



SPECIAL EDUCATIONAL NEEDS POLICY

Adopted by: Standards and School
Improvement Committee

Date Adopted: 20 September 2018

Date or Review: September 2020

This Policy should be read in conjunction with

- **The SEN Information Report**
- **The School Provision Map**
- **The Accessibility Plan**
- **The Admissions Plan**

The above documents are available on the Academy's website

1.0 Introduction

This policy regarding provision for students with special educational needs is firmly rooted in the central aim of The Kings of Wessex Academy **'Getting the best out of everyone'** and inspiring all students to 'believe and achieve.' The Academy values and respects the personal qualities and needs of individual students and is committed to providing a secure but challenging learning environment with high expectations for all. There is a cohesive approach to children with Special Educational Needs where staff work together with parents and students to that positive outcomes are achieved. Students are supported for both their educational and social, emotional mental health needs.

The policy's purpose is to inform and direct practice, allowing the maximum access and achievement for all those students who have a special educational need. It is also underpinned by the inclusive Christian values and ethos of the Academy, The SEND Code of Practice (2015) and the principles of the Somerset Core Standards for SEN.

2.0 Principles

The Academy will implement the policy in accordance with the following principles:

- A child-centred approach- where the views of the child are central to their provision and progress.
- We would wish to promote partnership with parents
- High quality teaching and inclusive practice to underpin the whole school approach to SEN
- All staff will use a graduated response to identify barriers and support strategies students with SEN in line with the SEND Code of practice and Somerset Core Standards for SEN
- Identify and fulfil staff training needs enabling them to support students with special educational needs
- Securing educational and personal and social outcomes for students with SEN

3.0 Learning Support Co-ordinator

Zoe Boulton is the Special Educational Needs Co-Ordinator (SENCo)

Special educational needs at The Kings of Wessex Academy are managed by the SENCo who is responsible for working with students and staff. The SENCo leads a team of teaching and non-teaching staff who provide specialist learning support. Within each Department a nominated teacher has oversight of special educational needs. The SENCo is responsible to the Deputy Head who, in turn, reports to the Headteacher.

Other key responsibilities of the SENCo include:

- Advice and training of colleagues to ensure students are appropriately supported
- Overseeing links with parents and external agencies
- Plans, monitors and evaluates the special educational needs provision, meets regularly with the SEN Link Governor and reports to the Governing Body
- Actively involved in transition plans
- Assess for access arrangements in line with The Joint Council for Qualifications (JCQ) regulations

4.0 Provision - a graduated response

Students' needs and strategies to support are outlined in a pen portrait. Students who are designated 'SEN Support' – (see below) have an Individual Learning Plan (ILP) tailored to their specific needs and which outlines targets. The ILP is coproduced with the student, school staff and parents and reviewed on a termly basis. All staff responsible for teaching the student receive a copy of the pen portrait and ILP to provide a comprehensive picture of the student's learning needs.

Identification and assessment of students:

In line with the SEN Code of Practice (2015), to help identify and assess students who may have special educational needs, reference may be made to some or all of the following:

- evidence from teacher observation and assessment
- their performance against the expected progress requirements for their age and previous attainment
- standardised screening or assessment tools

A lack of progress is not always caused by a special educational need and therefore other factors such as attendance, illness, and social factors will be explored where a student is underachieving.

In addition to the above, the Academy will be responsive to the expressions of concern by parents and take account of any information that parents provide about their child.

Basic Entitlement and Quality First Teaching

As an Academy we will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to help address the difficulties that a student is experiencing. Please see the provision map on the Academy website for further detail on the graduated response to SEN provision.

"All teachers are responsible and accountable for the progress and development of the pupils in their class (Code of Practice, pg 88)" and, as such, will provide **quality first teaching** within their classroom, differentiated as appropriate, relating to a broad and balanced curriculum. If a student's needs cannot be met by this approach or through a more personalised graduated response then interventions may need to be put in place by the Academy. If these interventions are 'special educational provision', then the individual will be placed on **SEN Support**.

In addition to the above, a small number of students with significant difficulties, may require extra funding to provide their support through Somerset's SEND Top-up funding. These students are called 'High Needs' in this funding context. Finally, students that have a statement of SEN will find that these

are gradually changed into Education and Health Care plans over the next three years at transition points determined by Somerset.

5.0 Admission Arrangements

See Admissions Policy

6.0 Facilities for Students with Special Educational Needs

The school has specialist facilities for students with special educational needs including:

- In class and withdrawal support from the Learning Support Team
- A teaching classroom with specialist resources, including laptops and I pads
- A dedicated testing room
- Ramped access to the main school
- Lift to the first floor of the main school
- Accessible toilets
- Print enlargement facilities
- Therapy room with accessible toilet and hoist facilities
- Evidenced based- reading programme
- Claread text to speech programme installed on all computers
- Interactive whiteboard with audio visual facilities
- Wide range of evidence-based literacy, language, numeracy, study skills and emotional literacy interventions
- Laptops with voice recognition software
- Wii Fit for coordination/balance work
- Greenhouse and raised beds for horticulture studies
- Emotional Literacy Support Assistant (ELSA)

7.0 Access to the Curriculum

All students are encouraged to be as fully integrated into every aspect of Academy life as possible, both academically and socially.

