



**Kepier**  
Believe in you

# **Draft Policy Statement Special Educational Needs**

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- **Ratified By:**
- **Review Date:**

Kepier's Special Educational Needs policy has been reviewed in line with the following documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teacher Standards 2012
- The Equality Act 2010

Other related documents include:

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

### **SEND Policy**

This policy has been revised in light of the new changes to the Code of Practice 2014 and will be reviewed during the Autumn term 2015.

### **SEND Vision Statement**

At Kepier we believe that all our learners have a right to progress and achieve regardless of their 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 offers positive approaches to meet their different needs.

### **Rationale**

There are clear educational, social and moral benefits for all learners in the provision of an inclusive education system which values the diversity of learners. 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 develop confident, reflective learners who are proud to belong to our community; who 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.

## **The SEND Aims of the Academy**

This policy outlines the ways in which we meet the needs of learners who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/social development; or other factors in their environment or within the Academy.

We recognise that learners learn at different rates and in different ways. There are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many learners at some time in their academic career may experience difficulties which affect their learning. We also recognise that these may be short or long term. We aim to provide a differentiated curriculum appropriate to the individual needs and abilities of each learner.

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 during their education at Kepier. We recognise that every teacher is a teacher of special educational needs and endeavour to provide appropriate training to all these 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.

## **Identifying Learners with SEND**

### **A Definition of Special Educational Needs**

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others, 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.

Assessment of learning needs will be based on information from primary schools, National Curriculum assessments and other information provided by the primary SENCo and/or Year 6 Teacher. At the start of the Autumn Term Year 7 will be tested using standardised reading tests alongside Maths and English tests. Regular testing will be carried out for learners who show a low or uneven spread of results or who have been highlighted by their primary schools. Any mid-year entries will have information gathered from their previous school, and if applicable primary.

Teaching SEND learners is a whole Academy responsibility. The core of the teachers' work involves a continuous cycle of planning and assessing, taking into account the differences in learners' abilities, aptitudes and interests. Some learners may need increased levels of provision and support.

The SEND Code of Practice outlines the four main areas of need as:

- (1) Communication and interaction
- (2) Cognition and learning
- (3) Social, emotional and mental health issues
- (4) Sensory and/or physical needs

The SEND Code of Practice advocates a graduated response to meeting a learner's specific needs, and although School Action and School Action Plus have now been combined the Academy will continue to intervene and monitor using Action and Action Plus terminology (in line with the Local Authority).

### **Identification and Assessment of Learners**

Early identification of learners with SEND is a priority. The Academy will ascertain levels of learner progress through the use of:

- Transition data/information provided by previous schools/academies.
- Evidence obtained by teacher observation/assessments.
- Learners' performance when judged against the appropriate National Curriculum Level Descriptions (PIVATS), and other relevant data.
- Learners progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening and assessment tools, for example reading tests.

At Kepier we have adopted a whole-Academy approach to SEND policy and practice. Learners identified as having SEND are, as far as is possible, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy.

“Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents must be formally informed that the special educational provision is being made” Children and Families Act 2014.

### **Action**

Action is characterised by interventions that are different from, or additional to, the normal differentiated curriculum. Action intervention can be triggered through concerns and supplemented with evidence that, despite receiving differentiated teaching, learners continue to fit the following criteria:

- identified at a level 2a-2c in English and/or Maths at KS3.
- identified with predicted grade E in English and/or Maths at KS4.

- has a reading age falling between 7:00-9:06.
- has been subject to two or more Fixed Term Exclusions within the past three terms.

If it is clear that a learner requires additional support to make progress, the SENCo will consult with parents/carers and, in collaboration with other relevant staff, will initiate an assessment of the learner's needs and have input into planning any future support. The subject teacher will remain responsible for planning and delivering individualised programmes within the classroom.

### **Action Plus**

Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a learner at this level will be made by the SENCo, after full consultation with parents/carers when a review is undertaken within 'Action Plus'. External support services will advise on pertinent targets and provide specialist input to the support process.

Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, learners continue to narrow the gap or fulfil the following criteria:

- identified at a level 1a or below in English and/or Maths at KS3.
- identified with predicted grade F in English and/or Maths at KS4.
- has a reading age equivalent to 6:11 or below.
- has been subject to three or more Fixed Term Exclusions within the past three terms.
- has been formally identified with a condition of either developmental, educational or medical nature that requires input from external agencies.

