



Policy for Special Educational Needs
2023 - 2024
Kingston Park Academy



* In this document:

- the term 'parent' includes guardian and primary carer
- the term 'student' includes pupil
- the term 'Principals' includes the Headteacher
- the term 'Vice Principal' includes Deputy Head

Aims and objectives

Our SEN policy aims to:

- Set out how our academy will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing support for pupils with SEND.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.

At Kingston Park Academy, we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum. To this end we provide a learning experience which gives every pupil the opportunity to fulfil their potential and develop the all-important skills and qualities which will serve them well in later life.

Table of Contents

1. Compliance, legislation and guidance	2
2. Definitions	2
3. Roles and responsibilities	2
4. SEND information report	4
5. The local offer	9
6. Monitoring arrangements	9

1. Compliance, legislation and guidance

Review date

This policy should be reviewed annually.

Legislation

The Special Educational Needs and Disability (SEND) Code of Practice is a statutory code which explains the duties of schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

It is a statutory requirement that each academy outlines their personalised Special Education Needs and Disability procedure in their academy information report (local offer) to accompany this policy.

This policy is for staff, parents/carers, pupils and practitioners across education, health and care agencies and aims to explain what these stakeholders can expect the academy to provide.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out academy responsibilities for pupils with SEND.

[The Special Educational Needs and Disability Regulations 2014](#), which sets out academy responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

2. Definitions

‘6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.’

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

3. Roles and responsibilities

The principal and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the principal and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

3.1 The SENCO

The SENCO is Nikki Wileman.

They will:

- Work with the principal, leadership team and SEND governor to determine the strategic development and implementation of the SEND policy and provision in the academy.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans ensuring that staff are aware of the nature of special needs and the requirements of the EHC Plan.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching, including contributing to CPD.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all pupils with SEND up to date including the SEND register.
- Assist in the preparation of written reports for internal and external reviews.

3.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing body on this.
- Work with the principal and SENCO to determine the strategic development of the SEND policy and provision in the academy.

3.3 The Principal

The principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the academy.
- Have overall responsibility for the provision and progress of learners with SEND.

3.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with the SENCO to identify any pupil who may have SEND.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

4. SEND information report

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- the kinds of SEN that are provided for,
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools,)
- arrangements for consulting parents of children with SEN and involving them in their child's education,
- arrangements for consulting young people with SEN and involving them in their education,
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review,
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society,
- the approach to teaching children and young people with SEN,
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN,
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured,
- evaluating the effectiveness of the provision made for children and young people with SEN,
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN,
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying,
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families,
- arrangements for handling complaints from parents of children with SEN about the provision made at the school'.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Our academy ensures that the school information report is updated at least once a year and is easily accessible on the website. The SENCo is responsible with the support of the leadership team in producing this report.

4.1 The kinds of SEND that are provided for:

Our academy currently provides additional and/or different provisions for a range of needs, including:

Communication and Interaction (C and I)

Pupils have difficulty in communicating which can include expressing themselves or understanding verbal speech and etiquette. Examples include autistic spectrum disorder, Asperger's, speech and language difficulty.

Cognition and Learning (C and L)

These needs are on a continuum and can vary across subjects and situations as learning difficulties can be general or specific and include difficulties with reading and spelling, learning new information and concentration.

Social, emotional and mental health (SEMH)

Additional needs centre on the inability to manage emotions and behaviour often resulting in inappropriate responses to situations and difficulty in building and maintaining relationships with peers and adults. This can manifest itself as anxiety, ADHD and impulsivity.

Sensory and/or physical needs

This encompasses needs relating to physical growth, motor development, nutritional choices, self-care, and health and safety practices. These include hearing impairment, visual impairment, and physical difficulty.

Kingston Park Academy will keep a register of all those pupils/students identified as having SEND in line with the need types shown above.

The SENCo will ensure that the school census is updated and gives an accurate picture of the SEND cohort in school. Such information will be shared with governors and other professionals when appropriate but will only refer to named pupils/students with parental/carer permission.

Difficulties not relating to SEND:

Some pupils in our academy may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils 'catch up'.

Difficulties solely as a result of learning English as an additional language are not SEN. We assess all aspects of a pupil's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a pupil's progress and attainment but are not in themselves indicators of SEN:

- Attendance and punctuality.
- Health and welfare.
- Being in receipt of the Pupil Premium Grant.
- Being a Looked After pupil.
- Being a child of a serviceman/woman.

4.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. 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.

Data provided by teachers will be used alongside information from standardised assessments and observation to determine whether the pupil would benefit from being placed at the 'SEN Support' stage on the special educational needs register.

If the SENCO believes that a referral to an outside agency may be necessary, then parental consent will be sought.

