

**Policy title: KOA SEND and AEN Policy**

***All-through***

**Date adopted: 13 November 2017**

Version	Date	Page	Change	Origin of Change <i>E.g. change in legislation</i>
V 1.0	19 September 2016			
	November 2017		No Change	

***Links to other policies:***

***KOA SEND Report***

## **PART 1: Introduction**

### **1.1 Philosophy**

All members of staff, in conjunction with the Academy Council, have a responsibility to ensure that every student has an equal opportunity and entitlement to an education that will enable them to develop their full potential: physical, intellectual, aesthetic, creative, emotional, spiritual and social, and to live as well-adjusted, valued and participating members of society.

All students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be monitored and valued.

The academy is committed to the principle of inclusion and to the removal of barriers to learning and participation that may be encountered by students with additional needs.

### **1.2 Definition of Special Educational Needs and Disability (SEN/D) and of Student with Additional Needs:**

Students are identified as having **additional needs** if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students are identified as having a **special educational need or disability** if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that the child has special educational needs and appropriate provision, identified to meet the student's individual need(s), will be made.

The need for additional provision may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting with persistent social, mental and emotional health issues, which have not been managed by appropriate strategies usually employed (SMEH)
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.
- Low levels of English comprehension due to English being an additional language (EAL).

### **1.3 Curriculum Support [Provision] is achieved by:**

1. Identifying and assessing individual student's needs.
2. The reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account the National Curriculum, examination syllabuses and continuity and progression for the student
4. Delivering an appropriate curriculum, taking into account:
  - Suitable teaching materials
  - Effective, differentiated teaching strategies
  - A supportive learning environment
  - Encouraging a positive self-image.
5. Providing learning support through:
  - Curriculum development
  - The targeted deployment of support staff
  - Staff training to ensure that all teaching staff have the skills to differentiate effectively and meet the needs of all students in the classroom.
6. Providing additional support through the PLC and the Head of House
7. Using outside agencies where necessary and appropriate.
8. Monitoring individual progress and making revisions where necessary.
9. Ensuring that parents /carers understand the process and involving them in the support of their child's learning.
10. Encouraging students with additional needs to actively participate in all decision making processes and contributing to the assessment of their needs.
11. Making regular reports to the Academy Council regarding issues relating to Students with Additional Needs to raise awareness and to aid implementation of processes and procedures.
12. Ensuring that Teaching Assistants and teachers collaborate effectively and that teaching Assistants are well trained and are fully involved in the identification of students' needs and strategies to meet them.

## **PART 2: Structural Arrangements**

### **2.1 Roles and Responsibilities:**

The roles and responsibilities of school personnel with regard to Students with Additional Needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

#### **Academy Council:**

- In partnership with the Principal, the Academy Council have responsibility for deciding the school's general policy and approach to meeting the needs of students with additional needs including those with SEND, those with EAL and those with SMEH needs.
- Ensuring that the Principal sets objectives and priorities in the school development plan, which includes provision for students with additional needs
- Monitoring the policy through the school's self-review procedures.
- Reporting annually to parents on the school's policy through the website.

**The Principal:**

- Setting objectives and priorities in the school development plan which supports students with additional needs
- Setting a budget for supporting students with additional needs.
- Informing the Academy Council of progress of students with additional needs, of provision and of issues relating to the education of students with additional needs.

**The Vice Principal:**

- Day to day line management of provision for students with additional needs.
- Ensuring that all learning walks, book reviews, academy reviews and data analyses maintain a focus on students with additional needs.

