

## 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:**

Our special educational needs and disabilities (SEND) policy aims to:

**1.1** Make sure our school fully implements national legislation and guidance regarding pupils with SEND

**1.2** Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Work with outside professionals to identify and support pupils with SEND

**1.3** Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

**1.4** Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

**1.5** Make sure the SEND policy is understood and implemented consistently by all staff

### **2.0 Vision and values**

At our school we will provide pupils with access to a broad, varied and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We are dedicated to support pupils with all areas of development and preparing our pupils for adulthood and the world of work.

### **3.0 Legislation and guidance**

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out trustees' responsibilities for pupils with SEND

- The School Admissions Code, which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

#### 4.0 Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### 5.0 Definitions

##### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

##### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

##### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6.0 Roles and responsibilities

### 6.1 The SENDCO

The SENDCO at our school is Mrs Liz Thornton at [SEND@kibworth-tmet.uk](mailto:SEND@kibworth-tmet.uk) or [lthornton@kibworth-tmet.uk](mailto:lthornton@kibworth-tmet.uk) and our Assistant SENDCO is Mrs Carine Lewis at [SEND@kibworth-tmet.uk](mailto:SEND@kibworth-tmet.uk) or [clewis@kibworth-tmet.uk](mailto:clewis@kibworth-tmet.uk)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the principal and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the principal and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The board of trustees**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND

- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 11 are provided with independent careers advice

### **6.3 The SEND link governor**

The SEND link governor is Cleo Redmond.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **6.4 The Principal**

The principal will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, SEN Intervention Funding or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

### **6.5 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

### **6.6 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to review the provision that is in place for their child throughout the year
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given regular updates on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

### **6.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### **7.0 SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8.0 Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching with support from subject leaders. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion at the SEND drop-in sessions about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### **8.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will notify parents/carers if it is decided that a pupil will receive special educational provision.

### **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1) Assess**

The pupil's class teachers and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2) Plan**

In consultation with the parents/carers and the pupil, the teachers and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on BromCom and will be made accessible to staff in a pupil passport on Provision Map.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home. Parents will have access to view and add comments for the pupil passport through Provision Map.

#### **3) Do**

The pupil's subject teachers retain overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4) Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision may be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach.

On the census these pupils will be marked with the code K.

### **Special Educational Needs Intervention Funding (SENIF)**

Pupils who may need more support, for a set period of time, than is available through the school's-based SEN provision may be entitled to SENIF. This is applied through the LA for additional funding to give additional short term support provisions.

On the census these pupils will be marked with the code K (additional funding).

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support, including feedback from class teachers
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

## **9. Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## **10. Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

## **11. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The principal and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Training will be carried out by external trainers as well as in house to allow for sharing best practice. Training is also reviewed and implemented through the Trust.

## **12. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Specialist teachers or support services such as the Autism Outreach Team
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- The Local Authority Inclusion service

## **13. Admission and accessibility arrangements**

### **13.1 Admission arrangements**

The admission of prospective pupils with SEN or a disability is through the Local Authority admissions system.

- To support the transition to secondary school, we work with local primary schools, attending annual reviews, visiting and requesting information to support the smooth transition to us. Individual provisions can be discussed and arranged between the family and SENDCO, this may include additional visits and discussions. For identified students we offer an additional visit prior to transition.
- Mid-year transitions are supported on an individual basis which may include the Pastoral Team and SEND.
- As a school we are consulted by the local authority when a student has an EHCP, we review the EHCP and share with SENA if we can meet the pupils needs by reviewing Section F Provisions and stated outcomes, so it is essential previous schools/parents/carers update the EHCP and check the provisions stated when finalising the EHCP. This information is then reviewed by SENA and if we can meet need and SENA believe it is the right placement we will be named on the EHCP. We work alongside the family through the process.

### **13.2 Accessibility arrangements**

- All students are supported and treated fairly and with respect. We endeavor to educate all staff and pupils to support each other. Any discrimination or bullying will be managed within our behaviour policy.
- We work with outside agencies to support/requiring additional equipment due to their SEND need, this is usually through the local authority specialist teaching service including the hearing impairment team, visual impairment team this may include a site survey or discussion around individual pupils needs.
- Our accessibility plan is available for further details <https://www.kibworth-tmet.uk/our-academy/policies/>
  - Our aim is for pupils to access the curriculum, applying reasonable adjustments where necessary to support a pupils' needs.
  - To continue to aim to develop the physical environment to enable disabled pupils to take full advantage of the education, benefits, facilities and services we offer

- We continue to aim to develop the availability of accessible information to disabled pupils

## **14. Complaints about SEND provision**

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the subject teacher/subject leader/SENDCO/principal. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the subject teacher/SENDCO/principal in the first instance. They will be handled in line with the school's complaints policy <https://www.kibworth-tmet.uk/our-academy/policies/>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, please see: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/disagree-with-a-special-educational-needs-decision/other-special-educational-needs-and-disability-send-disagreements> You can request mediation by using the link supplied.

## **15. Monitoring and evaluation arrangements**

### **15.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers
- Learning walks

### **15.2 Monitoring the policy**

This policy will be reviewed by the SENDCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **16. Links with other policies and documents**

This policy links to the following documents

- SEN information report <https://www.kibworth-tmet.uk/our-academy/policies/>
- The local offer <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

- Accessibility plan <https://www.kibworth-tmet.uk/our-academy/policies/>
- Behaviour policy <https://www.kibworth-tmet.uk/our-academy/policies/>
- Equality information and objectives <https://www.kibworth-tmet.uk/our-academy/policies/>
- Supporting pupils with medical conditions policy <https://www.kibworth-tmet.uk/our-academy/policies/>
- Attendance policy <https://www.kibworth-tmet.uk/our-academy/policies/>
- Safeguarding / child protection policy <https://www.kibworth-tmet.uk/our-academy/policies/>
- Complaints policy <https://www.kibworth-tmet.uk/our-academy/policies/>