

## SEND Policy

### Provision for Pupils with Specific Learning Difficulties & Disabilities

#### Introduction:

The named SENDCO for Kensington Wade is Emma McPhie. This policy was written in line with the Children & Families Act 2015 (0 – 25 SEND Code of Practice), The Equality Act 2010, Special Educational Needs & Disabilities Regulations 2014, updated 30<sup>th</sup> April 2020, Kensington Wade's Inclusion Policy, Safeguarding and Child Protection Policy & Anti Bullying Policy.

#### Mission Statement – links with schools' aims and ethos

An inclusive learning community where barriers to learning are removed not only enables pupils with special needs and disabilities to reach their full potential, achieve their personal best, make progress, feel valued and enjoy school. Fostering a sense of inclusion benefits all and prepares them to become compassionate leaders in their future careers. Consciousness of others' strengths and limitations, as well as sharing responsibility for removing barriers to participation, prepares pupils for the role of empathetic leaders. This policy recognises the requirement to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

#### Definition:

Special Educational Needs are defined in the Children and Families Act 2015:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- a) has a significant greater difficulty in learning than the majority of others the same age, or
- b) 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.

The **0-25 SEND Code of Practice** describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the views of children, young people & their families
- enabling children, young people and their partners to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people prepare for adulthood

Kensington Wade may have a relatively small proportion of pupils who would be considered to have **special educational needs** as defined by the Act. Nevertheless, we recognise that there will be a greater proportion of pupils who may be hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision, which is usually a natural feature of differentiated quality first teaching in the

classroom. These pupils are considered by the school to have ‘**additional learning needs**’ (ALN).

Learning needs fall into the following broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Needs may cut across some or all these areas and may change over time.

Pupils may have SEN or ALN either throughout or at any time during their school career and may have SEN/ALN in one or in many areas of the curriculum. Pupils are not 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 are taught. These Pupils however are likely to have additional needs of a different kind and may well receive support for their language development.

**Disability** is defined under the Equality Act of 2010. A person has a disability if s/he ‘has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Pupils may have either a disability or SEN or both. Not every pupil with SEN qualifies as disabled under the statutory definition.

#### **Aims & Objectives of this policy:**

- To identify and provide for pupils who have SEND & ALN.
- To ensure every pupil is helped to fulfil their potential and is able to take full advantage of the school curriculum;
- To identify the roles and responsibilities of staff in providing for pupil’s learning difficulties and disabilities;
- To raise staff awareness of specific learning difficulties and additional learning needs and effect good channels of communication;
- To support the development of a whole school approach which promotes good, flexible learning and a variety of teaching styles.
- To base strategies employed on the SEND Code of Practice 2014 and The Equality Act 2010.
- To provide support and advice for all staff working with SEN & ALN pupils;
- To facilitate early identification and assessment of pupil’s learning difficulties;
- To ensure that parents are able to play their part in supporting their pupil’s education and to recommend to parents when additional support is needed;
- To foster partnership with parents, external support services and agencies to ensure Pupils with SEND & ALN make progress;
- To ensure that appropriate support is provided to pupils;
- To ensure that resources are allocated according to need;

#### **Identification:**

It is the whole school’s responsibility to identify and support pupils with SEND and ALN and staff have received training in identifying and supporting pupils with specific learning difficulties. Formal standardised tests identify weaknesses in [upils who have not reached the expected level of reading skills for their age. Additional screening tests can be done on an individual basis if concern is raised at other stages of a pupil’s school career. Steps to identification:

- A list of SEN Pupils and ALN pupils is in the staff shared area.
- If a member of staff is concerned that a pupil, they teach might need learning support they should in the first instance speak to the to the SENDCO who will then ascertain whether the difficulty is across the curriculum or subject specific.

The SENDCO will investigate patterns of underachievement, collating information from teaching staff and communicating as necessary with the Head, parents etc.

- The SENDCO will respond to expression of parental or pupil concern.
- Data from performance tracking is used to monitor progress of pupils with SEND & ALN and to identify pupils who may need intervention
- Some pupils causing concern will be referred for an assessment by a specialist teacher, an educational psychologist or a paediatrician/clinical neurologist. Parents meet the costs of private assessments.

#### **Provision:**

The SENDCO works closely with staff to ensure that all staff are aware of those pupils whom they teach who are on the SEND or ALN register(s) and that they keep abreast of any changes about these pupils' needs.

Teachers are required to consider appropriate differentiation strategies that take account of these pupils' needs so that they can achieve and make progress. This is the first step in taking a graduated response to pupils who have or may have SEND. The approach consists of a four-part cycle of *assessing* pupil needs, *planning* appropriate differentiation, *putting these into practice* and *reviewing* the outcomes. (Assess, Plan, Do, Review).