Teachers will respond to students' special educational needs by using a range of strategies. Lessons will have clear learning objectives; work will be differentiated appropriately and assessment used to inform the next stage of learning. Teachers will follow the 'assess, plan, do review' cycle (COP 2015) when seeking to identify and meet students' needs in their classrooms. Also by:

- Providing support for students who need help with communication, language, numeracy and literacy
- Planning to develop students' understanding through the use of all of their senses and of varied experiences
- Planning for students' full participation in learning, including physical and practical activities where appropriate
- Helping students to manage their behaviour and to take part in learning effectively and safely
- Helping students to manage their emotions, particularly trauma or stress, and to take part in learning.

Extra support for students in classes is provided, where necessary, by a member of the Learning Support team. On occasions, a student may be withdrawn from a lesson so that they can receive more intensive support from a member of the Learning Support team or a visiting specialist. This takes place in the Learning Support classroom and may be one-to-one or as part of a small group. The school is aware of the sensitivity of this strategy for a student and will always explain fully to the student the reasons for any withdrawal from lessons. Parents will be informed.

8.0 Complaints Procedure

Parents wishing to make a complaint are invited to contact the SENCo in the first instance. Where parents are not satisfied with the response they are invited to discuss the matter with the Headteacher and have recourse to the Governing Body. Details of the formal complaints procedure are available from the Academy on request.

9.0 The Role of the Governing Body

The Governing Body has a statutory responsibility to ensure that special educational needs are identified and appropriate provision is provided.

Gillian Briggs is the SEN Governor

10.0 Parents as Partners

The Academy recognises and values the importance of parental involvement in all aspects of special educational needs and is committed to an effective Home School Partnership.

The Academy is always pleased to meet with parents and the Special Educational Needs Co-ordinator is available at all Parents' Evenings by appointment.

Parents are consulted at each stage in the identification, assessment and provision for special educational needs. They are encouraged to take an active role in the planning and review of their child's support. The views of parents will always be recorded and incorporated into the annual review process.

Parents of students identified as requiring SEN support will be invited to meetings three times a year to devise and review their child's individual learning plan.

11.0 Links with other Schools in the Cheddar Valley

The Academy seeks to ensure that transfer takes place as smoothly as possible. Excellent links exist with our two feeder Middle Schools and throughout all phases of education in the Cheddar Valley.

In addition to the normal arrangements for transfer from Middle Schools, the Learning Support staff visit the Middle Schools to talk with teachers about children's special educational needs and meet with the students themselves.

The SENCo attends the Annual Reviews of all Year 8 students with an EHCP as well as those receiving high needs funding, and also students with an EHCP in Year 7 with severe or complex needs.

12.0 Links with External Agencies

The Academy recognises the value of close co-operation with external support services in the identification, assessment, provision, monitoring and review of students with special educational needs. The SENCo works closely with the following agencies:

- LA Special Educational Needs Support Service
- Somerset Direct (Social Services)
- Health Agencies
- Service for the Visually Impaired
- Educational Psychologist
- Physical and medical advisory teacher (PIMS)
- Speech and Language Service
- Occupational therapy
- Medical Tuition Service
- Education Welfare Officer
- Traveller Services
- English as a Second Language Service
- Autism and Communication
- Hearing Support services

The Academy may consult with outside specialists, subject to the approval of parents, when action is taken on behalf of a student at SEN Support status. Outside specialists may, however, be involved at an earlier stage if appropriate. For more information regarding the external services on offer in Somerset, go to The Somerset Choices Website: <https://www.somersetchoices.org.uk>.

13.0 Monitoring and Review

The success of the Academy's Special Educational Needs Policy is measured by the quality of education received by individual students and the progress made in relation to their difficulties. This is achieved through the review process, reflecting the opinions of staff, students and parents as well as examination results and qualifications. Student statements reflecting their coping skills and enjoyment levels are useful indicators of success. Other indicators include improvements in Numeracy and Literacy skills, attendance rates and the number of SEN students continuing in Post-16 education.

The SENCo meets regularly with the Deputy Head as Line Manager to review the work of the school with regard to special educational needs.

To assist the Governors in reviewing provision, the SENCo meets with the SEN Link Governor and reports regularly to the Governing Body.

This policy will be reviewed on a two-yearly cycle by the Standards and School Improvement Committee of the Governing Body.

14.0 Criteria for evaluating the success of the Academy's SEN Policy

- Movement between the various stages of the graduated response
- Declining numbers of students requiring support as they progress through the school
- Lower truancy and absenteeism rates of students with SEN
- Identification of Value Added and Progress scores
- SEN students achieving their potential at GCSE and A-Level
- Increased students with SEN continuing into Post 16 education
- Greater knowledge of students with SEN and ability to differentiate in lessons by main stream staff and improved expertise in meeting their needs
- Quality of OFSTED reports
- Positive comments from visiting professionals, students and parents
- Good communication between parents of SEN students and Learning Support
- Increased self-esteem and confidence of students with SEN
- Increased measurable reading and spelling levels amongst other measures of interventions' effectiveness

The Policy complies with the requirements of :

- The Education Acts 1981 and 1993
- The Special Educational Needs & Disabilities Code of Practice 2015
- The Equalities Act 2010
- The Children and Families Act 2014

Glossary of Terms

SENCO	Special Educational Needs Co-ordinator A nationally recognised term for the designated Specialist Teacher within a school who has overall responsibility for Special Needs. At The Kings of Wessex Academy Zoe Boulton is the SENCo or Learning Support Leader.
SEN	Special Educational Needs
ILP	Individual Learning Plan Some students with identified special educational needs have an individualised plan, which reflects their needs alongside relevant strategies and is co-produced with students and parents.