

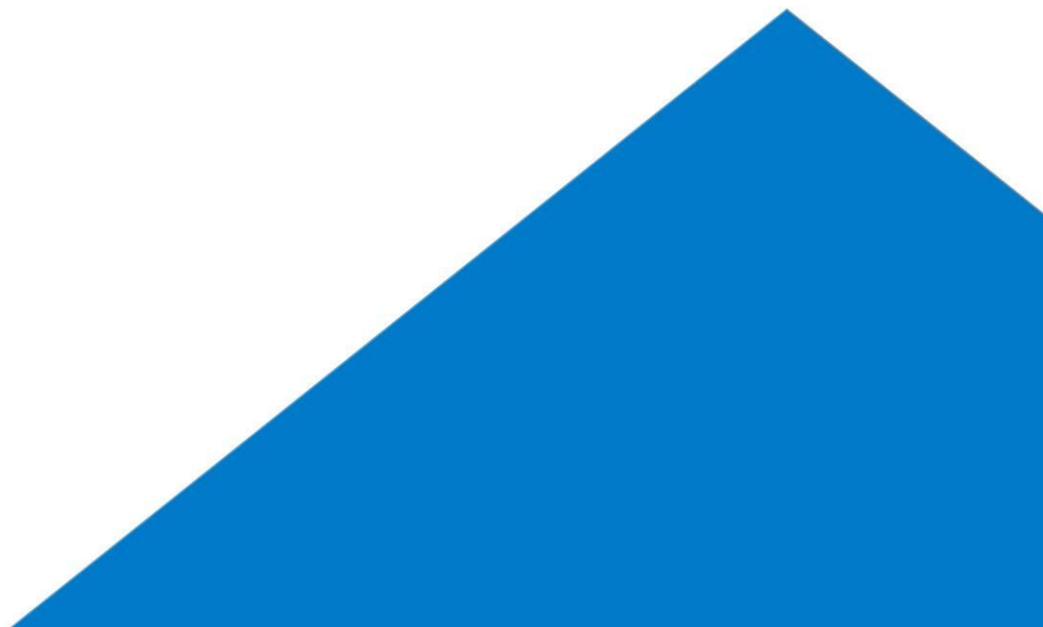


Kepier
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Policy Statement

Special Educational Needs and Disabilities

- Produced By: Mrs P Watson (SENDCo)
- Ratified By:

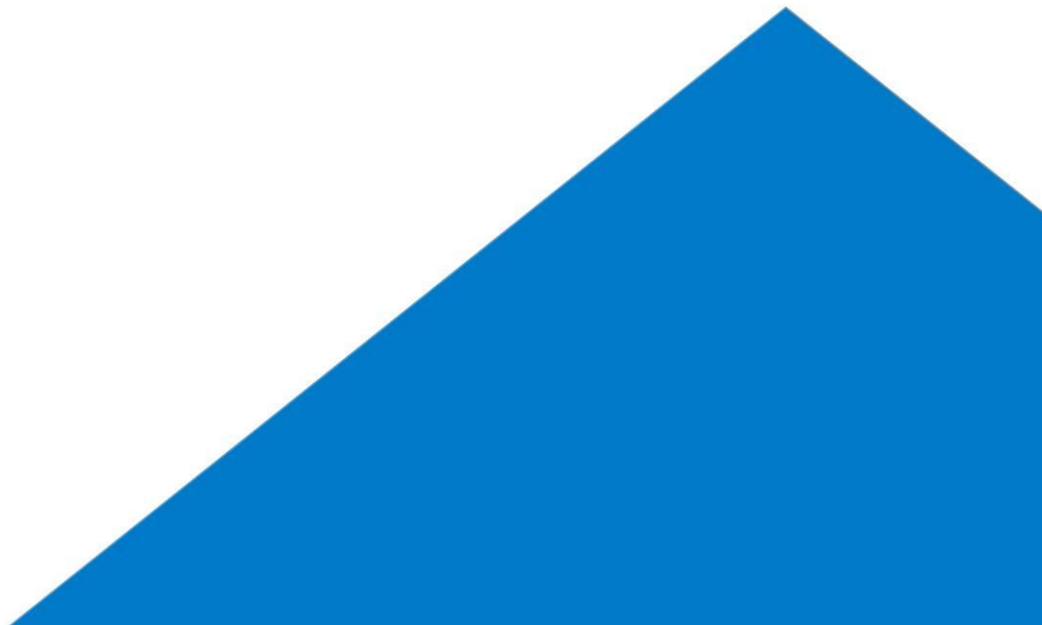


- Review Date: July 2017

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

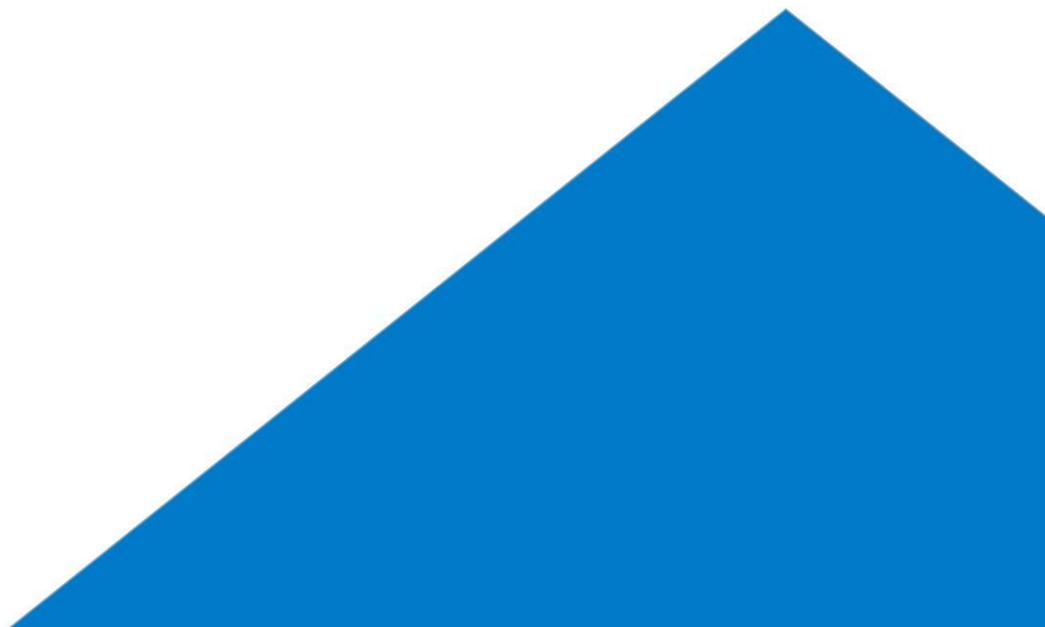
- Equality Act 2010: advice for schools DfE February 2013.
- SEND Code of Practice 0-25 (June 2014).



- Statutory Guidance on supporting pupils at school with medical conditions April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013.
- Safeguarding Policy.
- Accessibility Plan.
- Teachers Standards 2012.
- Special Educational Needs and Disability Regulations 2014.

Other related documents include:

- Disability Equality Scheme.
- Equality Statement.
- Gifted and Talented Policy.
- Inclusion Policy.
- Alt Ed Policy.
- Teaching and Learning Policy.
- Looked after Children Policy.
- Race Equality Policy.

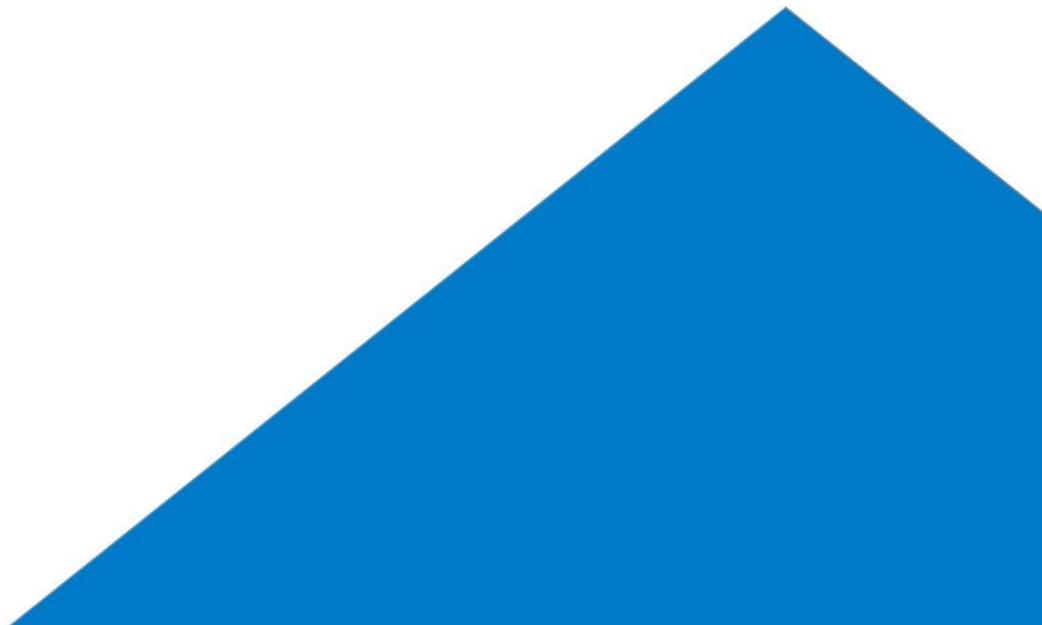




Kepier's SEND Policy was created by the school's SENDCo Mrs P Watson who is a teaching member of the schools' faculty. She can be contacted on 01915128960 ext. 145 or p.watson@kepier.com. The SENDCo is not a member of SLT and is therefore represented at this level by Mr Adam Warkman (Assistant Principal). The link SEN Governor is Mrs Deborah Garland.

SEND Vision Statement

At Kepier we believe that all our learners have a right to progress and achieve irrespective of their individual additional needs and have the same entitlement to



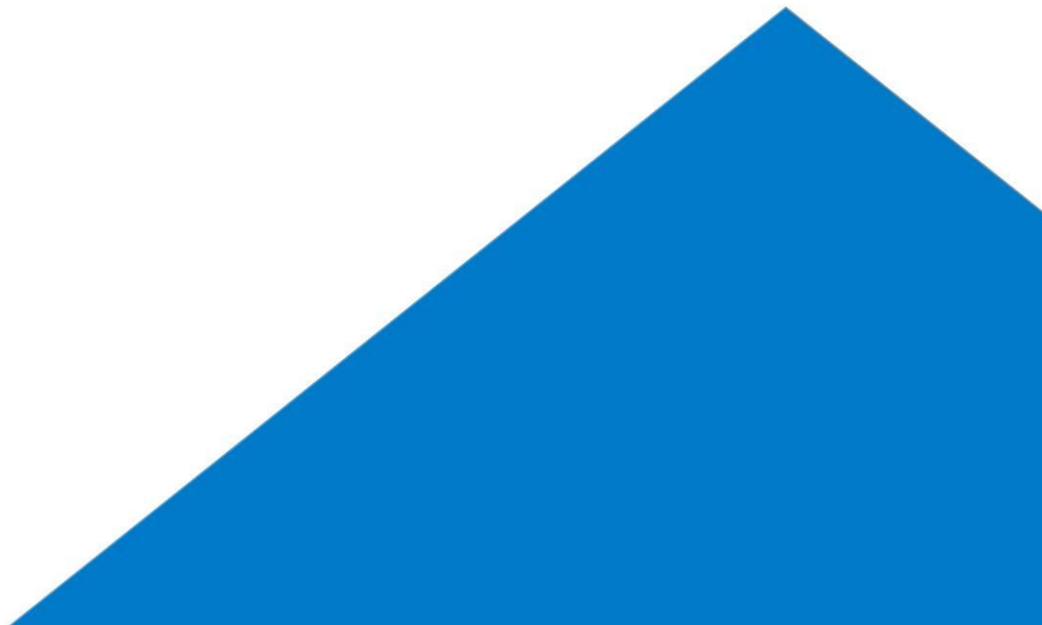
education as their peers. The school's SEND policy is designed to support the provision of the National Curriculum for all our learners and offer a positive approach to meet their differing needs. We believe that every teacher is a teacher of every child or young person including those with SEND, which results in high social and academic expectations of our staff and learners.

