

Kings of Wessex Academy SEND policy.



Approved by: [Name] Date: [31st January 2022]

Last reviewed on: [31st January 2022]

Next review due by: [January 2023]

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEN)
- Explain the roles and responsibilities of everyone in providing for pupils with SEND

Kings of Wessex Academy has an inclusive ethos and ensuring all students are fully included in all learning and extra-curricular activities. Our learning support team comprises of the SENDCo, six Learning Support Assistants (LSAs) including two Higher Level Teaching Assistants (HLTA). The Team support individual students with additional educational needs in class with their peers across the curriculum. They also provide one-to-one support for literacy and numeracy intervention, speech and language, social/life skills, exam revision, homework, coursework and mentoring. The team also support small groups of children and work alongside teachers encouraging students' greater confidence, independence and self- management strategies. We believe strongly in a collaborative approach, and we work very closely with families, communicating regularly through, emails, phone calls and meetings.

2. Legislation and guidance

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 schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school'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 school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching 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

5 Identification & Assessment of SEND

5.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENDCO to make sure appropriate provision is continued.

5.2 This information is collated from the transfer of school files from the previous school and during transition meetings which are held with middle schools in the summer term, before pupils start at the school. A pupil passport and learning plan will follow the student from middle school and be adjusted as necessary to meet the changing demands of upper school.

5.3 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by subject leaders. If a pupil has not made expected progress, then interventions will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by quality teaching of the normal programme of study, then the class teacher will work with the pupil to provide additional structure. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.

5.4 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. A strategy sheet will be drawn up by the SEND team with copies shared with all staff concerned with the pupil's progress.

5.5 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.

5.6 In all cases, where internal support is not effective in supporting the pupil, a referral to relevant external specialists will be completed with the parents' knowledge, and information and strategies for support shared with all staff.

5.7 All staff teaching pupils on the SEND register will be made aware of the individual needs. Subject leaders and the SEND team will help teachers when required to develop effective strategies to promote progress and attainment, and will ensure that appropriate resources are available as part of the school's professional development programme.

6 Reviewing

6.1 All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support pupils who are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made.

6.2 All pupils on the SEND register will be monitored through the 'Assess/Plan/Do/Review' process. These plans are shared with teachers and parents.

6.3 If a pupil has an Educational Health Care Plan an annual review is held in accordance with legal requirements.

6.4 If, as a result of appropriate progress, a pupil is removed from the SEND record, the pupil will continue to be monitored through the school's structured reporting programme by class teachers or subject leaders.

7. Further information

7.1 Contact details of support services for parents of pupils with SEN

IPSEA- offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). We also provide training on the SEND legal framework to parents and carers, professionals and other organisations. www.ipsea.org.uk

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parent carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans. <http://somensetsend.org.uk>

The service is free, confidential and impartial.

7.2 Contact details for raising concerns

Concerns regarding the provision for students with SEND or the identification of an undiagnosed SEND need should be addressed to the SENDCo, Mr I Squire isquire@kovessex.co.uk in the first instance.

7.3 The local authority local offer

Our contribution to the local offer is: Kings of Wessex information report [SEN Information Report 2022](#)

Our local authority's local offer is published here: [Somerset's Local Offer](#)

8. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo Mr I Squire **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan [Accessibility Plan & Disability Equality Scheme](#)
- Supporting pupils with medical conditions policy [Children with Health Needs Who Cannot Attend School](#)