need.

Telephone: 0116 305 5614

(Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm)

Email: [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk)

Help your child may get:

- The help your child will get may include:
- a personalised learning programme
- high level of adult supervision – learning support assistant or working in a smaller group
- specific adapted resources to take part in class activities
- help to communicate with other children, social communication and interaction groups
- a referral to the educational psychology service

## **5. Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Kibworth Mead Academy SENCo and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

## **9. Access to the curriculum, information and associated services**

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by Kibworth Mead Academy as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Students with SEN:

The SENCo, and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date
- In-class provision and support are deployed effectively to ensure that the curriculum is adapted where necessary
- Individual or small group tuition is provided where it is felt that students would benefit from this provision
- Setting appropriate individual targets/ short term outcomes that motivate students to do their best and celebrating achievements at all levels.

## **10. Inclusion of students with SEN**

The Principal and SENCO oversee Kibworth Mead Academy Policy for Inclusion and are responsible for ensuring that it is implemented effectively throughout Kibworth Mead Academy.

Kibworth Mead Academy curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.

Kibworth Mead Academy will seek advice where appropriate around individual students, from internal and external support services. Where a behavioural incident warrants exclusion the Principal, and member(s) of SLT will consider the incident in line with Kibworth Mead Academy's Behaviour for Learning Policy.

### **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision Kibworth Mead Academy encourages feedback from staff, parents and students. Parents and students are given an opportunity to evaluate the effectiveness of provision by means of a survey in addition to discussion at reviews.

Student progress will be monitored on a termly basis in line with the SEN Code of Practice. The learning plan encourage parent contribution. The academic mentoring evening the opportunity for parents to access the SENCO via appointment.

SEN provision and interventions are recorded on student files within Learning and provision mapping. These are updated by key workers and monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of the academic year and are adapted following assessment.

### **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, a School Leader or Leadership Team member who will be able to offer advice on formal procedures for a complaint if necessary. Please see complaints policy on Kibworth Mead Academy website

### **13. Continuing Professional Development**

We aim to keep all Kibworth Mead Academy staff up to date with relevant training and developments in teaching and learning in relation to the needs of students with SEND.

The SENCO seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The SENCO and Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at Kibworth Mead Academy.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to Kibworth Mead Academy development priorities and those identified through the use of provision management (see Section 11).

#### **14. Links to support services**

Kibworth Mead Academy continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid Kibworth Mead Academy inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within Kibworth Mead Academy.

#### **15. Working in partnerships with parents**

Kibworth Mead Academy believes that a close working relationship with parents is important to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN to enable personal success
- Parental views are considered and valued
- Personal /ESLA and progress targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will where possible be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child. Kibworth Mead Academy's Academy Councillor may be contacted at any time in relation to SEN matters.

Academy Councillor: Mrs Louise Lewis

#### **16. Transition**

Where a student has an EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person-Centred Review or Formal Review. This is decided upon by the SENCO in consultation with external agencies. Transition Plans are drawn up in accordance with parental, student and staff views. The participants follow the actions of a Review Meeting to ensure smooth transition.

## **17. Links with other agencies and voluntary organisations**

Kibworth Mead Academy invites and seeks advice and support from external agencies in the identification, assessment, and provision of SEN. The SENCo and SEN team are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service (transition)
- Speech and Language Service
- Language and Learning Support Service
- CAMHS
- Sensory Support Services
- And any other specialist services as required for individual students

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.