Rationale

Our aim is to promote quality first teaching and enjoyment of learning as the foundation for success in life through a rich, broad and balanced curriculum. We ensure that a high quality education provision at Kepier is flexible and responsive to individual needs. We want every learner to be able to engage actively in learning thus enabling them to reach their full potential in all areas of school knowing that they are cared for and supported.

Above all we aim to raise aspirations and expectations for all learners with SEND in order to develop confident, reflective learners who are proud to belong to our community. In addition we aim to encourage learners to have a sound knowledge of their own value and purpose in the world, who are able to think creatively and with independence, and so see the future as full of possibilities.

At Kepier we aim to identify any additional needs as early as possible, through effective liaison with primary schools and baseline testing. We also aim to provide teaching and learning contexts which enable every child to achieve to his or her full potential while at



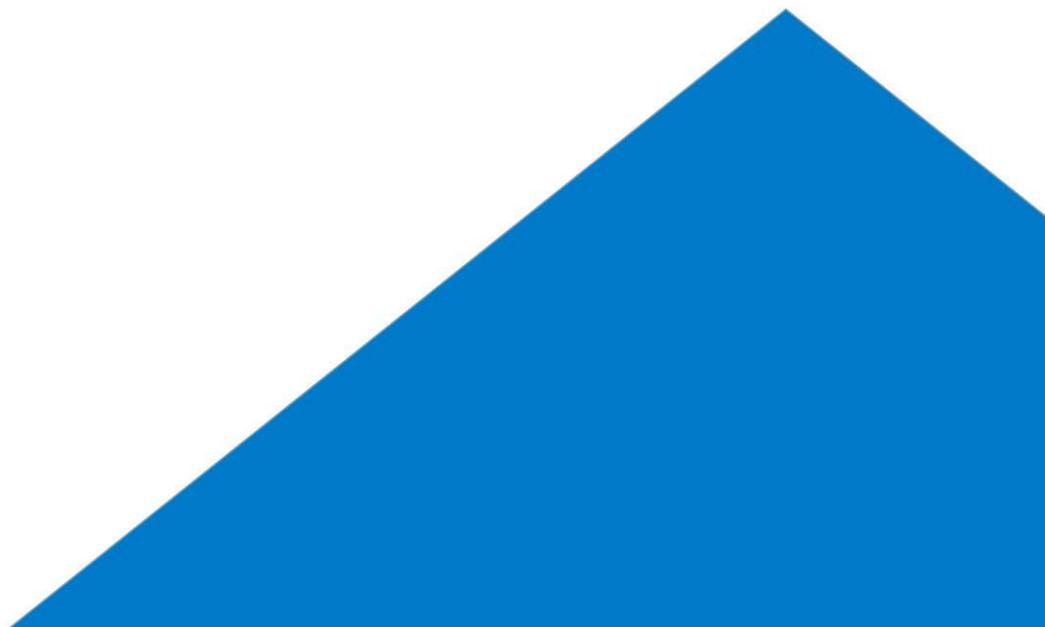


Kepier. We recognise that every teacher is a teacher of special educational needs and endeavour to provide appropriate training to staff.

Through regular reviews and contact with home we aim to ensure that parents/carers of SEND learners are kept fully informed of their child's progress and attainment. We aim to involve learners, parents/carers, staff and governors in the review of existing policies and practice.

Objectives

1. To identify and provide for learners who have special educational needs and additional needs.
2. To work within the guidance provided in the SEN Code of Practice (2014).
3. To ensure equality of opportunity for all and to eliminate prejudice and discrimination against children with SEND.

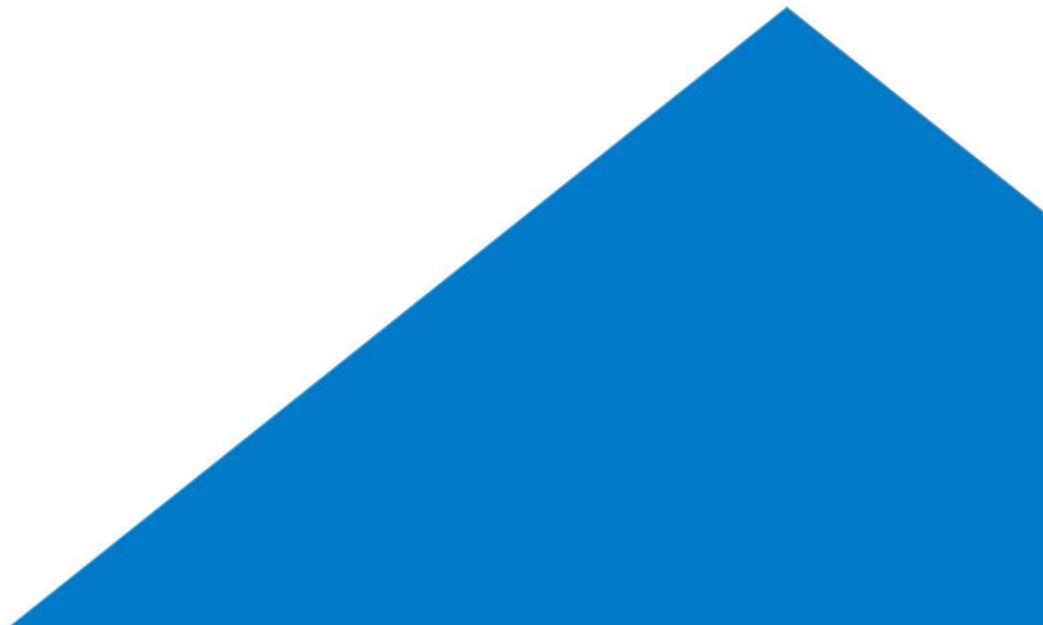


4. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
5. To continually monitor the progress of all learners, to identify needs as they arise and to provide additional support as early as possible.
6. To provide support matched to individual needs for those learners with SEND.
7. To involve the children, and their parents, in the planning and decision making that directly affects them.
8. To provide support and advice for all staff working with special educational needs learners.
9. To provide a Special Educational Needs and Disabilities Co-Ordinator (SENDCo) who will work learners, staff, parents and governors to provide any necessities as set out in the SEN policy.

Identification of Special Educational Needs

As stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (June 2014), ‘A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her’. A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age.



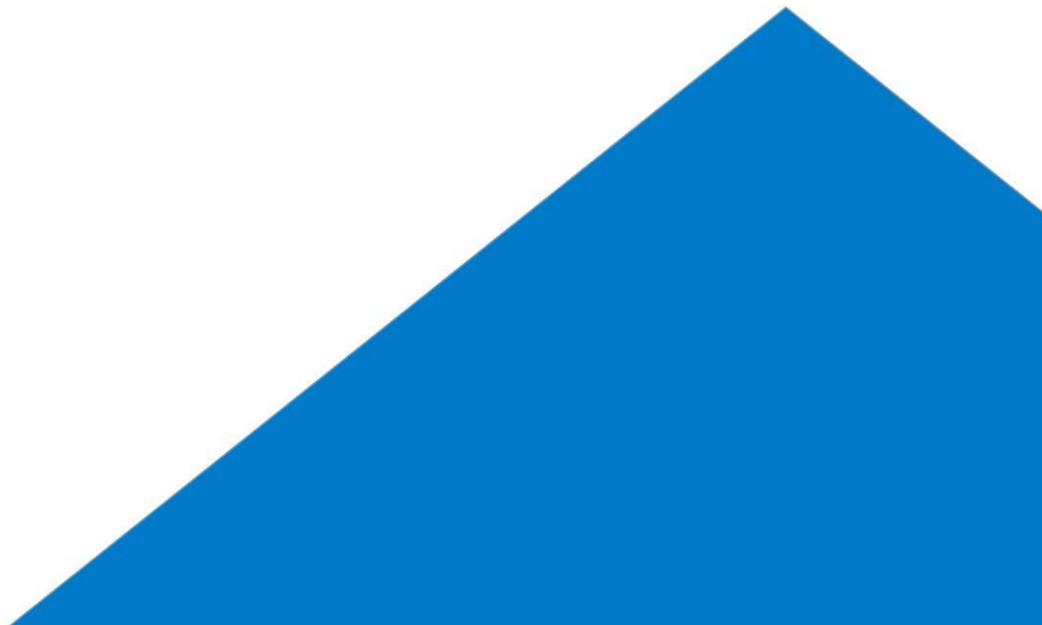
or

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child or young person will be identified as having a learning difficulty if he or she continues to make inadequate progress, despite high levels of quality first teaching targeted at the area/s of learning and development which the child finds most challenging. Any SEND learners who are identified under one of the following categories:

- Cognition and learning.
- Communication and Interaction.
- Sensory and/or Physical.
- Social, Emotional and Mental Health.

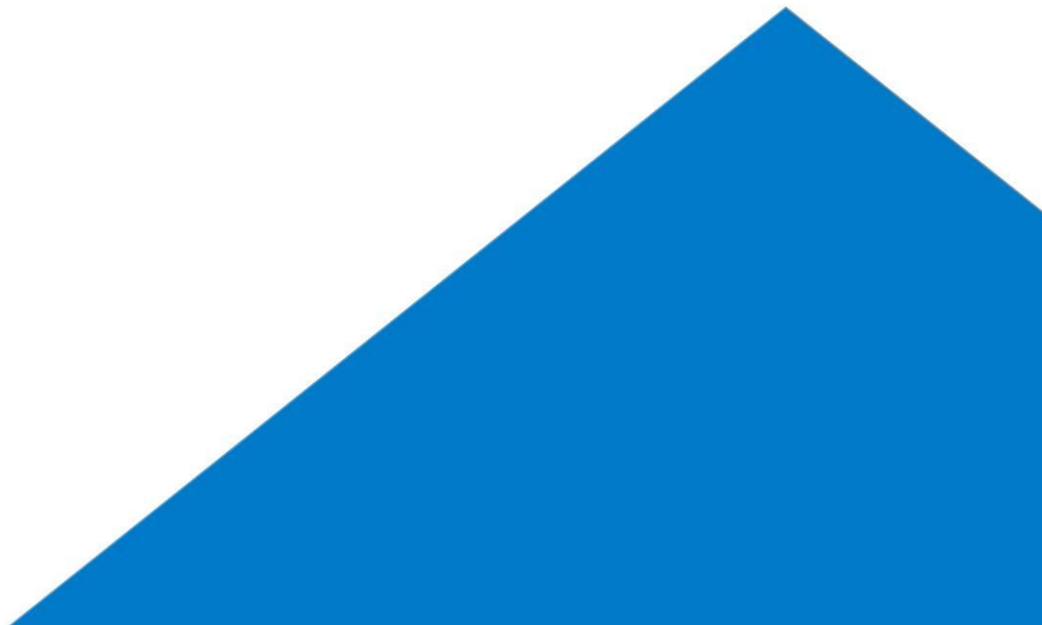
The purpose of these categories of identification is to ensure that all SEND learners receive the correct support and intervention for their need in order to make the best possible progress.



