



Kingdown School

Believe | Aspire | Achieve

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Authors: SENCo - Ruth Dunford

Contact via: Heather Taylor hrt@kingdown.wilts.sch.uk

Adopted by Governing Body: 19th November 2020

For review: Annually

Kingdown School SEND Policy

This policy complies with:

- The SEND Code of Practice published January 2015
- The Equality Act 2010
- The Statutory Guidance on supporting pupils with medical conditions 2014
- The school's safeguarding policy
- The school's accessibility policy

This policy was created by Sue Fulbrook (SENCo) in liaison with the SLT and governors. All staff and parents are given an opportunity to comment on the policy and it is amended accordingly. It has been updated and edited by Ruth Dunford (SENCo) in 2019 and 2020.

POLICY OBJECTIVES

Kingdown School aims to be a wholly inclusive school. We make provision for pupils with Special Educational Needs and Disabilities (SEND) in order that every child can access the curriculum so they can leave school equipped with the basic skills and competencies for adult life. Every teacher at Kingdown School is a teacher of children and young people with SEND.

What do we mean by SEND (Special Educational Needs and Disability)?

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

(Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015)

Definitions of Disability

‘A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.’

Section 1(1), Disabilities Discrimination Act 2010

Kingdown School

Kingdown School is an 11-18 mainstream secondary school in Warminster, Wiltshire. The school is part of the Acorn Multi-Academy Trust. The school offers a vibrant and diverse curriculum to approximately 1600 students. Approximately 10% of students have been identified as having Special Educational Needs although this figure varies as students are identified or make sufficient progress to be removed from the SEND register. We liaise with all of our feeder primary schools and encourage them to share information on pupils in order to secure the best possible outcomes for all. We also monitor a further number of students who have either had an historic SEND or have been raised as a concern for possibly having SEND.

AIMS

Kingdown School has the following principles in its approach to SEND:

- Special Educational Needs are the responsibility **of all staff** under the guidance of the SEND Co-ordinator (SENCo).
- In the interests of inclusion, the School Policy recognises it to be socially, educationally and emotionally appropriate for pupils with Special Educational Needs to be educated alongside their peers, where appropriate. Whilst needs are generally best met by integration of all pupils into mainstream classes (with suitable support wherever possible) occasional withdrawal may be appropriate for some pupils, whether or not the students have a statement of SEND or an Education, Health and Care plan (EHC plan).
- The school strives to allow all pupils the possibility to meet their desired outcomes in terms of education. It does not simply focus on hours of support, but more in terms of how a child can meet their personalised objectives.
- At all stages, parents/carers, pupils and teachers will strive to work in partnership; this being the cornerstone of the assessment, planning, delivery and review of the SEND procedures.
- The responsibility for overseeing and co-ordinating the Policy lies with the SENCo and Senior Leadership Team (SLT). Its day to day delivery is the responsibility of **every member of staff** to deliver high quality-first teaching which will be informed and supported by the SENCo and her team.
- The SEND team will pay due consideration to the Children and Families Act of 2014 and the Equality Act of 2010 in carrying out its duties towards students and their families.
- The SEND team is wholeheartedly committed to raising aspirations for pupils with SEND. We believe that staff, parents/carers and the students themselves should have high expectations.
- Our aim is to narrow the gap between the progress of pupils with SEND and their peers.

This policy will be reviewed every other year by governors and reflects the practice of the Wiltshire Local Authority. Kingdown School contributes regularly to the Wiltshire

Local Offer. More information about this can be found by accessing the website



STAFF RESPONSIBILITY FOR IMPLEMENTING THE POLICY

The Headteacher has overall responsibility for SEND within the school. The day-to-day co-ordination is carried out by the SENCo, supported by the Head of SEND administration.

Suzanne McGee is the named Governor with responsibility for SEND in the school.

ADMISSION ARRANGEMENTS

The school follows the Wiltshire Local Authority procedure regarding admissions.

Admission to the school will not be barred on the grounds of race, gender, ethnicity, language, nationality, ability or any other reason that cannot be shown to be justifiable. Every reasonable effort will be made to meet these needs in accordance with the Equality Act 2010.

The school will maintain close links with its partnership primary schools in order to be aware of pupils' Special Educational Needs and assess what provision can be made to meet their needs at transition.

The school site has been adapted for disabled access to most classrooms. Where access cannot be made the school will consider time-tabling or classroom changes to ensure pupils are fully included in the day to day life of the school.

