



# KING JAMES I ACADEMY

## SEND

## Policy

Date adopted by Governors: January 2020

Date of Next Review: January 2022

## **Special Educational Needs Policy**

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- Equality Objectives;
- Accessibility Plan;
- Assessment for Learning;
- Anti-Bullying Policy;
- Medical Needs Policy

### **1. Definitions**

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice D.F.E. 2015)

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

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) 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.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

### **2. Rationale**

As stated in the SEND Code of Practice 2014:

'all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or higher education'

King James I Academy is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and interaction needs.
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs

King James offers a wealth of opportunities, which help our students to thrive and achieve excellent outcomes and which help us to provide "learning to inspire". Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of students with Special Educational Needs will be treated as partners and supported to play an active and valued role in their child's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

### **Inclusion for all**

In planning an inclusive learning environment, we recognise that some students may be particularly vulnerable to underachievement. While not having Special Educational Needs and or Disabilities as such students from the following groups might have Additional Needs:

- Minority ethnic and faith groups: travellers, asylum seekers and refugees
- Students who need support to learn English as an Additional Language (EAL)
- Young people with persistent medical and /or mental health needs
- Young carers
- Pregnant students and teenage parents
- Students at risk of disaffection and exclusion

### **Admission Arrangements (see also the school admission policy)**

The arrangement for learners with special educational Needs and /or Disabilities but who do not have an Education Health and Care Plan (EHCP) are the same as for all learners. Where a child has an EHCP the local authority negotiates a place at the school of the parents, carer's choice.

Contact can be made directly to either the SENDCo to discuss possible provision before the admissions request is completed. A visit to the school and a discussion meeting is advised.

### **Aims**

The core purpose of the SEND Department is to ensure that all students with SEND receive the appropriate support which empowers them to achieve their potential as individual learners in order to meet the individual needs of every student we need to continue to achieve the following:

- To follow the guidelines set out in the SEND Code of Practice
- Regard SEND as a whole Academy issue directly related to curriculum, teaching and learning and raising achievement
- Adopt a range of teaching and learning styles across all curriculum areas

- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities
- To identify children with SEND as early as possible and plan a program of support and intervention to address their needs
- Ensure that learning experiences and the monitoring of progress and achievement is student centred
- To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations and provision maps and support plans
- To provide good quality and regular training for staff in relevant areas of SEND
- To evaluate the impact of staff training and provision/intervention programs
- To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school
- To ensure that all staff working with SEND children are clear about their roles
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs
- Maintain an up to date information on SIMs for all staff to access
- Issue SEND Support Plans for those students identified on the SEND register
- To work effectively with a range of other external agencies
- To make good links with other mainstream primary schools, secondary schools, and special schools

### **3. Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole.

#### Governing Body

The governing body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEND:
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's or the proprietor's policy for students with SEND.
- ensure that there is a qualified teacher designated as SENCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- 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 their accessibility plans.
- ensure that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

#### The Head Teacher

The Head Teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEND.

- ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.
- report to the governing body how resources are deployed to meet provision.

### The Special Educational Needs Co-ordinator (SENCO)

The role of the SENCO includes:

- oversee day-to-day operation of school's SEND policy
- coordinating provision for children with SEND
- liaise with designated teacher where a Looked after Child has SEND
- overseeing SEND support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEND Support
- advise on use of delegated budget/ other resources;
- liaise with parents/ carers of children with SEND;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with head and governors on Equality Act; and
- ensure that SEND records are up to date.
- contribute to the in service training of staff

### Class Teachers

Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.
- be responsible for meeting special educational needs: Use the SENDCo strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every student: Set clear progress targets for students and be clear about how the full range of resources are going to help reach them.
- work in partnership with students and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

### SEND Support Staff

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- LSA/TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver student progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.

- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

#### 4. Identification of SEN

##### Students with SEND are identified from information supplied by:

- Primary feeder schools
- KS2 SATs
- Standardised tests
- Individual teachers and subject departments
- Parents and carers
- Outside Agencies
- Students themselves
- In school monitoring
- SEND team
- Student Support Team

Through their discussions, observations, assessments and data analysis the SENDCo, class teachers, key workers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCo or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

The Academy is committed to the early identification of Special Educational Needs and adopts a graduated response to meeting Special Educational Needs in line with the Code of Practice 0-25yrs 2014

We adopt a graduated response approach to meeting a student's special educational needs and / or disabilities, which is called 'Assess, Plan, Do, Review'. This means that we will:

- **Assess** a child's Special Educational Needs
- **Plan** the provision to meet the child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

#### SEND Support

When a class teacher or the SENCOs identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary the SENDCo, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

### Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school.

These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps

Parents or school are the only partner who can request an Education, Health and Care Assessment.

### Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The student's name, address and date of birth;
- Details of all of the student's special needs, including health needs;
- Identification of the special educational provision necessary to meet the student's Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

### Annual Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. At King James I Academy we hold annual reviews for children with an EHCP and termly reviews for those on SEN support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Summer Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

## **Teaching and Support Arrangements**

For the most part, students with SEND will be taught in the classroom, alongside peers. Staff will use a variety of teaching strategies and techniques within each class, including differentiated resources and learning tasks, to accommodate students with special educational needs wherever appropriate and necessary.

- **In class support**  
In class support will be targeted within the timetable to maximise curriculum access and consequently student progress
- **Withdrawal from Mainstream Teaching**  
Students with SEND spend the majority of their time in mainstream lessons with their peers. However, withdrawal lessons provide opportunities to ensure that they can develop their basic skills

## **Discrimination**

Every student at King James I Academy is provided with equal opportunity to access all aspects of our curriculum. We aim to:

- Provide a secure and accessible environment in which all students can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- Improve our knowledge and understanding of issues of anti-discriminatory practice promoting equality and valuing diversity
- Promote inclusion through all of the academy's activities

## **Disability and Accessibility**

King James I Academy is an inclusive school and actively seeks to promote the inclusion of students with SEND. We aim to ensure that all students with SEND are able to participate in the life of the Academy, both in their learning and in the wider provision and life of the school.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination to promote equality of opportunity and to foster good relations.

## **5. Recording SEN**

Records are kept on all children with SEN, detailing steps taken to support them. Record files are kept by the SENDCo. SEND records are also kept electronically using SIMs and CPOMS

SEN Register

This is a record kept by the SENCO. It indicates which children have SEN and what stage they are at. It indicates which students have SEND, what stage they are at, what their areas

of need is/are, information on the barriers to learning as well as strategies to use to support students. The SENCO maintains the Register as a working document.

Class teachers and support staff have access to EHCP's and SEND Support Plans on the ALP.

### Medical Register

The Head Teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENCO will become involved should a child's medical attention present a barrier to their learning.

Student Files are kept up to date by the SENCO.

Class Teachers will keep copies of support plans for reference and amending in their short term planning files

Transfer of Information will be the responsibility of the SENCO

## 6. Staff Training

The Academy makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

The Academy recognises the need to continue to develop the expertise of all staff, whole staff training on issues relevant to the teaching of students with SEND is ongoing.

## 7. Partnerships

King James I Academy works collaboratively with a wide range of agencies in order to provide the highest levels of support for students with SEND:

- SEND Casework Team (Durham Local Authority)
- Educational Psychology Service
- One Point
- NHS Speech and Language Therapy Service
- NHS Specialist Nurses, advice on how to support students with medical conditions
- ASD Team
- Sensory Support Service
- CAMHS
- Special Educational Needs and Disability Information, Advice and Support Service SENDIASS
- First Contact
- Educational Social Workers
- Virtual School for Children Looked After
- Special Educational Needs and Disabilities and Inclusion Teams
- Emotional Health and Resilient Nurse (NHS)
- EWEL Team
- Education and Health Team

## **Parents and Carers**

King James I Academy will have regard to the SEND Code of Practice 2014 when carrying out duties toward all students with special educational needs and ensure that parents / carers are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents / carers plays a key role in enabling young people with SEND to achieve their full potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents and carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

SENDIASS provides information and support to parents of students with SEND. A Wide range of information and advice may be obtained by contacting this independent service. Contact details are as follows:

SENDIASS

[www.durhamsendiass.info](http://www.durhamsendiass.info)

[sendiass@durham.gov.uk](mailto:sendiass@durham.gov.uk)

Helpline: 01915873541

## **8. Policy Evaluation**

The implementation of this policy will be monitored by the head teacher and SENDCo. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEND children compared to non- SEND
- Standards reached by pupils with SEND
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEND support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEND to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.

## **9. SEND Information Report**

The SEND Information Report is statutory information that governing bodies have a legal duty to publish on their websites. This report outlines the policy and practice adopted within the school to deliver high quality SEND provision. The SEND information Report is updated yearly and is available on the school website: The report details the following:

- The Local Offer
- Principles
- General Information

- SEND School Admissions
- Key Policies
- Contacts
- Early Identification and Assessment
- Transition
- Curriculum, teaching and Assessment
- Social and Emotional Needs
- Medical
- External Agencies and Partnerships
- Consulting with parents and Partnerships
- Equality
- Disability and Accessibility
- Staffing
- Finance
- Evaluating Success
- Compliments, Feedback and complaints- Student voice, parent voice

This policy is mainly informed by:

- Special Educational Needs and Disability (SEND) Code of Practice 0-25Years 2014
- Children and Families Act 2014
- Equality Act 2010
- Schools SEN Information Report Regulations 2014

## **10. COVID 19**

King James I Academy aims to make adaptations where possible for SEND students as a result of the restrictions from arising COVID19. This is an ongoing process due to the changing situation that COVID 19 poses at the current time.