The following are not classified as SEN but may impact on progress and attainment:

- Disability.
- Attendance and punctuality.
- Health and welfare.
- EAL.
- Being a child in receipt of FSM.
- Being a child who is currently in care (CiC).
- Being a child of a serviceman/woman.

Behavioural difficulties do not automatically indicate a special educational need and will not automatically lead to a learner being placed on the Code of Practice. This will only occur if outside agencies such as an Educational Psychologist or Behaviour Intervention Team become involved and deem it necessary.

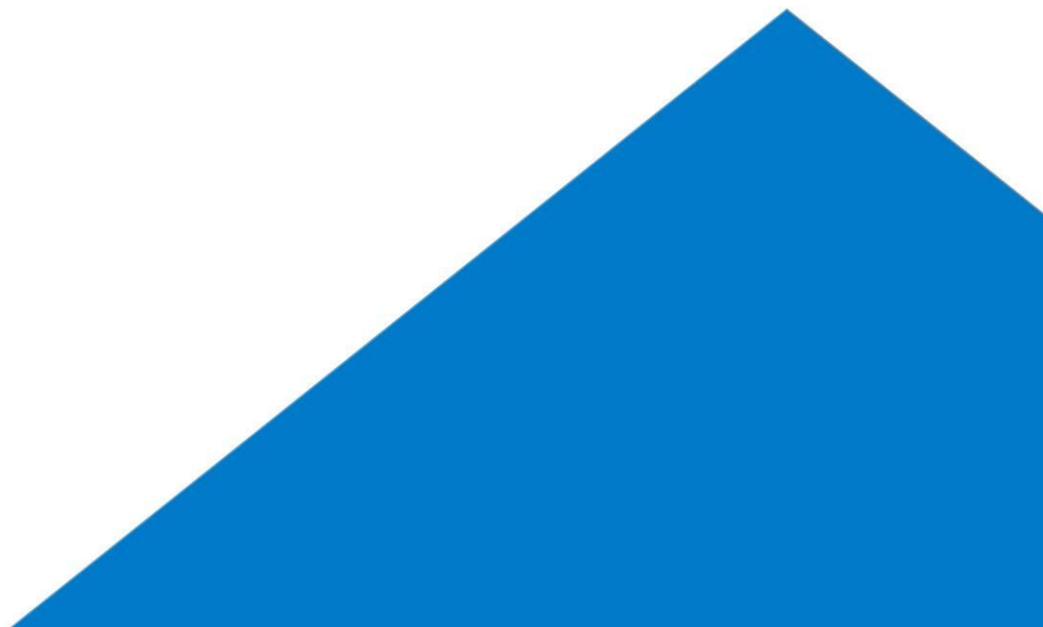


Following the implementation of QFT strategies some learners may require within school support. If this does not improve learners can be registered at K (SEN support) if one or more of the following criteria apply:

- Being a Key Stage adrift of their peers in terms of attainment;
- Having a recognised condition which impacts on their learning;

If a graduated approach and quality first teaching does not positively impact on a learner's progress or attainment an Education Health Care Plan may be applied for. This will be completed in accordance with guidance in the SEND Code of Practice, and the Local Authority whereby Kepier will provide the following information:

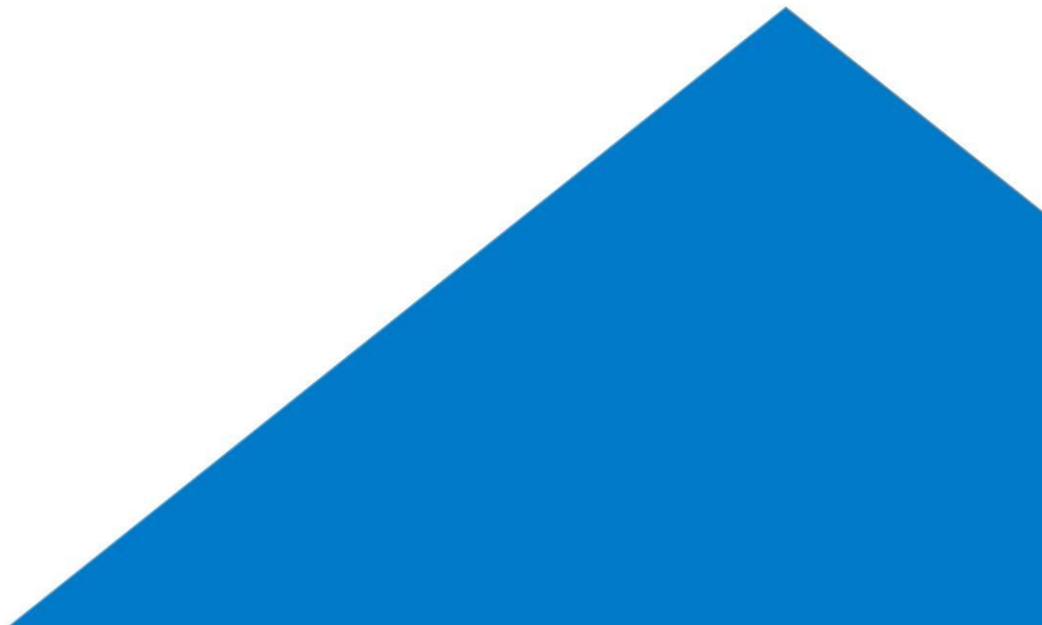
- The views of the learner.
- The view of the parents/carers.
- The learner's individual support plan.
- Records and outcomes of regular reviews undertaken.
- Information on the learner's health and relevant medical history.
- Literacy/Numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists etc.
- Children's Services/Educational Welfare Service reports.
- Any other involvement by professionals.



An Education Health Care Plan (EHCP) will normally be provided where, the LA considers, the child requires provision beyond that which the Academy can normally offer. However,

the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An existing Statement or new EHCP will include details of learning objectives for the learner. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement/EHCP.
- Shorter term targets, established through parental/learner consultation and implemented in the classroom.
- Delivered by subject teachers with appropriate additional support where specified.

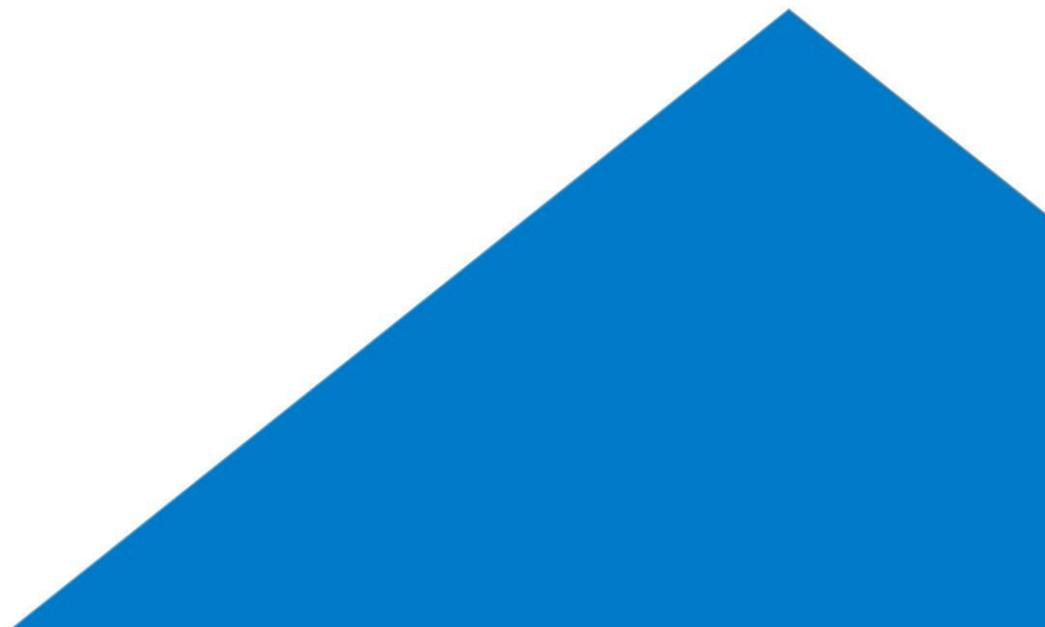


Teaching and Support of SEND Learners

SEND Provision

On entry to Kepier each child's attainment will be assessed in order to ensure continuity of learning from primary school, or when transferring from another secondary school. For learners with identified SEND, the Principal, SENDCo, literacy and numeracy co-ordinators and pastoral colleagues will:

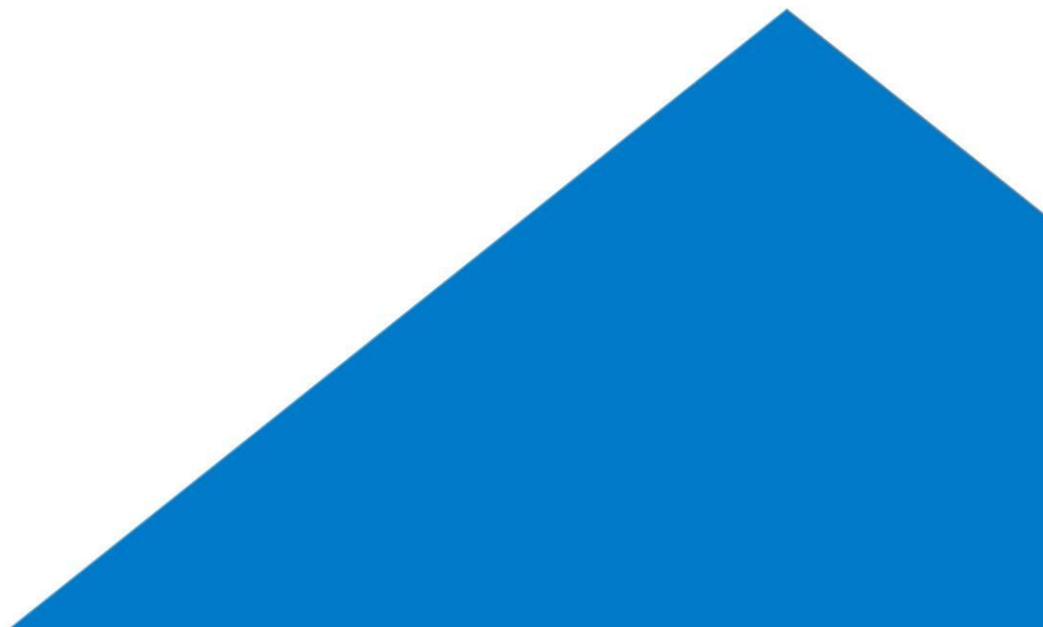
- Use information from the primary school to shape the learners curriculum and pastoral provision in the first few months.
- Identify the learner's skills and note areas that require support.
- Ensure that ongoing observations/assessments provide regular feedback on achievements/experiences, in order to plan steps in learning.
- Ensure that learners have opportunities to demonstrate knowledge and understanding in all subjects (including in the pastoral programme).
- Involve learners in planning/agreeing their own targets.
- Involve parents/carers in a joint home-Academy learning approach.