ACCESS TO THE CURRICULUM

All pupils at Kingdown School are entitled to equal access to the full curriculum. Pupils are monitored regularly and teachers make every effort to ensure that barriers to learning are removed in the classroom. At any stage in his or her school career a pupil may be identified through the school's procedures as having a Special Educational Need.

Pupils should have opportunities to achieve their potential. Teachers and Tutors should ensure they are aware of pupils who have been identified as having SEND and be proactive in supporting them. All Schemes of Work should be differentiated to reflect pupils' differing educational needs. Each department issues guidelines for teachers working with pupils with SEND.

The school benefits from some Top Up funding for pupils with Complex Learning Difficulties. These pupils are generally identified by County prior to enrolment, but others may have emerging needs during their secondary education. Within the new Code of Practice, there is the right to a personal budget for some students with EHC Plans. Kingdown School will seek Local Authority guidance on this for individual cases.

Some of the Enhanced Learning Provision funding currently allows us to operate a “Learning Centre” in Year 7 for students who join us with attainment significantly below that of their peers.

The school also provides three key enhanced provisions aimed at promoting engagement in learning and social inclusion. ‘Springboard’ is available to support those who have an illness or injury or other difficulties which prevents them from being in a mainstream lesson, the ‘B4’ is accessed by a range of students for varying reasons, either through part of a modified timetable or through the use of a ‘time out’ card. Our ‘Aspire’ centre supports students with ASD who find the challenges of mainstream education overwhelming. Kingdown is part of the Acorn Education trust which together with Clarendon school offer ‘The House’ inclusion provision to support students with behavioural needs.

Arrangements to accommodate pupils with physical, sensory or motor disabilities are made on an individual basis. Special Needs provision at Kingdown is constantly reviewed to reflect the learning needs of our pupils and a variety of provision strategies are used. These are covered in more detail in our school’s SEND Information Report published on our website.

PROCESS and PROCEDURES

The school has processes and procedures for:

Identifying Special Educational Needs

The school uses the four broad areas of need as outlined in the 2015 Code of Practice in order to assist in the identification of SEND. Those are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and sensory

However, we always consider the needs of the child as a whole rather than just their SEND when planning for provision. This information allows us to make a decision as to what action should be taken.

Other reasons for lack of progress or lower attainment

Sometimes there may be different reasons for lower attainment that are not SEND. These may include attendance and punctuality, health and welfare, English as an Additional Language, pupil premium provision, being a looked-after child or a child of a service family. Kingdown School has alternative systems in place to monitor students that may fall into these categories.

A graduated approach

At Kingdown School we operate a graduated approach to intervention in order to meet the needs of students with SEND. This is outlined below.

Assess, Plan, do, review

In line with the 2015 Code of Practice, once we have identified a child or young person as possibly having SEND, we plan further assessments to ensure that we have as much information as possible about the child's needs. If the pupil needs to go onto the SEN Support level, we then plan the intervention that we consider necessary in order to support the pupil in making progress towards outcomes. Regular reviews are carried out with the student and parents are contacted for their views. Pupils with an EHC Plan will always have at least one formal annual review. Thenceforth, progress is monitored via the cycle of plan, assess, do, review.

Teaching and Training

The Code of Practice for SEND 2015 states that 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching; therefore this is always Kingdown School's priority. We have robust systems for monitoring teaching and learning in the classroom. Teachers are given opportunities for training in SEND as part of the whole-school Continuing Professional Development (CPD) programme. Recent CPD topics have included: Cognition and Learning Difficulties, ASD and Communication Disorders.

Training is provided for all TAs new to the school, with additional support being made available for all new staff including NQTs. All TAs are inducted and mentored by an experienced TA. The School provides whole school training in all areas of SEND on a regular basis. Individual staff training needs are identified through the annual appraisal meetings. The SENCo attends the LA annual conference. The National Strategies Inclusion Development Programme is available via the website. These cover: SpLD (Specific Learning Difficulties) and SLCN (Speech, Language and Communication); ASD (Autistic Spectrum Disorder); BESD (Behaviour Emotional and Social Difficulties)

Monitoring of pupils

Students are monitored regularly within routine classroom teaching. However, each student receives at least 3 formal data reports annually which summarise progress, attainment and attitude to learning. Those in Key Stages 4 and 5 receive more regular reports. These are analysed by Curriculum and Pastoral Leaders as well as the SENCo. Actions are decided upon as a result of this scrutiny. The Senior Leadership Team also monitors attainment and progress of students and compares this to historic data and to the national average. This enables the school to plan effective provision and intervene where necessary to support students with additional needs to achieve their potential as well as to identify areas for improvement.