4.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone feels welcome.
- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns, giving parents and carers opportunities to play an active and valued role in their child's education.
- We actively seek pupils' wishes and feelings around their individual needs.
- Pupils have a voice, allowing them to discuss and review their support regularly with their keyworkers.
- We encourage parents and carers to inform the academy of any difficulties they feel their child may be having or other needs they feel their child may be experiencing which need addressing.
- Parents and carers are continually informed and given support during assessment and any related decision making processes.
- Parents and carers are aware of sources of information, advice, and support so that everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

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

We will formally notify parents when it is decided that a pupil will receive SEND support.

4.4 Assessing and reviewing pupils' progress towards outcomes

At Kingston Park Academy, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

General provision for all pupils is provided using core academy funding, meaning:

- All pupils will have access to well-adapted, quality first teaching which is enhanced, where appropriate, through low-level, short-term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions, and adaptations of the usual academy curriculum.
- Pupils who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be pupils with SEND.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment, in addition to their behaviour record.
- Other teacher assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of the parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly as part of the **assess, plan, do, review** cycle.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

4.5 Supporting pupils moving between phases and preparing for adulthood

When children move between phases or schools, we share information with the academy or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

During the summer term, the academy provides 'transition days', which focus on providing additional support for all pupils. All pupils will receive information, advice and guidance to support their transition through the academy and into secondary education.

Outside agencies such as medical/health/psychology professionals and pastoral mentors are also involved in the process where appropriate.

We work closely with our feeder secondary schools which offer pupils opportunities to attend open days/evenings as well as taster days/tours prior to starting secondary education. Parents/carers are also given opportunities to participate in these opportunities to ensure they supporting their children with the transition process.

For some SEND pupils, a more personalised transition plan is designed and put into place to support with the transition.

4.6 Additional support for learning

At Kingston Park, we have a team of learning support assistants who are trained to deliver interventions.

Learning support assistants will support pupils in a variety of ways whether this is in small group interventions or on a 1:1 basis.

We work with the following agencies to provide support for pupils with SEND:

- Education Psychology Service.
- SEND Local Authority.
- Local Authority inclusion team.
- Speech and language therapy team.
- General development pathway.
- Hearing and visual impairment support services.
- Schools and Families Specialist Services
- Healthy Families Team

4.7 Expertise and training of staff

The SENCO will maintain links with the LA Support Service, the academy's Educational Psychology Service and specialist agencies such as the Health Service and occupational therapies, to ensure that all support staff are up to date with changes across the authority.

Delta Academies Trust has an active network of SENCOs who meet regularly to discuss SEND practice across the trust and identify any training needs relevant to individuals or groups. Support staff have regular meetings with the SENCO and have opportunities for training throughout the academic year.

All LSAs and support staff complete annual safeguarding training plus regular updates.

The SENCO regularly updates teaching staff on any changes to SEND provision and also has regular CPD slots to ensure that all staff are familiar with the SEND practices and the policy.

4.8 Securing equipment and facilities

Where necessary, the relevant equipment and facilities for an individual will be sought. Specialist equipment will be kept in the SEND office, or in a pupil's classroom. The SENCO will be responsible for ensuring that all equipment and facilities are fit for purpose and reordered in good time when necessary.

Further information may also be found in the academy's accessibility plan.

4.9 Evaluating the effectiveness of SEND provision

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

- > Reviewing pupils' individual progress towards their outcomes each term.
- > Regularly reviewing the impact of interventions.
- > Using pupil questionnaires.
- > Monitoring of the quality of education provided for pupils with SEND.
- > Holding annual reviews for pupils with EHC plans.

4.10 Working with other agencies

The academy actively seeks involvement from all relevant services to ensure that all plans written for pupils are effective and meet their needs. Where necessary, other agencies are invited to review meetings to promote a coordinated approach from professionals.

We aim to ensure referrals are made in a timely manner, and consent will be sought from parents before referring pupils to professional services.

There are links to support for parents and families which can be found in the local authorities local offer.

4.11 Complaints about SEND provision

Complaints about SEND provision in our academy should be made to the SENCO in the first instance. If they are unresolved, the academy's complaints policy can be followed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- > Exclusions.
- > Provision of education and associated services.
- > Making reasonable adjustments, including the provision of auxiliary aids and services.

5. The local offer

Our school information report links to the local authority's local offer which can be found at: [Nottshelpeyourself | SEND Local Offer](#).

It is the responsibility of the local authority to update the local offer.

The academy works in partnership with the local authority's central SEND team who are responsible for providing statutory assessments and Education, Health and Care (EHC) plans when necessary.

The academy will also engage local authority specialists when appropriate such as educational psychologist, child and adolescent mental health workers, specialist teachers, and speech therapists.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are required during the year.

It will be approved by the governing body.