The SEND Code of Practice 2014 makes it clear that all teachers are teachers of learners with special educational needs. All teachers are responsible for identifying learners with SEND and in collaboration with the SENDCo, will ensure that learners requiring different or additional support are identified at an early stage. Regular assessment should ensure learners with SEND can be identified effectively. Whether or not a learner is making appropriate progress will also be seen as a significant factor in considering the need for SEND provision.

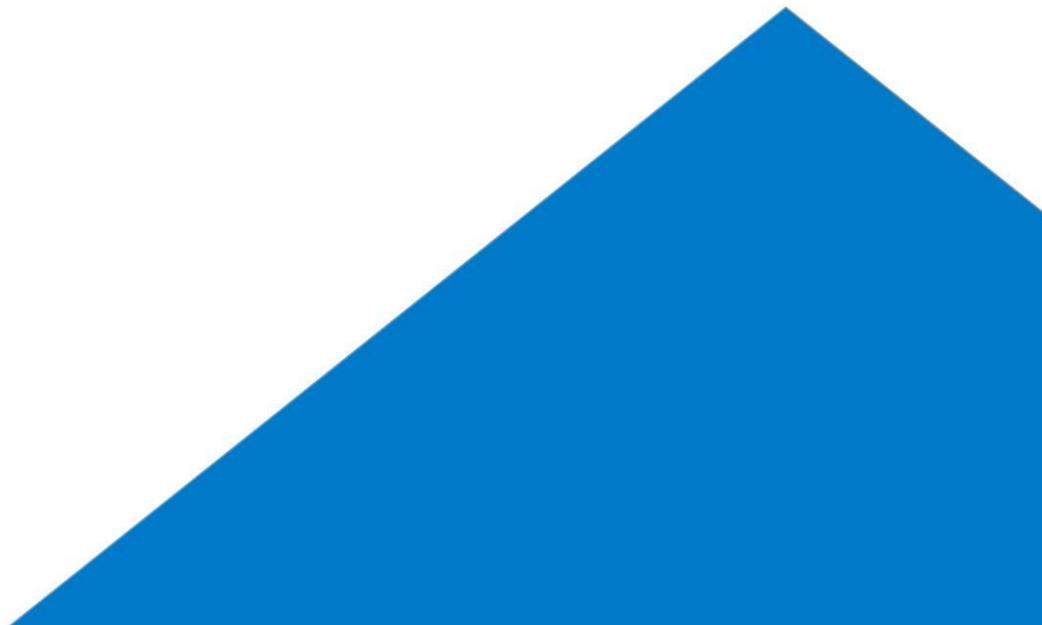
The Nature of Intervention

The SENDCo, in collaboration with subject teachers and parents/carers, will decide the action required to help the learner progress. Based on the results of previous assessments, the action might be:



- Full time education in classes, with additional help and support by class teacher/subject teachers through differentiated curriculum.
- Periods of withdrawal to work with a support teacher or Higher Level Teaching Assistant.
- Placement in the “Fast-track” group.
- In-class support from a learning support assistant.
- Support from specialists within class or as part of a withdrawal programme.
- Deployment of extra staff to work with the learner.
- Use of educational programmes and APPs such as LEXIA which can also be continued at home.
- Provision of alternative learning materials or special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to support services and external agencies for advice on strategies, equipment or staff training.
- Use of other educational establishments with specialist provision.

In-class Support

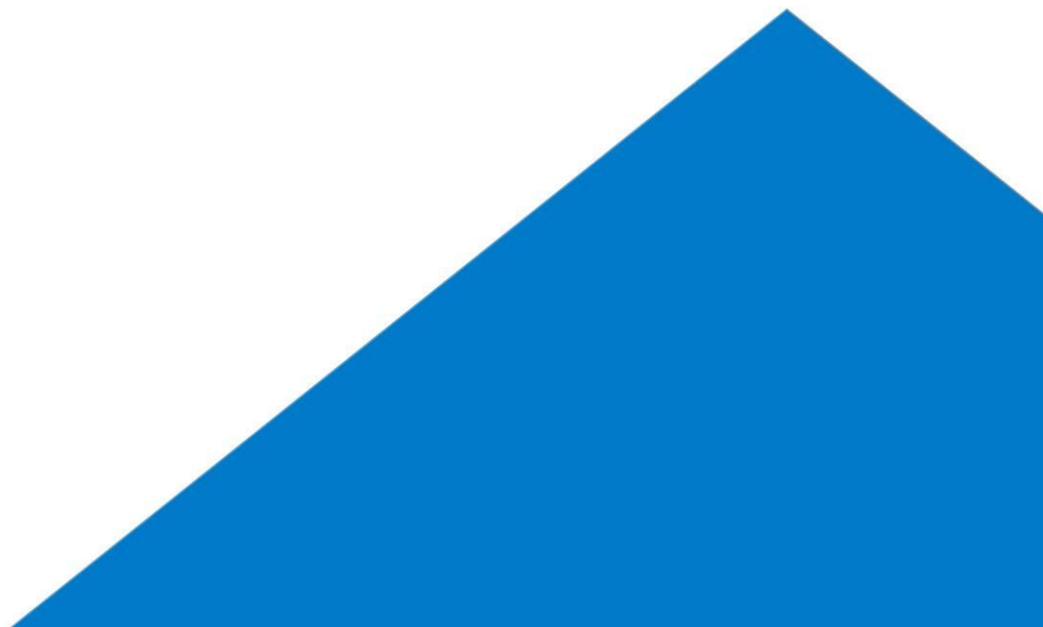




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In-class support will be targeted at identified learners within the timetable to maximise curriculum access and consequently improve progress. The Inclusion Department aims to give consistency of support personnel across teaching groups where practicable within subject areas. Learning Support Assistants support learners and their work under the direction of the class teacher. The SENDCo will delegate support for learners with Statements/EHCPs initially before department leaders for Maths, English, Science and EBACC determine further staff deployment.

Withdrawal from Mainstream Teaching



Learners with SEND spend the majority of their time in mainstream lessons with their peers. Withdrawal from lessons provides regular opportunities to ensure that they can develop their basic skills.

The weakest learners in year 7 and 8 in English and Maths will be identified via KS2 SAT data and placed in a 'Fast-track' intervention group to enable the learners to narrow the gap with their peers. It is intended that the learners make rapid progress in order to meet age related expectations as quickly as possible.

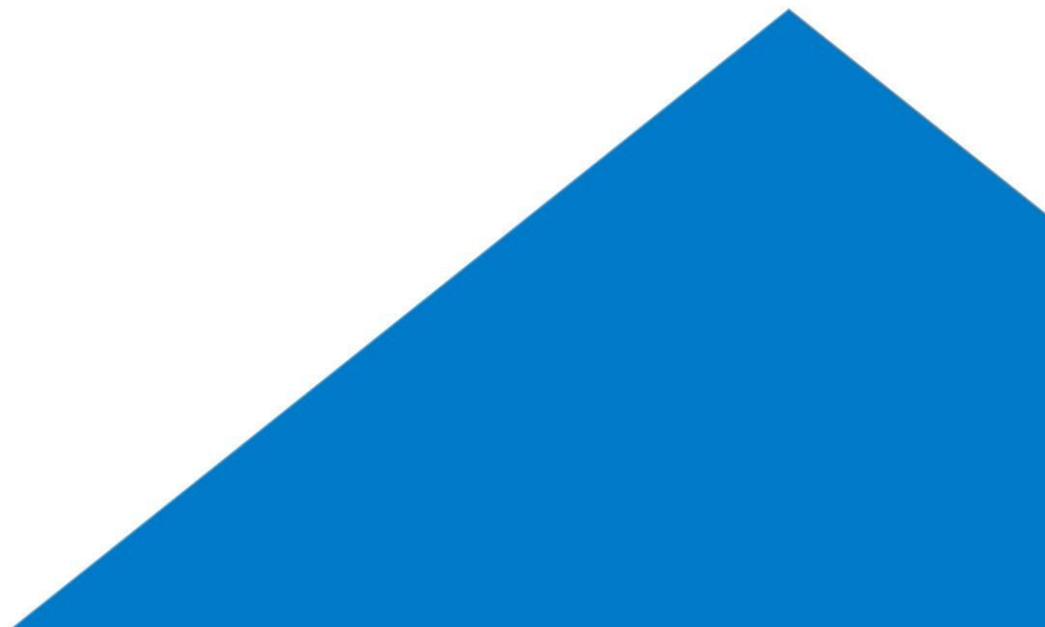
In addition to this provision we also have, A4A for our vulnerable learners and the Believe provision for learners with behavioural difficulties where staff can work with specific learners outside of their mainstream classes.

Homework and breakfast club.

SEND staff are available at the start of the day before lessons begin and at the end of the day to provide support and help with homework. There is also a break and lunch club available for those SEND learners who require, or benefit from, a supervised or quieter environment.

Mentoring and Time out passes

Learners who are identified as being vulnerable or have a need such as ASD or ADHD can be given a card to allow them to seek a member of staff to speak to, or a place to



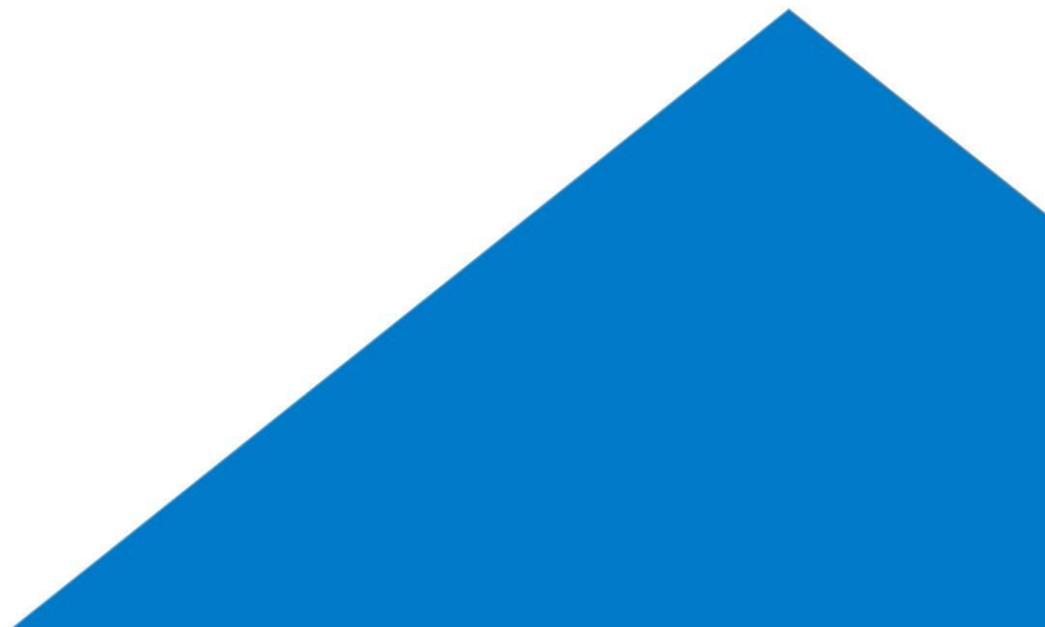
sit out for a short period, if they are struggling within their normal lessons. This is to reduce the negative consequences of certain SEND learners becoming stressed in mainstream lessons. The SENDCo will review these episodes on a regular basis in order to address particular issues.

