

SEND Policy

Policy Monitoring, Evaluation and Review

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

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1.0 Information about the school's SEND Policy:

1.1 Overview

The Kibworth Mead Academy Special Educational Needs and Disability (SEND) Policy is based on the Special Educational Needs and Disability Code of Practice (January 2015). It aims to promote a consistency of approach to meeting student's Special Educational Needs and Disabilities, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legal framework for this policy is the Education Act 1996 and the Disability Equality Act 2010. The policy has also been written with reference to the following guidance and documents: The Statutory Guidance on Supporting students at College with Medical Conditions (April 2014); Teachers' Standards (2012).

1.2 Aims and Objectives of the Policy

At KMA we welcome students with special educational needs and disabilities as part of our community. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum. The department of SEND has embedded its practice in the four principles of building secure attachments: nurture, engagement, structure and challenge. Our provision is for the most vulnerable and SEND students and supports pastoral, learning, behavioural and attendance needs.

The department endeavours to build resilience and embrace challenge through an inclusive environment that is both flexible and responsive. Our objectives are:

- To identify and provide for students who have SEND and additional needs.
- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice, 2015.
- To provide support and advice for all staff working with SEND students.
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy.
- To provide a focus on the outcomes of every student, including those with SEND.

1.3 Admission Arrangements

Students with SEND follow normal admissions procedures. The only criterion for priority is a student with an EHCP that names KMA.

2.0 Identification of Special Educational Needs and Disability:

2.1 The Special Educational Needs and Disability Code of Practice, 2015 identified four broad areas of need including:

- Communication and interaction:
 - Autistic Spectrum Disorders (ASD)
 - Speech, Language and Communication Needs (SLCN)
- Cognition and Learning:
 - Specific Learning Difficulties (SpLD) - Dyslexia, dyspraxia, dyscalculia
 - Learning Disabilities (LD)
- Sensory and Medical:

- Hearing or Visual impairment (HI or VI)
- Physical disability (PD)
- Social, Emotional, Mental Health
 - Anxiety
 - Attachment
 - ADHD

Students have SEND if they have a difficulty accessing the curriculum which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the student has SEND and appropriate provision identified to meet the students individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy and Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

3.0 A Graduated Approach to Special Educational Needs Disabilities Support:

Teachers are responsible and accountable for the progress and development of the student in their class, including where student access support from teaching assistants or specialist staff. We endeavour to build resilience and embrace challenge through an inclusive environment where students follow the same broad curriculum, whilst ensuring all students with SEND have their needs met and achieve the best outcomes.

3.1 Identification and Assessment

KMA staff liaise carefully with local primary schools at transition. The transition team work in collaboration with the SENDCO and all the feeder primary schools. The SENDCO/transition team also attend Annual Reviews and multi-agency reviews of students in Year 6 where appropriate. Enhanced transition packages are used to add maximum support for the most vulnerable SEND students, where appropriate.

All students with SEND are reviewed termly and their level of support adjusted accordingly. Tracking is monitored, and post intervention evaluations, alongside other data, is analysed regularly. At KMA we are acutely aware that SEND students require ongoing formative assessment as well as the tri-annual summative assessments as part of the assessment model.

We have a graduated SEND referral process for teachers who have concerns about students in their class.

3.2 Curriculum Access and Provision

All staff receive advice, guidance and training to support SEND students in accessing the curriculum and ensuring the most effective provision. Students are supported in developing appropriate social skills and positive relationships enabling them to become more independent through bespoke, time focused interventions. Specific interventions are put in place to address a student's SEND, helping to remove the barriers to their learning and enabling them to make progress across the curriculum.

Some students, due to their needs, will require modification to their curriculum and a small percentage qualify for access arrangements to support them when taking external examinations.

The SENDCO and team liaise with post-16 provision to ensure that students with SEND have effective and positive transitions to further education.

3.3 The Graduated Response

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.

A Graduated Response is adopted for students identified as having SEND. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff as part of Quality First Teaching. For a more detailed review of provision see the Leicester Local Authority Offer and the Personal Statement for Kibworth Mead's Offer.

Universal Provision - Quality First teaching by all teaching staff. We ensure we employ staff who are highly qualified and ensure that through induction, CPD, appraisals and the Teaching School, we have outstanding staff working with our students with SEND.

SEN Support is initiated where students do not make adequate progress as identified by the SENDCO through the assessment arrangements as in 3.1.