External support agencies will require access to a learner's records in order to identify the strategies employed to date, the targets set and progress made. The specialist may be asked to conduct further assessment and may need to work directly with the learner and/or staff. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies, which may be implemented by the subject teacher, but involve other adults. Where appropriate, the Academy may request direct intervention or support from a specialist/teacher.

### **Request for Education Health Care Plan**

In accordance with guidance in the SEND Code of Practice, Kepier will request a EHCP from the Local Authority when, despite an individualised programme of sustained intervention within Action Plus, the child remains a significant cause for concern. A EHCP might also be requested by a parent/carer or outside agency. Kepier will provide the following information:

- The learner's individual support plan.
- Records and outcomes of regular reviews undertaken.
- Information on the learner's health and relevant medical history.
- N.C. Levels.
- Literacy/Numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists etc.
- The view of the parents/carers.
- The views of the learner.
- 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 a Statement/EHCP.

A Statement/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, SENCo, 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 SENCo, 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 SENCo 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 “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**

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 SENCo 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 in English and Maths will be identified via KS2 SAT data and placed in a 'Fast-track' intervention group taught by specialist SEND teachers and HLTA 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 an inclusion support worker, A4A and S2L where teachers or support staff can work with specific learners out of 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.

## **Key Workers**

Learners who are identified as being vulnerable or requiring additional intervention in the form of personal support will be assigned a key worker. The key worker will discuss provision plan targets, support them in lessons, invite the learners to regular discussions to check on progress and sets targets. Feedback will be recorded in the remarks section of Facility and given to the SENCo on a regular basis in order to address particular issues.

## **Individual Learner Passport**

Strategies for learner progress will be recorded in both a learner passport and on the Academy's provision map containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Success and/or exit criteria
- The relevant updates resulting from a review of their SEND.

The learner passport and provision map will record only that which is different from, or additional to, the normal differentiated curriculum. Learner passport and provision will be discussed at the review with the learner and parent/carer.

## **Action Plus 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 SENCo 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.

### **English as an Additional Language**

Particular care may be needed with learners whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English, or from other Special Educational Needs. It will be necessary to assess their proficiency in English before planning for any additional support.

### **Curriculum and Learning Environment**

In accordance with the Children and Families Act 2014 Kepier strive 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, and
- 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 SEN provision is made 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 to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- 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 within 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 Action. If a more sustained level of support is needed, it will be provided through Action Plus. Where concerns remain, despite sustained intervention, the Academy will consider requesting a Formal Statutory Assessment (FSA). 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 a Formal Statutory Assessment.

All learners with SEN will have targets set, assessment and progress monitored in line with the academies 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 SENCo attends parents/carers consultation evenings and annual review meetings. The SENCo also attends Y5 & 6 Annual Review Meetings of Statemented/EHCP and Action Plus 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 SENCo 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
- 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 SENCo. The SENCo 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.

There are termly meetings with SENCo's for the feeder primary schools and the SENCo at Kepier. This gives an opportunity to discuss in detail any particular issues. The SENCo also attends all year 5 and 6 SAP or statement primary reviews. This allows the SENCo to plan specific future provision.

In the Summer term year 5 and year 6 parents/carers of SEND learners are invited to Kepier for an informal meeting to discuss transition. This provides an opportunity for parents/carers and learners to share their concerns regarding transition.

## **Responsibilities**

### **Education Support Department - Staffing**

The SEND team has 2 specialist SEND teachers; the SENCo and a specialist Dyslexia teacher. There is also 1 HLTA and 4 Learning Support Assistants. The 2 SEND teachers and HLTA provide 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 need basis. As the SEND team works as part of the Inclusion department there are also A4A and Springboard to Learning (S2L) staff available.

### **The Role of the SENCo**

The SENCo plays a crucial role in the 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 SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN 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 SEN
- 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 next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the head teacher 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 SEN 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 SENCo regarding learners' progress.
- Current systems to access information about SEND learners. What constitutes a 'level of concern' and at which point School Action is initiated and systems in place to alert the SENCo 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 SENCo to identify the action required to assist an SEND learner to progress in their class and to work with the SENCo 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 SENCO/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/carers wishes to complain about the provision or the policy, they should in the first instance, raise it with the SENCo, 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 Academy planning. This policy should be read in conjunction with other related policies and documents.