Individual Support Plan

Strategies for learner progress will be recorded on a group IEP, for learners at “W” or a personalised One Page Profile for all learners on “K” or “E” (“S”).

SEND Support Learner Reviews

Learner's progress will be reviewed at least annually. Kepier will endeavour to hold the reviews in an informal manner and parents/carers views on their child's progress will be actively sought. Learners will always be invited to take part in this process.



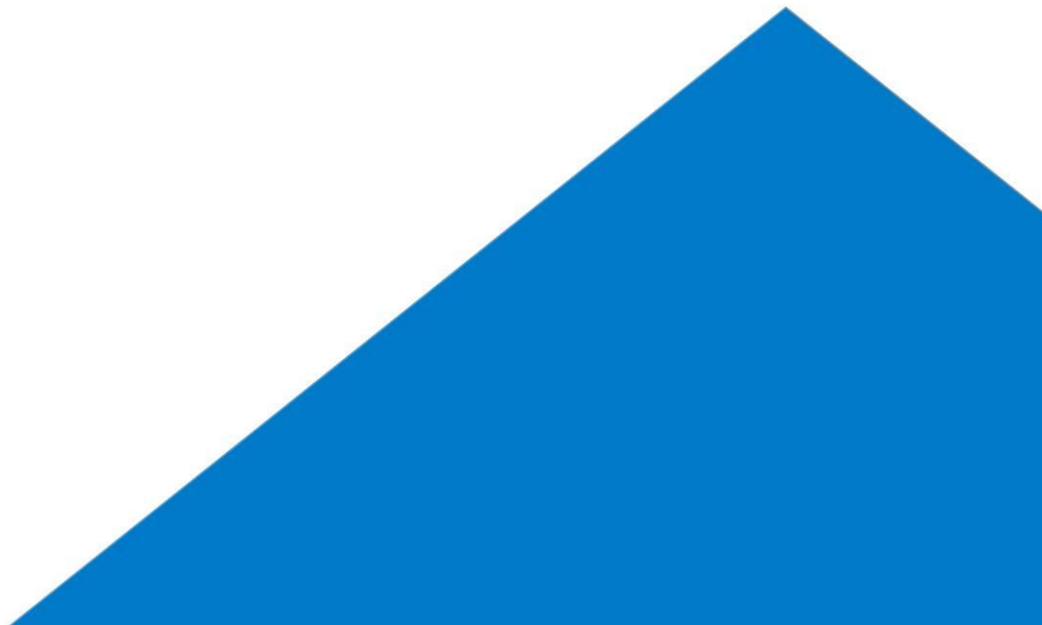
Statement/EHCP Reviews

Statements/EHCP must be reviewed at least annually. The Local Authority will inform the Principal at the beginning of each Academy term of the learners requiring reviews. The SENDCo will organise these reviews and invite:

- The learner.
- The learner's parent(s)/carer(s).
- A representative of the LA.
- Any other professional who is currently working with the learner.
- Connexions advisors if appropriate.
- School Nurse.

The aim of the review will be to:

- Assess the learner's progress in relation to the individual plans/targets.



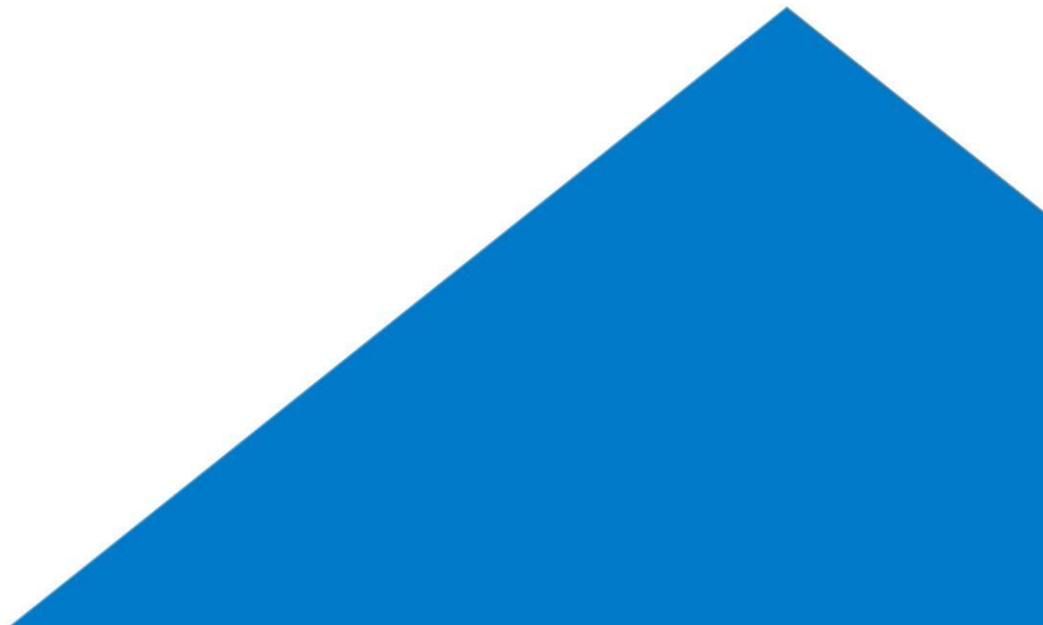
- Review the provision made for the learner in the context of the National Curriculum and Levels of Attainment in basic Literacy/Numeracy and Life Skills.
- Consider the appropriateness of the existing Statement/EHCP in relation to the learner's performance during the year and whether to cease, continue, or amend it.
- Set new targets for the coming year.

Year 11 reviews will be significant in preparing for the learner's transition to employment, Further Education, work-based training, Higher Education, and adult life. Transition Plans will be reviewed and involve the Connexions/Careers service etc.

Record Keeping

SEND administration keep an accurate record of the steps taken to meet a learner's individual needs and will maintain the records, ensuring access to them as required. In addition to the core Academy records, the learner file will also include:

- Information from previous schools.
- Information from parents/carers.
- Information on progress and behaviour.
- The learners own opinions and perceptions (where appropriate).
- Information from other outside agencies working with the child/family.

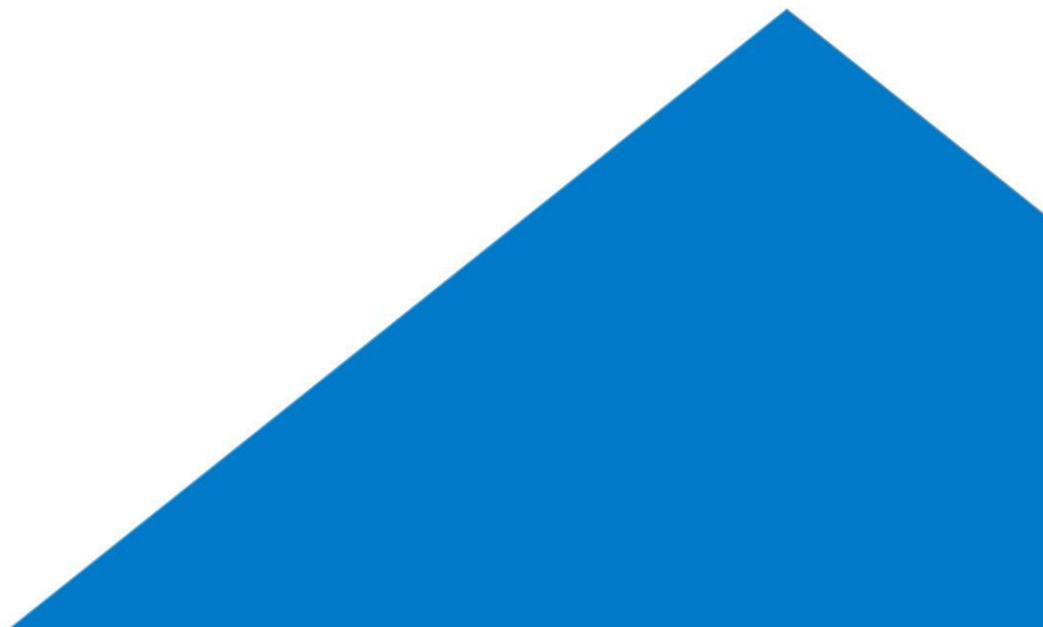


Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

Curriculum and Learning Environment

In accordance with the Children and Families Act 2014, Kepier strives to ensure high quality teaching that is appropriately differentiated and personalised to meet the needs of the individual child. In addition to whole school curriculum changes, Kepier aims to provide a learning environment which:

- “Ensures decisions are informed by the insights of parents and those children and young people themselves.
- Have high ambitions and set stretching targets for them.
- Track their progress towards these goals.
- Keep under review the additional or different provision that is made for them.



- Promote positive outcomes in the wider areas of personal and social development.
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.” (DfE, 2014).

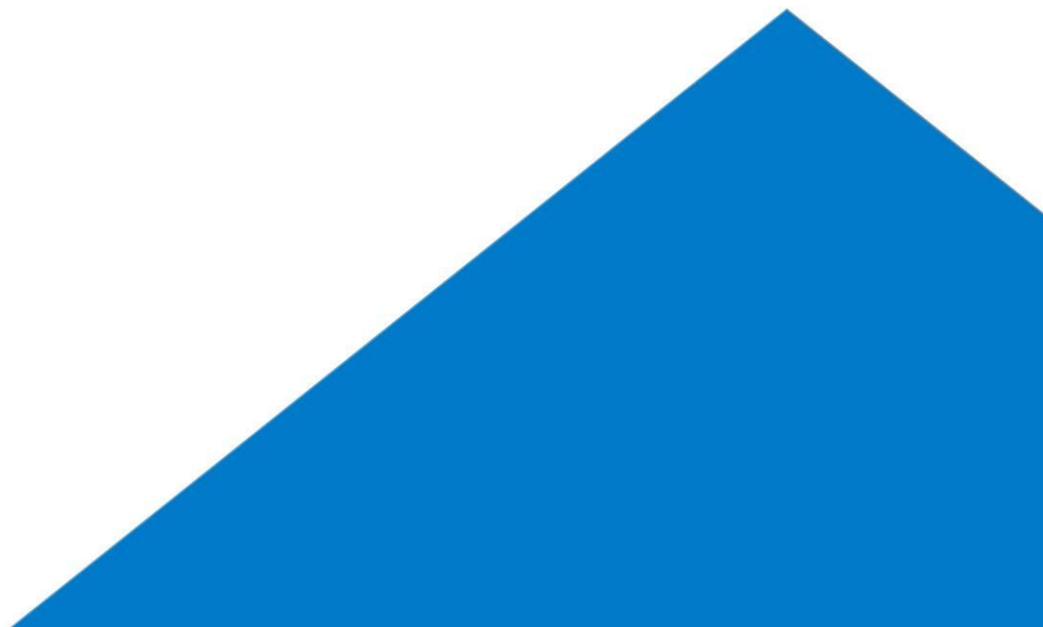
Kepier has a duty to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is provided for them. The Equality Act 2010 states that the academy has a duty towards individual disabled children and young people and provide auxiliary aids and services, where necessary, to prevent them being put at a substantial disadvantage.

