

SEND policy

Kingsland School



Kingsland School

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Date of this Review:	September 2024
Date of next Review:	September 2025
Head teacher's Signature	<i>E. Patel</i>
Review approved by Chair of Governors:	On the Governor Hub 18.10.2024 to be ratified at committee on 13.1.2024

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1. Aims

Our SEND policy and information report aims to:

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

Our Five Key Values are:

- To ensure pupils and their families have a positive education experience within Oldham.
- To provide a caring, supportive environment where pupils feel safe, secure and valued.
- To improve our pupils' and their families' motional health and well-being.
- To support our pupils and their families in engaging positively with education.
- To empower pupils to become self-sufficient, independent thinkers and lifelong learners.

Our latest school SEND information report can be found on the school website www.kingslandschool.org

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

3. Definitions

A pupil has SEND if they are identified as having a learning difficulty or disability, which calls for special educational provisions 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 others of the same age, or
- A disability which prevents or hinders them from using 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, made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo at Kingsland School is Carol Nedderman and the Assistant SENDCo is Shauni Nuttall.

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Telephone : 0161 770 7120

The SENDCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for operating this SEND policy and coordinating specific provisions to support individual pupils with SEND, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on effectively deploying the school's delegated budget and other resources to meet pupils' needs.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential education providers to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND Governor

In consultation with the head teacher, the board of governors has legal responsibility for determining the policy and provision for learners with special educational needs and disabilities. It maintains a general overview and has an appointed representative who takes a particular interest in this area.

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this.
- Work with the Head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND 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 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 SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Conducting person-centered reviews to inform and update relevant Personal Support Plans, including Positive Handling Plans aligned with a graduated approach.
- Ensuring they follow this SEND policy.

5. SEND Support and provision at Kingsland School.

The school's SEND information report can be found on Kingsland School's website, www.kingslandschool.org

5.1 The types of SEND that Kingsland School caters for.

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

- **Communication & Interaction**, for example, autistic spectrum disorder, speech and language difficulties.
- **Cognition & Learning**, for example, dyslexia.
- **Social, Emotional & Mental Health difficulties**, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or Physical needs**, include, visual impairments, hearing impairments, sensory processing disorder, developmental co-ordination disorder (dyspraxia), and epilepsy.

5.2 Identifying pupils with SEND and assessing their needs

All pupils who attend Kingsland School are placed on SEND support due to the need for provision different to that provided in a mainstream school setting. This ensures that they receive a personalised approach to guaranteeing their progress and development in a range of areas and that this support will continue during their reintegration into a mainstream school to aid a successful transition.

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. Information will also be gathered from parents and carers, other agencies, past schools and the pupil themselves to determine the level of support required.

Class teachers will also 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.
- Are unsuccessful at matching or bettering their previous rate of progress.
- Are unsuccessful at closing the attainment gap between them and their peers.
- Expands the attainment gap over time.

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

During a Person Centered Review, we will set desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the needed support and whether referrals to external services, agencies are required or whether something different or additional to our universal offer is necessary.

If this is the case, then the pupil will receive additional support over and above the school's universal offer. In addition, the pupil will be placed on the school's provision of needs register, which outlines the level of support and intervention required as well as information about the pupil and their needs. This is updated and cascaded to staff on a regular basis.

5.3 Consulting and involving pupils and parents

Every Kingsland Pupil will have a Person Centered Review within six weeks of starting on roll.

We will have an early discussion with the pupil and their parents when identifying what provision, the pupil needs. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- The voice of the young person will be central to the discussions as well as their aspirations.

Notes of these early discussions will be added to the pupil's Personal Support Plan.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The caseload tutor will work with the SENDCo 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, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experiences of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly, and a Person Centered Review held on a termly basis.

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. The SEND team regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

If a pupil is in year 11, they will receive support and guidance from the careers service provided through our on-site Positive Steps Careers Advisor, to identify a pathway that will meet their post-16 needs in preparation for adulthood.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils on which information will be shared as part of this process.

