

# Special Educational Needs Policy

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This policy includes our admissions statement for students with SEND and should be read in conjunction with our Admissions Policy and Accessibility Plan

Where the term 'parent' is used, it is to be understood that this includes parents, guardians or carers.

## **PRINCIPLES AND OBJECTIVES:**

Kings Kids Christian School has regard to the definition of SEN stated in the 2015 SEND Code of Practice:

“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

A *disability* is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' Not all students and young people with a disability have SEN but often there is an overlap.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Special Educational Provision:**

For students aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other students or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

We endeavour to monitor all students who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs.

We work closely with all parents to listen to their views so as to build on student's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

Parent involvement and support is vital to the success of the education of the students and especially those with SEND.

We believe that **all** practitioners are teachers of students with SEND and differentiate according to the needs of the students in our care.

Monitoring the progress of all students is an ongoing process which enables early identification of any who may require additional or different provision to be made.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our students. This policy should therefore be read alongside our policy for equal opportunities.

Students with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any issues and concerns with their child's Supervisor.

### **Emergency Healthcare Plans**

We understand that some students may have an Emergency Healthcare Plan (EHP) containing the key information about their condition. In the event of an emergency situation, having an Emergency Healthcare Plan can make communication easier and ensure that a child:

- is treated as promptly as possible
- receives the right treatment
- has the right experts involved in their care?

### **MANAGEMENT OF SEND WITHIN THE SCHOOL**

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

Students who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents and students in working in partnership with the school.

All students will receive a broad and balanced curriculum, relevant to the needs of the individual and the following will be taken in to account:

- Setting suitable learning challenges.
- Responding to students' diverse learning needs.

- Overcoming potential barriers to learning and assessment for individuals and groups of students.

We aim to recognise strengths as well as weaknesses and try to involve all students in the activities of the school.

Early identification assessment and intervention are recognised as the key to meeting the needs of the individual students.

### **Education, Health and Care (EHC) plans**

Kings Kids Christian School will meet its duty to work with the local authority, if it is named on a student's EHC plan.

The school will:

- admit any child that names the school in an EHC plan.
- ensure that all those teaching or working with a child named in an EHC plan, are aware of the student's needs and that arrangements are in place in to meet them.
- request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a student's need significantly change.
- cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- seek advice and information about the student prior to the annual review meeting from all parties invited.
- send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- cooperate with the local authority during annual reviews.
- prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- ensure that a review of a student's EHC plan is undertaken at least 7 months before transfer to another phase of education.

### **RESPONSIBILITY FOR CO-ORDINATION OF SEN PROVISION**

The SENCo (Special Educational Needs Co-ordinator) for our school is Mrs. Okenwa

Mrs. Mary Okenwa instigates and co-ordinates formulating this policy.

The Head Teacher:

- Ensure that provision is made for students who have SEND.
- Ensure that the needs of students with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those students with SEND.
- Ensure that a student with SEND joins with all students in the activities of the school altogether, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient

education of the students with whom they are educated and the efficient use of resources.

- Report to parents on the implementation of the school's policy for students with SEND.
- Have regard to the Code of Practice when carrying out its duties to students with SEND.
- Ensure that parents are notified of the decision of any extra provision being made for their child.

The Governing Body is involved in developing and monitoring this policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually and sent to parents.

SEND provision is an integral part of the School Development Plan.

### **ARRANGEMENTS FOR CO-ORDINATION OF SEN PROVISION**

The SENCo is responsible for:

- overseeing the day-to-day operation of the SEND policy.
- co-ordinating provision for students with SEND.
- ensuring there is liaison with parents and other professionals in respect of students with SEND.
- managing learning support assistants / monitors.
- ensuring that appropriate IEPs are in place, and that relevant background information about students with SEND is collected, recorded and updated.
- liaising with external agencies.

Liaison is ensured by written and verbal communication.

All staff are responsible for students with SEND.

### **ADMISSION ARRANGEMENTS**

Provision for students with SEND is a matter for the school as a whole.

We welcome all students to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, parents are always informed.