Assessment, Progress and Attainment

The Children and Families Act 2014 states that ‘All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

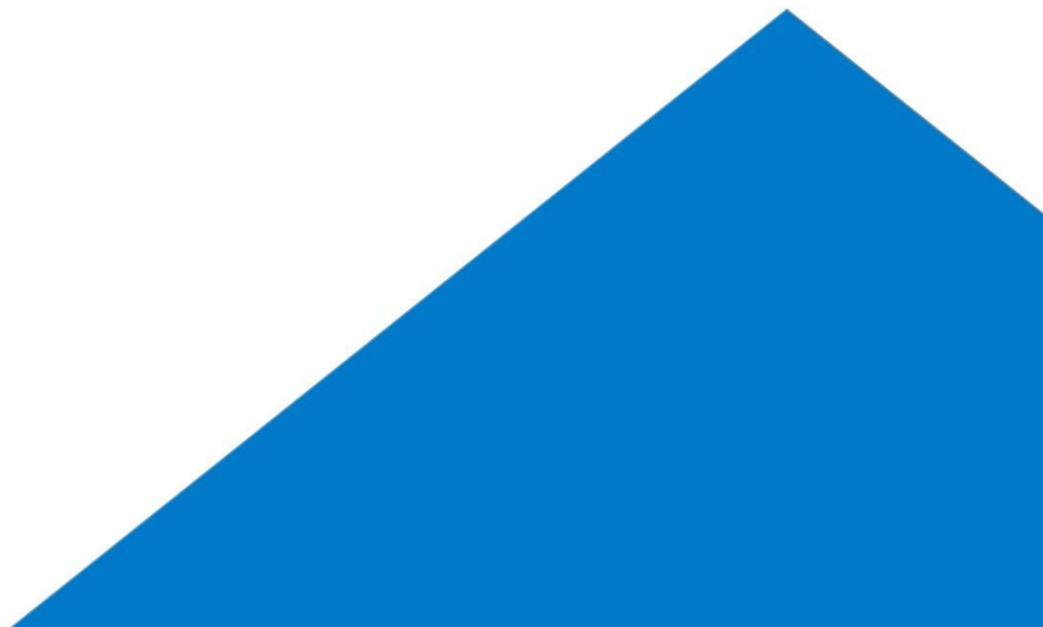
Under the guidance of the Children and Families Act 2014, the academy must provide the parents/carers of the learner with an annual report detailing their progress over the



academic year. Learner progress is a crucial factor in determining the need for additional support.

Appropriate progress is that which:

- Narrows the attainment gap between the learner and their peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline, but is less than the majority of peers.
- Equals or improves upon the learner's previous rate of progress.
- Ensures full curriculum access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvement in the learner's behaviour.



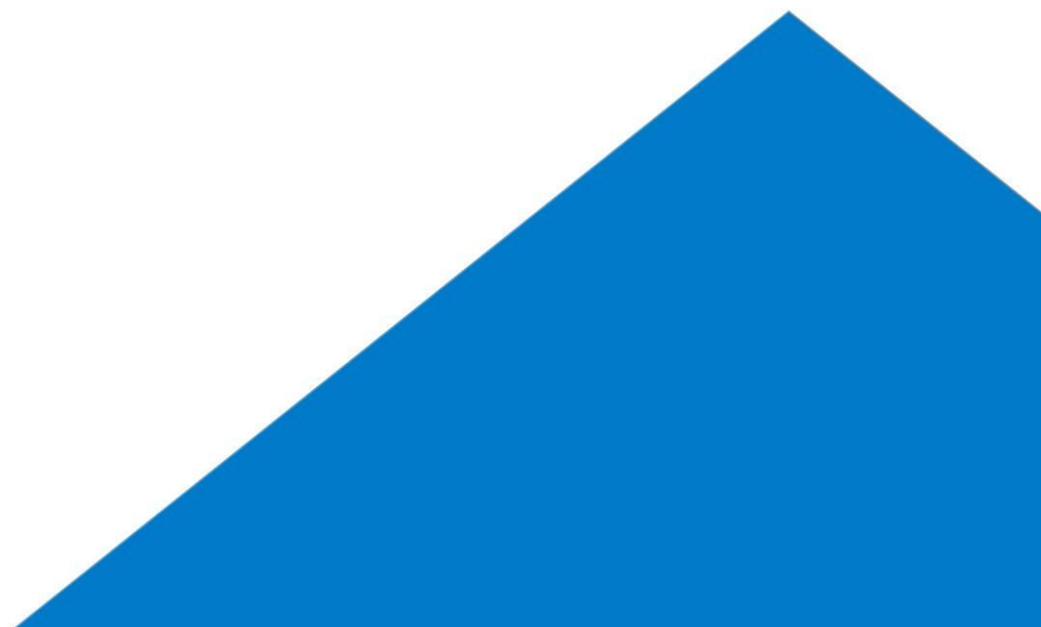
- Is likely to lead to Further Education training or employment.

Where a learner's progress is unsatisfactory, provision will be reviewed and additional support including extra-curricular provision will be provided where necessary. Initially support is provided through SEN Support and will be graduated depending on need. Where concerns remain, despite sustained intervention, the Academy will consider requesting an Education Health Care Plan (EHCP). Parents/carers will be fully consulted at each stage. Each of these intervention programmes is detailed in the appropriate sections of this policy. The Academy also recognises that parents/carers have a right to request a EHCP for their child.

All learners with SEND will have targets set, assessment and progress monitored in line with the academy's policies and procedures.

Parent Partnership

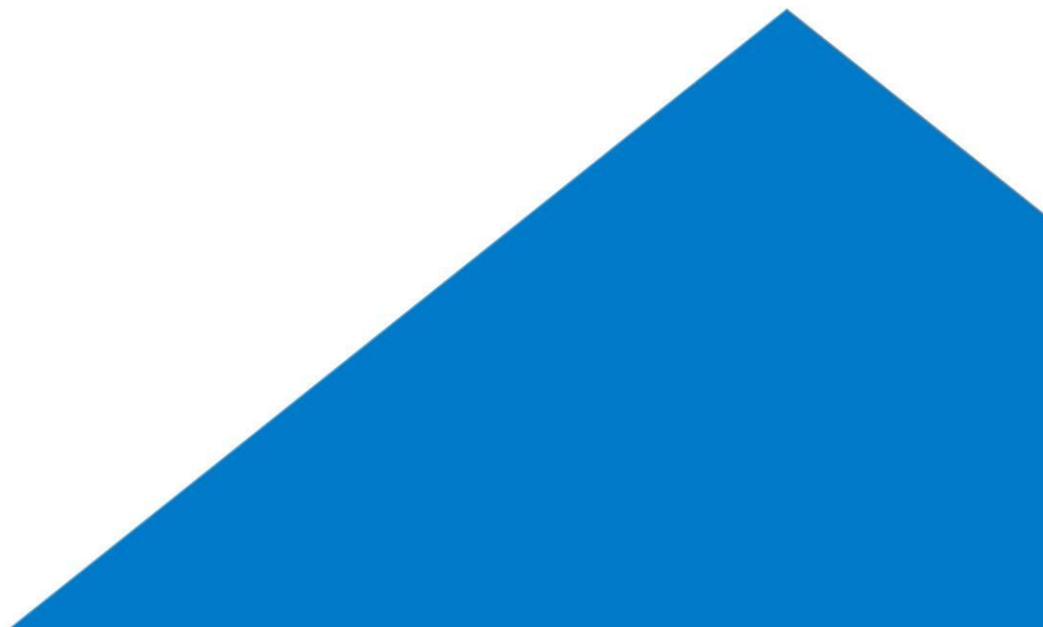
Kepier believes in developing a strong partnership with parents/carers and that they play a key role in enabling children and young people with SEND to achieve their potential. The Academy recognises that parents/carers have a unique overview and understanding of the child's needs and how best to support them. Depending on age and appropriateness, SEND learners will also be encouraged to participate in the decision-making processes affecting them.





At review meetings with parents/carers we make sure that the child's strengths as well as areas for improvement are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. All parents/carers should be confident and clear about the action to be taken and the way in which outcomes will be monitored and reviewed. Individual plans will include targets to work towards at home (if appropriate) and parents/carers are always invited to contribute their views in the review process.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. The SENDCo attends parents/carers consultation evenings and annual review meetings. The SENDCo is also available to attend Y6 Review Meetings of SEND Support and Statemented/EHCP learners likely to transfer to Kepier. Parents/carers are able to make other appointments on request.





Regular communications between Kepier and home will ensure that concerns are promptly addressed. Parents/carers are actively encouraged to contact the SENDCo if they have any concerns or require information on their child's progress.

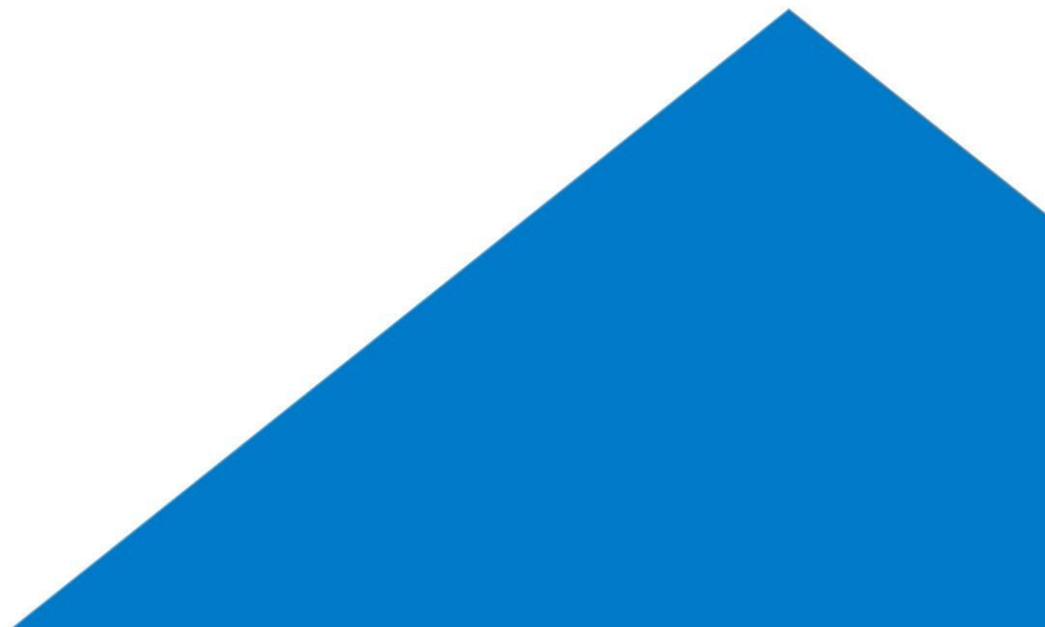
Parental engagement is a key focus for the Inclusion department and, as such, encourages the use of the school's website to drive this area forward.