Criteria for SEN Support include:

- Low Numeracy/Literacy scores in Midyis tests and other assessments.
- Prior attainment is 'Low'.
- Teachers' observations.
- Teaching Assistants' observations.
- Primary Teachers' comments.
- Concerns from staff or Parent/Carer.

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Variety of reading interventions targeted to particular aspects of literacy and reaching including: Direct Instruction, spelling, handwriting interventions and writing development.
- Targeted Maths interventions.
- Interactive play, social communication.

- Draw and talk therapy.
- Nurture and friendship groups.
- Restorative justice.

High Level Needs - Where students fail to make adequate progress, despite additional provision from the Learning Support faculty, the school seeks advice and involvement from external support services. KMA makes full use of the specialist agencies in the area who can offer support and advice on SEND. With the agreement and support of parents/carers, referrals are made to relevant agencies. Detailed reports and data are gathered from staff which is included on the referral form and a student may be assessed within the classroom or individually by a specialist. The recommendations made by the agency will be shared with parents/carers and the staff at KMA. Advice cards are created for students to ensure all staff adopt strategies that will support the student.

Should the assessments carried out by external agencies identify that the student requires additional provision on a regular basis, for an extended period, then the school will apply for additional resources. The application will be evaluated against criteria established by the Local Authority (LA).

If a student doesn't make adequate progress and has demonstrated a significant cause for concern, the school and/or parents/carers may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Educational Healthcare (EHC) plan. The SENDCO is responsible, on a daily basis, for overseeing their support and mentoring, and allocates students with EHCPs a specified amount of support.

3.4 Bespoke Student Advice Cards

The strategies that will be employed for SEND students are recorded on advice cards, saved on BROMCOM, reflecting provision that is additional to, or different from, normal differentiated provision. All students with SEND have a bespoke advice card and their progress is closely monitored. Contents of the advice cards on BROMCOM include:

- Access arrangement information.
- Teaching and learning strategies.
- Behaviour management strategies.
- Additional provision to be put in place.

The advice card is communicated to all staff who support the student's learning, and to the parents/guardians and the student. Advice cards are regularly reviewed and updated, and also form part of the formal review process. The expectation is that teachers engage with the advice cards to use the suggestions and strategies to support learning in the classroom.

3.5 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by the school through individual reviews, screening tests and procedures described in the KMA Assessment Policy.

3.6 Provision of an appropriate curriculum

Through the SIP, Faculty Improvement Plans, and in conjunction with SEND statements, provision for students with SEND is regularly reviewed and revised. As part of Quality First Teaching it is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Inclusion/SEND Team.

3.7 Provision of Curriculum Support

The Learning Support Team can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

b) Support teaching: This is achieved by working collaboratively with a subject teacher.

The SENDCO and team can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal:

- Some students with SEND may be withdrawn 1:1, or within small group sessions, or to use technological support, for a time-limited intervention programme which is closely monitored for impact; **the withdrawal of students is kept to an absolute minimum, in accordance with Kibworth Mead's inclusion ethos.**

d) In-service training:

- The SENDCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at KMA.
- Individual departments can ask for INSET from the SENDCO as required, for specific purposes or generic training
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.8 Allocation of Resources:

Staff are deployed to maximise the support for statemented/EHCP students and those on the SEND register. Teaching Assistants are used to run effective, time limited and personalised programmes of support for both individual students and groups. These are regularly reviewed and analysed to ensure all interventions are appropriate in meeting the needs of students. The department manages and deploys resources in the most effective way within the SEND budget.

3.9 INSET

All 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.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff have on-going professional learning opportunities, and CPD is available to support their development and their role in supporting students with SEND. CPD and expertise is cascaded throughout the school to enable all staff to work with a diverse range of needs, working in collaboration with outside agencies to maximise the support offered to students.

The SENDCO regularly meets with the Academy Trust Director of SEND and attends external network meetings and conferences in order to keep up to date with local and national updates in SEND. This information is then cascaded to staff and implemented through advice cards and intervention strategies.

4.0 Supporting students at school with medical conditions:

KMA 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 students 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 (SEN) or an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

For further details, please see the School's policy for supporting students with medical needs.

5.0 Monitoring and Evaluation:

Pre and post intervention data is analysed. Annual Reviews and multi-agency meetings provide evidence for those on the SEND register. This is in addition to the tracking and reporting systems already used by the whole school. The SEND department in line with all other areas of the school have annual evaluations and improvement plans.

KMA will also ensure there are timely and regular external reviews of safeguarding commissioned, to ensure there is an objective evaluation of provision.