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The SENDCO works with teachers to ensure appropriate strategies are in place. Specific strategies to support each pupil on the SEND and ALN registers are listed on those registers and updated regularly, as needs change over time. Pupils, teachers and on occasions parents are consulted to ensure strategies are adequate and support high quality teaching.

The SENDCO evaluates the support offered by teachers in the classroom through class observations, feedback from pupils and parents as well as pupil progress data. Individual discussions and additional support within the framework of training, observation and feedback is put in place if teachers fall short of the expected standard of support for individual pupils or groups.

The SENDCO fosters effective relationships with support services and external professionals and/or agencies.

The SENDCO can be approached at any time to discuss how the needs of pupils can be met.

#### **Public Examinations & Access Arrangements:**

Recommendations for exam access arrangements will be based on the current criteria and the SENDCO will liaise with parents, Pupils as to appropriate arrangements. Steps to be followed:

- Teachers will supply the SENDCO with evidence of need so that a substantial and clear picture of this being a pupil's normal way of working can be built up.
- Pupils requiring the use of a word processor in public examinations must demonstrate that this is their normal method of producing work in lessons. They should be using a laptop as their normal way of working for at least a term before they can start using it in public examinations.

#### **Access Arrangements for disabled candidates in public examinations**

The school will make provisions for pupils with special educational needs and disabilities in compliance with the Equality Act 2010

Candidates with special educational needs and disabilities can be awarded one or more of the following access arrangements in public examinations but need to be certified by an educational psychologist.

- Extra time up to 25% - 50% - 100% - over 100%
- Oral Language Modifier
- Practical Assistant

- Reader/Computer reader / Read Aloud and/or an examination reading pen
- Scribe/Speech recognition technology
- Sign Language Interpreter
- Amplification equipment
- Braille
- Closed circuit television (CCTV)
- Coloured overlays
- Low vision aid/magnifier
- Optical character reader (OCR) scanners
- Colour naming by the invigilator for candidates who are colour blind
- Prompter
- Separate invigilation within the centre
- Transcript
- Word processors
- Other accommodations as required by agreement with Examination Boards

The SENDCO will collaborate with teachers and pupils and use qualitative as well as quantitative data to establish access arrangements creating a level playing field for candidates with special educational needs and disabilities without giving them an unfair advantage.

#### **Roles & Responsibilities:**

All teaching staff will be fully aware of the school's procedures for identifying and making provision for pupils with SEND and ALN and are expected to provide for diverse pupil needs, maximising their access to the whole educational offer and enabling them to succeed. They will work in collaboration with the SENDCO to:

- Be aware of which pupils in the school have additional needs;
- Have a clear understanding of the needs of all pupils with SEND and ALN and be able to personalise their approach to overcome barriers to learning and engage and support them;
- Differentiate their teaching and resources to take account of pupils with SEND and ALN.
- Assess and monitor the progress of pupils with SEND or ALN recording and reporting relevant information;
- Decide what action is required to assist the pupil to make progress;
- Develop constructive relationships with parents;
- Liaise with the SENDCO about support and progress.

The **SENDCO**, working closely with the Head and teaching colleagues, has responsibility for the day-to-day operation of the school's SEND Policy and co-ordinating provision for all Pupils with SEND and ALN. The key responsibilities of the SENDCO include:

- Oversee identification, referral and assessment of additional needs;
- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for any pupil with SEND or ALN;
- Overseeing the records of all Pupils with SEND or ALN;
- Liaising with parents of Pupils with SEND or ALN;
- Liaising with teachers, teaching assistants and any other staff member who supports a pupil with SEND or ALN;
- Managing the budget and other resources;

- Liaising with external agencies;
- Attending relevant training and keeping up to date with national/local initiatives and guidelines;
- Analysing pupil progress across the school to identify those who meet the SEND criteria; ensuring that they are added to the SEND or ALN register and that their needs are met;
- Monitoring and evaluating the impact of this policy and provision;
- Keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary;
- Working closely with the Head to advise on policy development and relevant aspects of whole school planning.

**The Head** takes overall responsibility for the school's policies and procedures in relation to areas of inclusion, ensuring that these accord with the principles and aims of the schools Inclusion Policy, and that all staff are aware of their responsibilities in this area. The Head will also establish the appropriate staffing arrangements and assign clear responsibilities to the post holder(s). Expectations of the post holder(s) in terms of levels of responsibility, time available to undertake the role, commitment of other staff and linkages to key personnel should be made explicit.

**Partnership with pupils:** Pupils with additional learning needs have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision-making processes that affect their education.

**Partnership with Parents:** the relationship between the school and parents has a crucial bearing on the progress of Pupils with SEND or ALN. The school will work actively with parents as partners and value their contribution. All staff have a role to play in developing constructive relationships with parents.

**Monitoring and Evaluation of this Policy:**

The implementation of this policy will be reviewed, monitored and evaluated via:

- The outcomes of school inspection
- Periodic audit in consultation with the Head.