Links with External Agencies/Organisations

The Academy recognises the important contribution that external support services make in assisting to identification, assessment and provision for SEND learners.

When it is considered necessary, colleagues from other support services will be involved with SEND learners. These agencies include:

- Educational psychologists.
- BSS
- Academy Nurse.
- Speech therapists.
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.

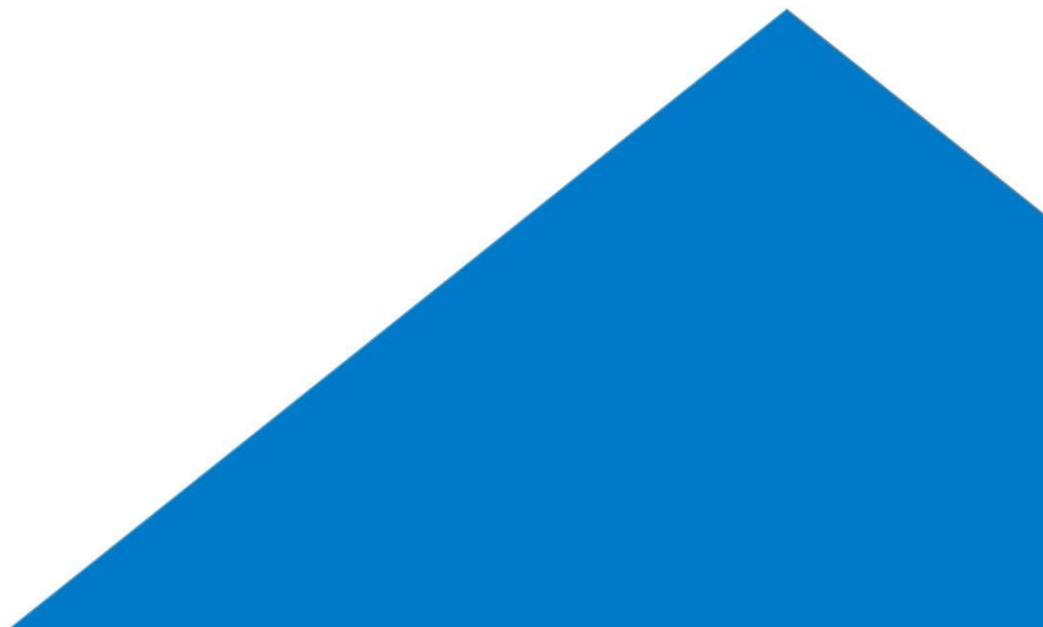


- Autism Outreach.
- The Connexions Service.
- Any other additional services according to individual need.

Links with other schools and transfer arrangements

Key staff from Kepier and feeder primary schools meet prior to learners transferring, concerns about particular needs will be brought to the attention of the SENDCo. The SENDCo also makes regular visits to meet learners in their year 6 classrooms before transition and visits to Kepier are organised dependent on need. For example, some

Autistic learners visit the Academy first when there are no learners in the Academy to reduce anxiety.



Roles and Responsibilities

Education Support Department - Staffing

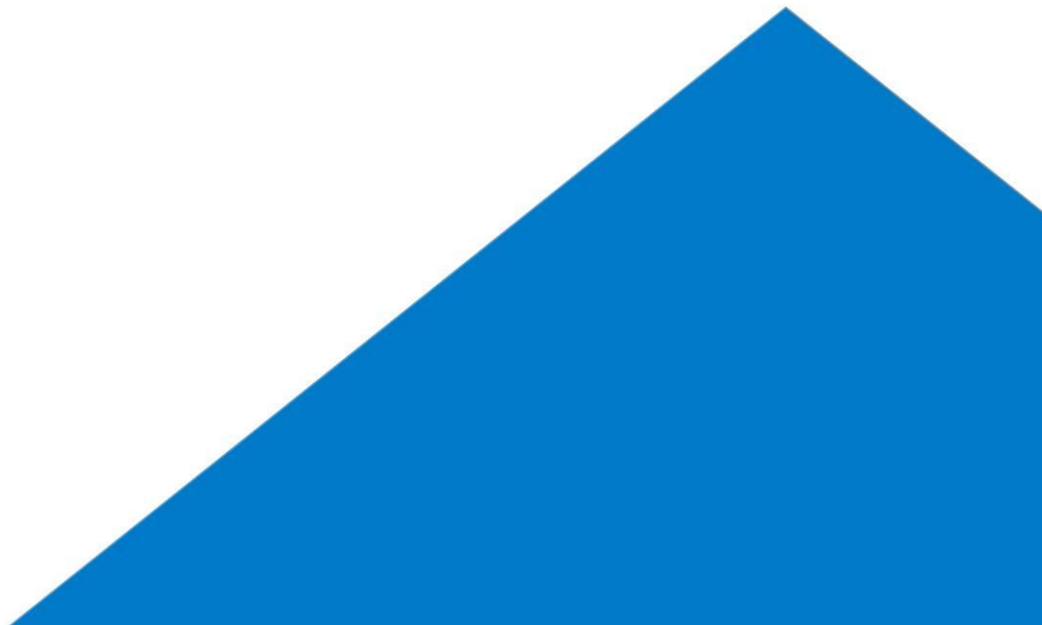
The SEND team consists of the SENDCo, who is also a specialist Dyslexia teacher. There is also 1 HLTA and 4 Learning Support Assistants.

The HLTA provides SEND intervention work for numeracy, literacy and social skills work for discrete groups. The Learning Support Assistants are timetabled in mainstream classes providing support for learning on an individual needs basis as well as offering a range of interventions such as basic numeracy, handwriting and reading. As well as the SEND team there are also A4A and Believe staff provisions available for learners with distinct extra needs.

The Role of the SENDCo

The SENDCo plays a crucial role in Kepier's SEND provision. This involves working with the Principal, Senior Leadership Team and the Governing Body to determine the strategic development of the Policy. Other responsibilities include:

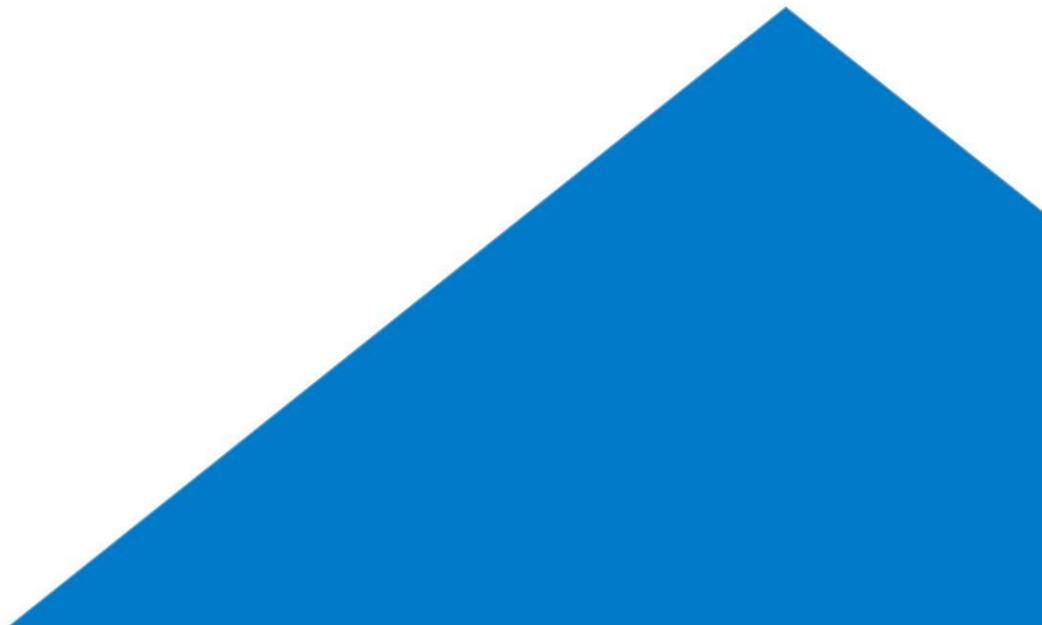
- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.





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- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential post-16 providers of education to ensure a learner and their parents/carers are informed about options and a smooth transition is planned.
- Working with the Principal and school governors to ensure that the school meets its requirements under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

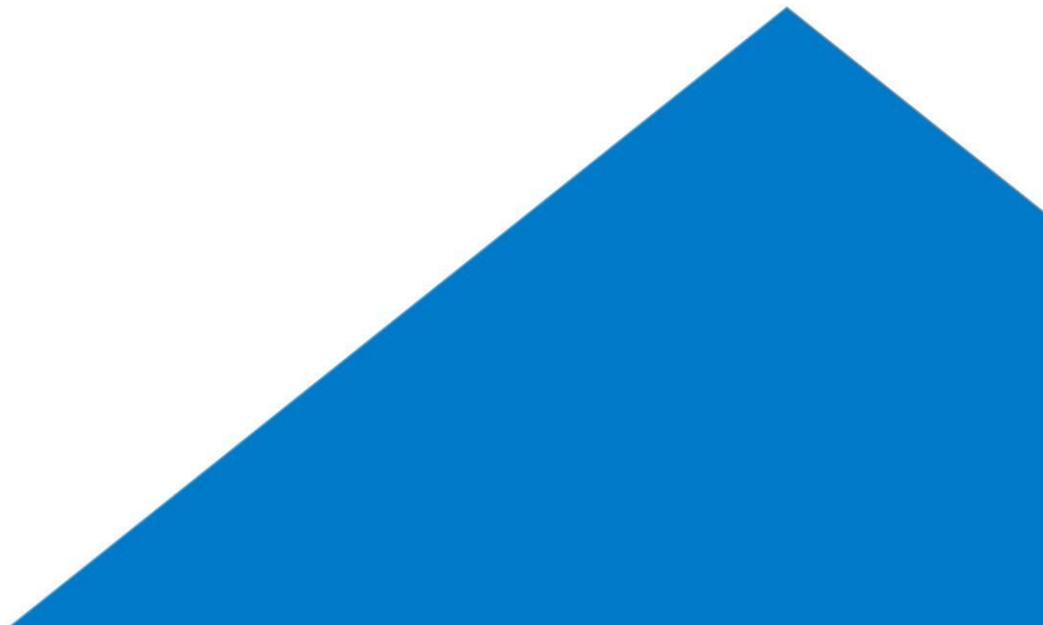


- Ensuring that the school keeps the records of all pupils with SEND up to date.
(Children and Families Act 2014)

The Role of the Subject Teacher:

