

# SEND Policy

## Kingsland School



<b>Date of Last Review:</b>	June 2021
<b>Date of this Review:</b>	June 2022
<b>Comments:</b>	Dates and job roles have been updated
<b>Date of next Review:</b>	June 2023
<b>Head teacher's Signature</b>	
<b>Review approved by Chair of Governors:</b>	06.07.2022

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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 school in providing for pupils with SEND.

**Our Five Key Values are:**

- To ensure pupils and their families have a positive experience of education within Oldham.
- To provide a caring, supportive environment where pupils can feel safe, secure and valued.
- To improve the emotional health and well-being of our pupils and their families.
- 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](http://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](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (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 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 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 SENDCo**

The SENDCo at Kingsland School is Emmett Patel.

Email : [e.patel@kingslandschool.org](mailto:e.patel@kingslandschool.org)

Telephone : 0161 770 3185 / 07496601236

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 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.
- 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.
- Advise on the graduated approach to providing SEND 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 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 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

### **4.2 The SEND Governor**

The board of governors, in consultation with the head teacher, has a legal responsibility for determining the policy and provision for learners with special educational needs and/ or disabilities. It maintains a general overview and has an appointed representative who takes 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 Headteacher 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 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 SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Conducting person-centred reviews to inform and update relevant personal support plans and positive handling plans in line 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](http://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**, for example, visual impairments, hearing impairments, sensory processing disorder, developmental co-ordination disorder 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 ensuring their progress and development in a range of areas and that this support will continue during their reintegration to 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.
- 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.

During a Person Centred 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 support that is needed and whether referrals to external services and agencies are required, or whether something different or additional to our universal offer is needed.

If this is the case and the pupil will receive additional support over and above the school's universal offer, the pupil will be placed on the school's provision of need register which outlines the level of support and

intervention required as well as information about the pupil and their needs. This is updated and shared with staff on a termly basis.

### **5.3 Consulting and involving pupils and parents**

Every Kingsland Pupil will have a Person Centred Review within 6 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 behavior.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly, and a Person Centred Review held on an at least 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 Positive Steps Oldham 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 which information will be shared as part of this process.

If a pupil is to be reintegrated to a mainstream school, a six week supportive transition period will commence once a mainstream school is identified and the pupil commences on roll. During this time the pupil will be dual registered and 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.
- Narrative therapy.
- Counselling.
- Social Stories intervention.
- Personalised literacy/ numeracy intervention.
- Lego therapy.

## 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
- QUEST
- Speech and Language Therapy
- Educational Psychology
- Positive Steps
- Oasis
- Youth Justice Service
- Social care
- Occupational therapy

## 5.9 Expertise and training of staff

Our SENDCo has four years' experience in this role and has worked across primary and secondary settings as well as mainstream and non-mainstream school. The SENDCo has achieved the National Award in SEN Co-ordination (NASENCO) and has worked with Manchester Metropolitan University to induct unqualified SENDCos onto the NASENCO course. The SENDCo has also completed a Post-Graduate Certificate in Languages, Literacies and Dyslexia as part of a MEd (AMBDA Enhanced) to qualify as a specialist teacher and assessor of literacy difficulties including dyslexia.

All our teaching assistants, including higher level teaching assistants (HLTAs) have experience of supporting young people requiring SEND provision.

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

We use specialist staff for counselling 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 PCR's.
- Reviewing the impact of interventions after one term.
- Using pupil questionnaires and holding weekly progress review and reflection sessions.
- Monitoring by the SENDCo.
- Using progress data input from subject teachers.
- Holding annual reviews for pupils with EHC plans and termly PCR's 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 schools 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 voice.
- Pupils with SEND are also encouraged to talk to the school counsellor or take part in our Narrative Therapy intervention to support 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 Centred Review termly where their views, opinions and wishes can be put forward and listened to and personalized 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, Emmett Patel, 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](http://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:**

Andrea Skelly (Head teacher)  
 Emmett Patel (Assistant Headteacher and SENDCo)  
 Tel: 0161 770 3185

#### **5.18 The local authority local offer**

Further information about our school can be found on our website here: [www.kingslandschool.org](http://www.kingslandschool.org)

Our local authority's local offer is published here: [www.oldham.gov.uk/info/200368/children\\_with\\_disabilities](http://www.oldham.gov.uk/info/200368/children_with_disabilities)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Emmett Patel (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 – Emmett Patel (June 2022)