**SEND Coordinator:**

- Day to day organisation of provision for students with additional needs.
- Disseminating information to staff and other stakeholders.
- Managing and developing the roles of Teaching Assistants through training and PM.
- Screening and identifying students and co-ordinating provision.
- Keeping accurate records of all students with additional needs.
- Drawing up, reviewing and monitoring SWAN cards to support the teaching and learning of students with additional needs.
- Monitoring departmental delivery of the Additional needs Policy.
- Recruiting and deploying the School's Learning Support Team.
- Liaising with parents and carers, teachers and support staff regarding individual students.
- Liaising with partner primaries.
- Liaising with other SENCOs locally and nationally and with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEN/D report, which the Principal forwards to the Academy Council.
- Planning, in collaboration with the Curriculum and Phase Leader, strategies to address slow progress

**Curriculum leaders:**

- Ensuring that departmental practice adheres to the school's Additional Need Policy.
- Ensuring appropriate curriculum provision and delivery for students with additional needs
- Monitoring the progress of students with additional needs
- Planning, in collaboration with the SENCO and Phase Leader, strategies to address slow progress
- Working with the SENCO, strategically deploy any Teaching Assistants who are attached to their curriculum area so that there is a maximum impact on the progress of students with additional needs.

**Phase Leaders:**

- Monitoring the progress of all students in their phase, both individually and by student group.
- Planning, in collaboration with the SENCO and Curriculum Leaders, strategies to address slow progress

**Heads of House:**

- Monitoring the behaviour and attendance of all students including those with additional needs
- Planning, in collaboration with the SENCO and Curriculum Leaders strategies to support students whose behaviour is a barrier to progress

**Teaching staff:**

**“All teachers are teachers of special needs”.** Teachers are responsible and accountable for the progress and development of **all** pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring SWAN cards are considered in lessons and that strategies for each student are adapted so as to be subject specific.
- Monitoring progress of students with additional needs against agreed targets.
- Be fully aware of the school's procedures for students with additional needs
- Raising individual concerns to the SENCO, the Phase Leader and/or the Head of House as appropriate.

**Teaching Assistants**

- Jointly plan with teachers.
- Support students with additional needs within the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using SWAN cards.
- Assist with drawing up individual plans for students and supporting Pupil Profile Card development.
- Contribute to the review progress for individual students with additional needs.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on educational visits, as required.

**Parents**

- Communicate regularly with the school and alert appropriate staff to any concerns they have about their child's learning or provision.

**Students**

- Engage fully in learning and taking an active role in establishing and meeting appropriate individual learning targets.

## **2.2 Admission Arrangements**

Admission arrangements are outlined in the school prospectus.

## **2.3 Inclusion**

At King's Oak Academy, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with additional needs are integrated and included fully into the life of the school as a whole, including into its social and cultural activities.

The school believes that the needs, rights and entitlements of individual students are the focus of both an educational and social environment.

## **2.4 Complaints Procedures**

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

## **2.5 Monitoring and Evaluation of this Policy**

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents/carers.
- Recorded feedback from teachers on the progress and development of students with additional needs.
- Data from learning walks and book reviews.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and examination results.
- The progress of students with additional needs compared to expected progress
- Evidence of planning and targeted expenditure for students with additional needs.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.

## **PART 3: Identification, Assessment and Provision**

### **3.1 Identification**

The school uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff.

#### **New Intake Students in Year 7**

##### **a) Primary Liaison**

Partner primary schools are visited/contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an Education Health Care (EHC) plan is referred to the SENCO. Contact is then made with the primary school. The LA notifies the academy about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the

Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

In addition, as part of transition, King's Oak asks its partner primaries for a wide range of information such as behaviour data, EAL information, any concerns regarding peer groupings etc. All of this additional data is used to gain as broad a picture as possible of each student and the parents/carers of each student who is identified as having additional needs are invited into school to meet with the SENCO and/or the Head of House.

b) Initial Screening

- KS2 tests
- Reading and spelling tests
- LEXIA assessments
- EAL assessments
- Tests undertaken by the SENCO as identified

**Screening in Other Year Groups**

Other screening tests are administered when required.

Individual diagnostic assessments are used for students for whom there has been a concern raised. A battery of tests is available, including tests for reading, spelling and for dyslexia as well as EAL assessments and assessment by an Education Psychologist.

Staff Observation

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Heads of House monitor the emotional and mental health of all students and Phase Leaders monitor the progress of all students. When concerns are raised the SENCO may then ask for additional diagnostic assessment to be undertaken.