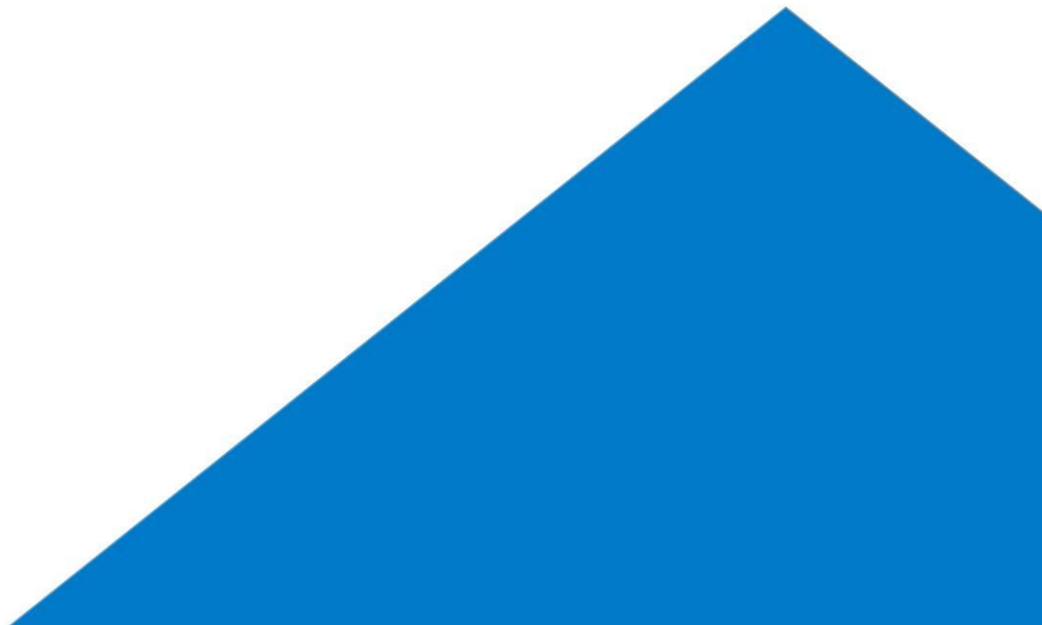
The SEND Code of Practice clearly acknowledges the importance of the classroom teacher who, for effective support of SEND learners, must be aware of:

- The role of support staff in their lessons and in planning appropriately.
- Their responsibility for providing pertinent support for SEND learners in their classrooms.
- Their commitment to liaise regularly with the SENDCo regarding learners' progress.
- Current systems to access information about SEND learners. What constitutes a 'level of concern' and at which point SEND Support is initiated and systems in place to alert the SENDCo to such 'levels of concern'.
- The procedures by which parents/carers are informed of any SEND concern and any subsequent SEND provision.



Further responsibilities include:

- Being aware of the Academy's procedures for the identification, assessment and provision for SEND learners.
- Collaborating with the SENDCo to identify the action required to assist a SEND learner to progress in their class and to work with the SENDCo to collect all available information about a learner.
- Updating the SEND provision map if additional work is completed with SEND learners.
- Working with SEND learners on a daily basis to deliver an individualised programme according to particular needs.
- Developing positive and constructive relationships with parents/carers.
- Contributing to the development of the Academy's SEND policy and practice.



Senior Leaders and Governors

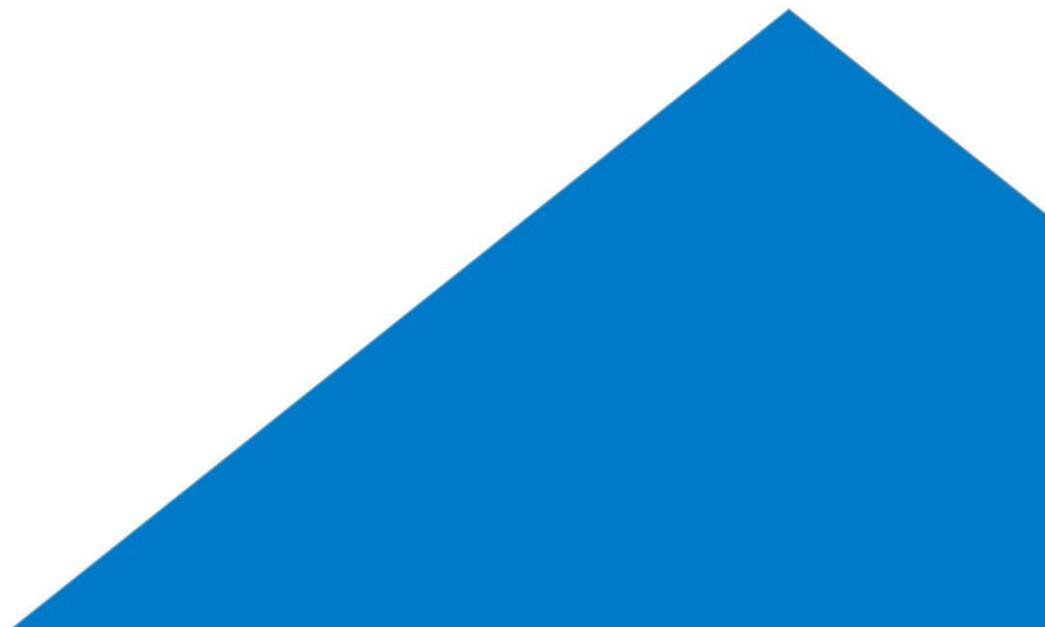
The Role of the Principal

The Principal's responsibilities include:

- The day-to-day management of all aspects of Kepier, including the SEND provision.
- Keeping the Governing Body well informed about SEND within the Academy.
- Working closely with the SENDCO/Inclusion team.
- Ensuring that parents/carers are informed when SEND provision has been made for their child.
- Ensuring that Kepier has clear, flexible strategies for working with parents/carers and that these strategies encourage parental involvement in their child's education.

The Role of the Governing Body

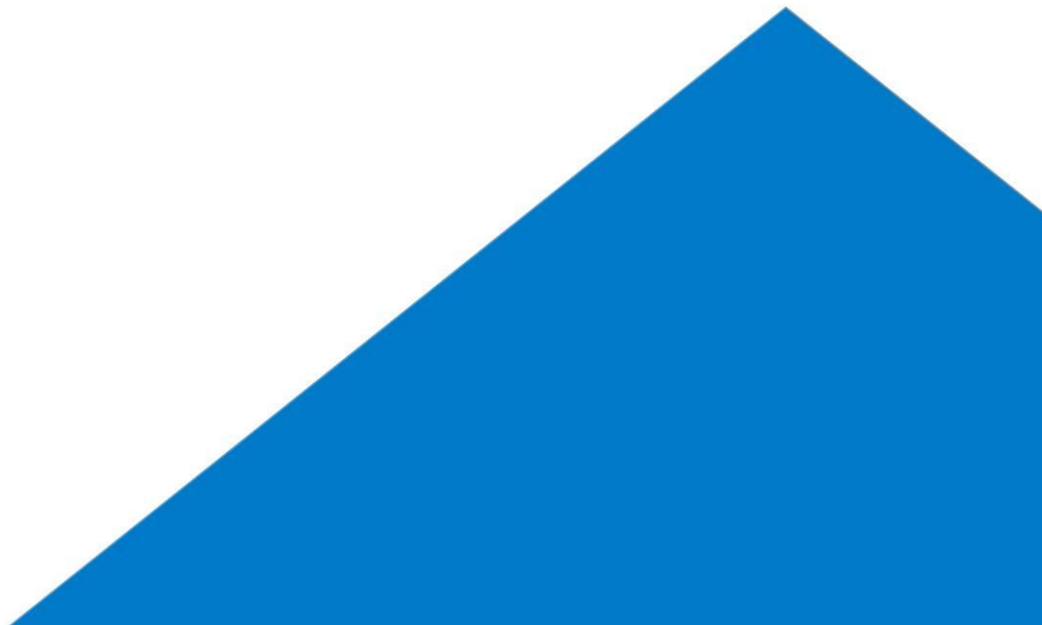
The Governing Body's responsibilities to learners with SEND include:



- Ensuring that provision of a high standard is made for SEND learners.
- Ensuring that a 'qualified person' is identified to liaise between Governors, teachers and support staff, in supporting SEND learners.
- Ensuring that SEND learners are fully involved in Academy activities.
- Having regard to the Code of Practice when carrying out their responsibilities.
- Being fully involved in developing and subsequently reviewing the SEND policy.
- Reporting to parents/carers on the Academy's SEND Policy, including the allocation of resources from the Academy's budget.

Funding

The Governing Body ensures that funding and resources are allocated to support appropriate provision for all learners who require it, as set out in the objectives of this policy.



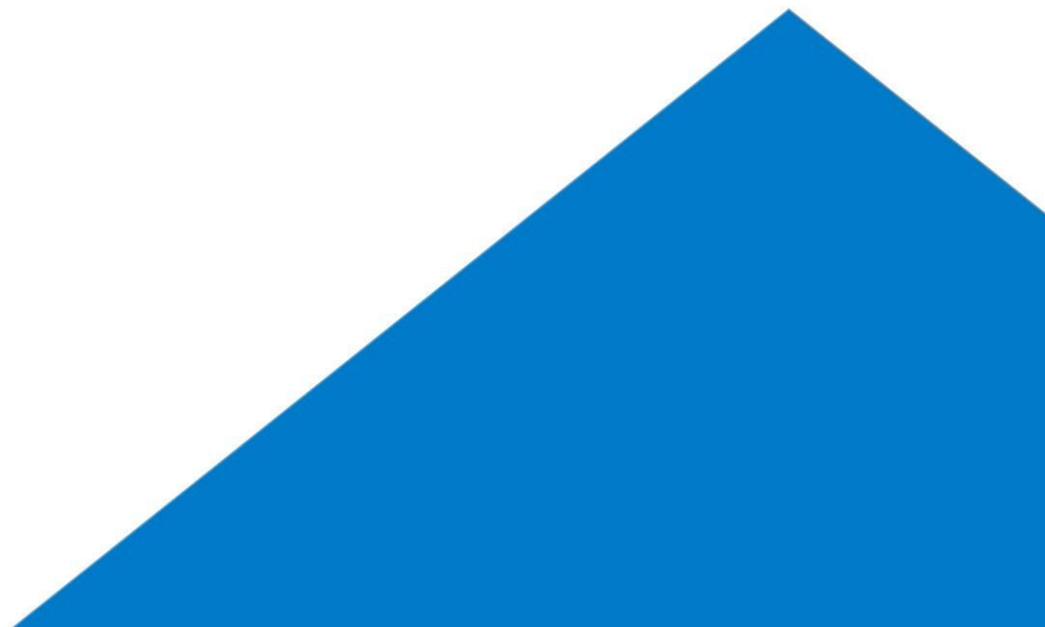
Complaints

If a parent/carer wishes to complain about the provision or the policy, they should in the first instance, raise it with the SENDCo, who will address the complaint. If an issue cannot be resolved, the parent/carer can submit a formal complaint to the Principal of the Academy.

This should be submitted in writing where possible. Any issues that remain unresolved at this stage will be managed according to the Academy's complaints procedure and addressed by a Governors Panel.

SEND Policy Review

The SEND policy is a working document and as such is subject to review. A review of both SEND policy and practice is carried out annually and the outcomes are used to inform





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Academy planning. This policy should be read in conjunction with other related policies and documents.