5.1 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or guardians, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENDCO reviewing procedures in consultation with subject leaders and outside agencies,
- Quality assurance of SEND provision across the school.
- Quality assurance of Teaching Assistants in lessons and intervention sessions.
- Feedback from other faculties and outside agencies.
- Number of complaints received.

6.0 Working in Partnership:

6.1 In School

The SENDCO liaises closely with the Assistant Principal line manager, subject teachers, tutors, PP champions, support staff and Curriculum Leaders as appropriate. Information and concerns are always discussed with the appropriate member of staff.

6.2 Parents

At KMA we work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment where all our differences are valued. We believe that the relationship between KMA and its parents/carers is a partnership which involves a two-way process. KMA provides an open-door policy where parents/carers are encouraged to contact the school whenever they have a concern, and a convenient time will be made for this to be discussed further. We recognise and value the input of the family and believe that this has a crucial bearing on a student's educational progress and on the effectiveness of any action the school may take. By working with parents/carers we aim to provide the best opportunities for our students in a nurturing and safe environment where they feel listened to and respected.

We aim to ensure that parent/carers of students at KMA are open and confident in working in partnership with us and with other professionals and we aim to ensure that we support parents/carers in this process.

- Parental views are recorded as part of the Annual Review procedures.
- Parents/Carers are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings.
- Parents/Carers are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home, either through letters/emails or telephone calls.
- New parents/carers can attend the Open Evening in the Autumn term prior to transfer and the Parents' Induction in the Summer term before transition.

6.3 Students

KMA recognises that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2015). At all times students are engaged in their education and encouraged to develop sustainable skills and strategies that enable them to overcome the barriers to their learning successfully.

- EHCP students are fully involved in the annual review process.
- Students' views are recorded as part of the review process and their views are valued and listened to.

6.4 External Support

KMA invites and seeks advice and support from external agencies in the identification, assessment, and provision of SEND. The SENDCO and the SEND team are the designated persons responsible for liaising with the following;

- The Educational Psychologist
- 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 SEND provision and progress and keep staff up to date with legislation.

6.5 Between Schools

The SENDCO liaises with the Academy Trust Director of SEND and other SENDCOs:

- In TMET, with communities established between the secondary schools in particular.
- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENDCO-network' meetings.
- On the transfer of a student with SEND to a new educational setting.

6.6 Transfer Agreements

All documentation about special needs included in a student's record is transferred between schools. The SENDCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND and vulnerability factors. The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to post-16 placements.

7.0 Management of SEND within School:

The Principal and the Academy Council have delegated the responsibility for the day to day implementation of the policy to the SENDCO and Assistant Principal.

In line with the new Code of Practice (2015) all staff in school have a responsibility for students with SEND. Current Teaching and Learning protocols within school promote Quality First Teaching within an inclusive curriculum.

The department is led by a very experienced team with particular expertise in working with students with complex SEND. Support is provided from across TMET.

7.1 Roles and Responsibilities

The roles and responsibilities of school personnel with regard to SEND are given below. They are in accordance with the Code of Practice (2015) guidelines and school job descriptions.

Academy Council:

- In partnership with the Principal, the Academy Councillors have responsibility for monitoring the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the School Improvement Plan, which include provision of SEND.
- Monitoring the policy through the school's self-review procedures
- All Academy Councillors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to students on the school's policy through the website.
- The named governor for SEND is Cleo Redmond who will report back to the Academy Council.

Assistant Principal:

- Setting objectives and priorities in the School Improvement Plan, which includes SEND.
- Line managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Academy Council.

SEND Coordinator and Assistant SENCO:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Assistant Principal for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and Performance Management.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring advice cards for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Principal and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Principal reports to the Academy Council.

Curriculum and Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are provided.
- Raising awareness of school responsibilities towards SEND.

Teachers: "All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support team.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring student advice cards are read and followed in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.

- Raising individual concerns to SENDCO.

Teaching Assistants:

- Support students with SEND, and the wider school population, in lessons in the classroom.
- Plan and deliver individualised intervention programmes where appropriate.
- Monitor progress against targets.
- Assist with drawing up individual plans/advice cards, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.

8.0 Storing and Management of SEND Information:

All SEND documents and data are stored in line with the school's Data Protection Policy.

9.0 Complaints:

If parents/carers have a complaint this should be directed in the first instance to the SENDCO. If there continues to be cause for complaint parent/carers should address their concerns to the Principal or the Academy Council as in line with the Trust's Complaints policy.