Referrals by Parents or Carers

A student's parent may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

**3.2 Provision**

Teaching students with additional needs is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at King's Oak Academy learn and progress through these differentiated arrangements.

The Senior Leadership Team alongside Phase and Curriculum Leaders regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

This happens through book reviews, learning walks and curriculum reviews and includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and those with additional needs.

A Graduated Response is adopted for students identified as having additional needs. A level and type of support is provided to enable the student to achieve adequate progress.

Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

**Wave 1** – Quality teaching by all teaching staff, differentiated to meet the needs of individual students.

**Wave 2** - Is initiated where students have failed to make adequate progress as identified by the SENCO/Phase Leader through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teacher's comments
- Concerns from staff or parents
- Low levels of English comprehension

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions.
- Appropriate teaching groups/sets.
- Group support on a regular basis.
- KS3 Numeracy, Literacy and booster classes.
- Additional staff training.
- Additional support from the EAL HLTA
- Mentoring or support through the Head of House or the PLC

### **Wave 3**

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Pupil Profile Card is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

### **Statutory Assessment/Statements**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

### **3.3 SWAN cards and Reviews**

All students who are identified as having additional needs have a Pupil Profile Card.

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded on the SWAN cards, reflecting provision that is additional to, or different from, normal differentiated provision.

The SWAN Card includes:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Baseline and progress data
- Short term student targets

The SWAN Card is communicated to all staff who support the student's learning, and to the parents/carers and the student. SWAN cards are reviewed and updated annually and, in addition, student targets are reviewed every six weeks with new targets identified and shared with relevant staff, the student and parents/carers. Prior to review, the student's allocated Teaching Assistant will ask the student and relevant staff for feedback on progress towards the target.

### **3.4 Monitoring of individual progress**

Monitoring of individual progress is completed rigorously by Phase and Curriculum Leaders and individual reviews and screening tests. Where students are found not to be making expected progress, plans are drawn up to address this and these plans are shared with the student and with parents/carers

### **3.5 Provision of an appropriate curriculum**

Through their departmental development plans and the SEF, provision for students with additional needs is regularly reviewed and revised. It is the responsibility of individual department areas to ensure that the requirements of the National Curriculum are met for those students with additional needs.

### **3.6 Provision of Curriculum Support**

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher and includes:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) PLC support

Some students with additional needs may have allocated time in the PLC where they have additional support and/or mentoring.

d) In-service Training

- The SENCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at King's Oak Academy.

- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff

training days and during twilight sessions.

### **3.7 Allocation of Resources**

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Underachievement factors, based on the number of students underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

## **PART 4: Partnership**

### **In school**

The SENCO liaises closely with SLT, with Phase and Curriculum Leaders and with Heads of House. All staff are updated on specific students with additional needs through staff briefings and through updates to the SWAN cards and the SENCO sits on the Academy Council as the student advocate.

### **Parents/carers**

King's Oak Academy actively seeks to work with parents /carers and values the contributions they make. Parental views are recorded as part of the Annual Review procedures and parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.

### **Students**

King's Oak Academy acknowledges the student's role as a partner in his/her own education. Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets. Student views are recorded as part of the Review process and their views are valued and listened to.

### **External Support**

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used King's Oak Academy include:

- The Educational Psychology Service
- The Child and Mental Health Service (CAMHS)
- Family Young People Services (FYPS)
- The School Nurse
- Partner academies with the Cabot Learning Federation
- The SENCO liaises with other SENCOs:

- At LA run 'SENCO-network' meetings;
- On the transfer of a student with SEN/D;
- Through the national DfE hosted 'SENCO-forum' mailing system.

### **Transfer Arrangements**

All documentation about a student's additional needs are included in a student's record and is transferred between schools. The SENCO deals with specific enquiries. Additional induction days are arranged as required for all students with additional needs and those who are deemed more vulnerable.

The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placements.