Students with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **SPECIALIST SEN PROVISION**

- Autistic Spectrum Disorder e.g. “A staff are trained to deal with this disorder” or “we would train staff in this area”
- Moderate Learning Difficulty e.g. “the diagnostic tests are used to determine a child’s ability and PACEs / work are set accordingly”
- Multi-Sensory Impairment
- Other Difficulty / Disability e.g. “the school has ramps for students in wheelchairs”
- Physical Disability
- Severe Learning Difficulty
- Social, Emotional & Mental Health
- Specific Learning Difficulty

## **FACILITIES FOR WITH SEN OR WHO ARE DISABLED**

- Wheelchair access;
- Disabled toilets with handrails;
- All mainstream classrooms are carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs.
- Ramps to outside doors to allow for wheelchair access
- Individual adaptations will be made for specific students e.g. chair supports and individual workstations.

## **ALLOCATION OF RESOURCES FOR VULNERABLE STUDENTS, THOSE WITH SEN OR WHO ARE DISABLED**

A proportion of our budget is allocated for resources, which include identified materials for use to support students who need additional or different activities.

The provision of additional support is made as appropriate from the delegated SEN budget.

## **IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW OF STUDENT NEEDS AND PROGRESS**

### **IDENTIFICATION AND ASSESSMENT**

We are committed to the early identification and intervention of students who may have SEND.

More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents and any other records from the previous schools the students may have attended.

The graduated response, adopted in the school, through the monitoring of individual student’s progress, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice.

School Action - If a teacher identifies a child who may have SEN it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The Supervisor liaises with the SENCo and parents and involves them in setting targets and strategies. These are shared with the child and reviewed each half-term/term, or as appropriate.

Further advice and professional support will be sought and implemented as is considered necessary for the individual needs of the students.

School Action Plus - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents.

## **MONITORING AND REVIEW**

The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. Parents and students are always involved.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We would seek guidance from outside sources to help make any such decisions.

The SEND policy is subject to a regular cycle of monitoring evaluation and review.

The SEND policy should also be read alongside the Behaviour and Equal Opportunities policies as they are directly linked.

The SENCo ensures that all appropriate records are kept and available when needed. These are always available for parents to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

## **ACCESS TO CURRICULUM, INFORMATION AND ASSOCIATED SERVICES**

All students are entitled to a broad, balanced and relevant curriculum, through the use of PACEs and complementary activities. Progress is continually monitored using the regular check-ups, Self-Tests and PACE tests within the ACE curriculum and through observation.

All information gained is used to support planning in order to aid progress.

Associated services would be used for any students with SEND

## **INCLUSION ARRANGEMENTS FOR STUDENTS WITH SEN OR WHO ARE DISABLED**

We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced

curriculum for all students and we watch for early identification of barriers to learning and participation.

## **EVALUATION PROCEDURES**

The Governing Body, will on a regular basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We will review and report on the effectiveness of the policy. This includes the numbers of students identified and their progress, the levels of parental involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

SEND is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

## **PROCEDURES FOR CONCERNS**

We endeavour to do our best for all students but if there are any concerns, we encourage those concerned to approach their Supervisor in the first instance. The SENCo and Head Teacher will be consulted where necessary and a response will be made as soon as possible.

Parents can obtain support, advice and information if they wish.

If there are any complaints relating to the provision for students with SEND these will be dealt with in the first instance by the Head Teacher /SENCo. The chair of Governors may be involved if necessary. Please see the school's Complaints Procedure available on the school's website.

## **STAFFING POLICIES AND PARTNERSHIP WITH EXTERNAL AGENCIES**

### **PROFESSIONAL DEVELOPMENT FOR STAFF**

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

Relevant training is provided for all the staff as is appropriate

All new staff are required to read the school's policy and procedures for SEND.

## **SUPPORT SERVICES AVAILABLE**

We believe that effective action on behalf of students with SEND depends upon close co-operation between the school and other professionals, e.g. the LEA, SEND support services, health services, social services, etc.

## **PARTNERSHIP WITH PARENTS**

The school is committed to involving parents whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose students are identified with SEND. We include all in social events, assemblies and informal meetings.

Parents are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents in informal conversations and individual meetings as well as keeping a dialogue in our home/school contact books.

Parents are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

We respect the differing needs of parents such as a disability or communication and linguistic barriers.

## **STUDENT PARTICIPATION**

Students, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of students in school are given due weight according to their age, maturity and capability.

Students participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

We encourage students to participate in their learning by setting their own daily goals and being responsible for scoring their own work where appropriate

## **LINKS WITH OTHER AGENCIES, SCHOOLS AND VOLUNTARY ORGANISATIONS**

We aim to maintain useful contact with support services in Students and Young People's Services.

Effective working links are maintained with:

- Hearing Specialist
- Speech and Language Therapy Service
- Other Students and Young People's Services

- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

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