If a pupil is to be reintegrated into a mainstream school, a supportive transition period will commence for up to 12 weeks, once a mainstream school is identified and the pupil commences on roll. During this time the pupil will be dual registered and have close contact maintained with the receiving school and Kingsland School's Pastoral Team.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High Quality Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- IDL literacy intervention/ IDL Numeracy.
- Narrative therapy.
- Lego therapy
- Emotional Resilience
- Social Stories intervention/ Therapeutic Stories
- Personalised literacy/ numeracy intervention.
- On-site Counsellor
- On-site Careers Officer
- On-site Attendance Officer

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- At KS3 our pupils will access a blended curriculum.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, allowing for longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have two Higher Level Teaching Assistants who are trained to deliver interventions such as Narrative Therapy and social stories interventions. The Assistant SENDCo also delivers personalised literacy/ numeracy interventions.

Teaching assistants will support pupils on a 1:1 basis when they are identified on entry as requiring this high level of support.

Teaching assistants will support pupils in small groups during each lesson.

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

- Healthy Young Minds
- QEST
- Speech and Language Therapy
- Educational Psychology
- Positive Steps
- Youth Justice Service
- Social care
- Occupational therapy

5.9 Expertise and training of staff

Our SENDCo has 8 years of experience in this role and has worked across large mainstream secondary settings. The SENDCo has achieved the National Award in SEN Co-ordination (NASENCO), is a qualified English specialist (18 years) and TEFL teacher.

All our Teaching Assistants, including Higher Level Teaching Assistants (HLTAs), have experience in supporting young people requiring SEND provision.

In the last academic year, staff have been trained in facilitating Person Centred Reviews, Mental Health Awareness, and have access to a range of online training material through MindEd to develop knowledge and skills on supporting young people's mental health needs, peer-on-peer abuse, knife crime and county lines awareness.

We use specialist staff for interventions and further assessment such as Speech and Language assessments, social communication needs assessments and formal assessments for access arrangements. We work closely with the Educational Psychology Service at the Local Authority.

5.10 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 through Person Centred Reviews (PCRs).
- Reviewing progress and the impact of interventions after each term.
- Using pupil voice and holding weekly progress reviews and reflection sessions.
- Monitoring by the SENDCo and Assistant SENDCo.
- Using progress data input from subject teachers.
- Holding annual reviews for pupils with EHC plans and termly PCRs for all our pupils.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school activities.

All pupils are encouraged to aim towards a place on our annual residential trip to Jamie's Farm.

All pupils are encouraged to take part in all enrichment/extra-curricular and additional activities such as fundraising days etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our school's Accessibility Plan can be found on the school website.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the pupil's voice.
- Pupils with SEND are also encouraged to talk to the SEND Team or take part in our Narrative Therapy intervention to support the development of their emotional and social development.
- We have a zero-tolerance approach to bullying.
- All pupils including pupils with SEND are encouraged to take part in a weekly reflection and review session with their tutor.
- All pupils, including pupils with SEND, are encouraged to take part in their Person-Centered Review on a termly basis, where their views, opinions, and wishes can be put forward and listened
- personalised outcomes can be set.

5.13 Working with other agencies

Kingsland School works closely with a range of outside agencies to ensure the needs of pupils with SEND are met across a range of areas. Where necessary, the school will refer pupils and their families to the local Multi Agency Safeguarding Hub or the Early Help team to ensure that the pupil is supported socially both at home and at school. There are other services and bodies that the school may refer to if it is felt that level of support is required which include:

- The Educational Psychology Service
- The Additional and Complex needs service (QUEST)
- Speech and Language Therapy
- Occupational Therapy
- Healthy Young Minds
- YOS
- Police
- Positive Steps
- POINT
- Social Care

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo, Carol Nedderman, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. 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

5.15 Contact details of support services for parents of pupils with SEND can be found here:

POINT ~ www.point-SEND.co.uk 0161 503 1547
POINT provides information, advice and support for pupils with SEND in Oldham.

5.16 Contact details for raising concerns:

Emmett Patel (Executive Headteacher)
Carol Nedderman (SENDCo)
Tel: 0161 770 7120

5.18 The local authority local offer

Further information about our school can be found on our website here: www.kingslandschool.org

Our local authority's local offer is published here: www.oldham.gov.uk/info/200368/children_with_disabilities

6. Monitoring arrangements

This policy and information report will be reviewed by Carol Nedderman (SENDCo) annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

7. Links with other policies and documents

This policy links to our school policies on:

- Accessibility plan

- Access Arrangements
- Equal opportunities
- Behaviour
- Supporting pupils with medical conditions
- Emotional Health and Wellbeing
- Safeguarding
- Examinations policy

Reviewed by – Carol Nedderman(September 2024)