Assessments

Kingdown School has a specialist SEND assessor who carries out diagnostic tests in order for staff to learn more about a student's learning. All students undertake assessments such as Cognitive Ability Tests in Year 7 or upon arrival at the school. All students in Key Stage 3 are also screened and monitored using the Group Reading Test and Vernon Graded Word Spelling Test for reading and spelling on at least an annual basis. Late-joiners are assessed as quickly as possible following their arrival. Where a possible learning difficulty has been identified, further diagnostic tests may be conducted in order to give a fuller picture of the needs of a child or young person.

Sometimes, it is necessary to elicit support from an outside agency or other professionals to undertake further assessment of need or for specialist input. Kingdown School currently works alongside an Educational Psychologist, Wiltshire LA's SEND team including SEND Lead Workers and Specialist SEND Service (SSENS), the Education Welfare Service, Speech and Language Therapy (SaLT), the Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy (OT), Learning Disability nurses and Virtual Schools.

The SEND Register

Students who, despite intervention and high quality teaching, fail to make adequate progress become subject to the Plan, Assess, Do, Review cycle and may be placed at SEND Support level on our SEND register. Students placed on the SEND register are allocated a key member of staff from either the Curriculum Support Department or the Pastoral Team who is responsible for monitoring the impact of any intervention and reviewing whether the child or young person is on-track to meet the desired outcomes. Parents are consulted at each review.

Students who have an Education, Health and Care Plan are also on the SEND register and monitored in line with government requirements. They too are allocated a key member of staff.

Students who make substantial progress may be removed from the SEND register. This is decided by the key member of staff in conjunction with the SENCo.

Provision

For details of provision offered at Kingdown School, please see the SEND Information report and School Offer.

Referrals

Students may access intervention from different agencies and their outcomes are usually monitored via the Common Assessment Framework (CAF). Some students may also be tracked via a My Support Plan. This is a non-statutory plan which outlines the needs of the student and identifies the desirable outcomes and how the student will work towards achieving them. A DART referral may be completed to request support from agencies such as the SSENS team or the Educational Psychologist.

RESOURCE ALLOCATION

The school has a notional SEND budget which is used to fund much of the provision and intervention work including the staffing that is offered at Kingdown. We receive some top-up funding on a case-by-case basis and this is used where students require more support than is funded through the school SEND budget. The top-up is used to fund staffing for support and interventions in particular. Provision is mapped using SIMS.

Pupils who carry a named pupil allowance (NPA) are resourced to at least the level of their allowance. The Curriculum Support department targets support to particular pupils, groups or subject areas according to the needs of pupils.

The School, where necessary, refers to the Wiltshire Graduated Response to SEND Support when determining levels of support for individual pupils.

SUPPORTING PUPILS AND FAMILIES

Exam Access Arrangements

Access arrangements for external examinations reflect the arrangements for tests and assessments normally used in classroom settings. Pupils must satisfy examination board criteria. A qualified SEND teacher is responsible for assessing pupils' needs and ensures applications are processed before the relevant deadlines.

Liaison with parents/carers, agencies and other schools

Kingdown School is committed to the establishment and maintenance of close links with parents, guardians and outside agencies.

Close contact and liaison is maintained with primary feeder schools throughout the whole transfer process. For SEND pupils arriving after Y7, contact is made with the previous school to ensure the transfer of SEND information. Similarly, contact is made with the next school if a pupil moves on.

We have a specific transition document which can be found on our website.

The Careers Co-ordinator will provide one-to-one guidance to support option choices at KS4 and 5. Careers personnel will contribute to the Annual Review meetings of pupils with a Statement of SEND or EHC Plan as appropriate.

Supporting Students with medical conditions

A copy of this report can be found on our website.

School SEND Information Report

A copy of this report can be found on our website.

Bullying

Kingdown School has very few incidences of bullying. Every incident is recorded and analysed in line with the school policy. A bullying report is compiled each term and looks at the groups of children involved. We deliver anti-bullying work through Personal, Social and Health Education (PSHE), tutor times and assemblies. We have a mentoring system in school to help support more vulnerable students. The bullying policy can be found on our website.

MONITORING AND EVALUATING SEND

Monitoring and evaluation of the interventions on offer form part of the process of reviewing what we provide at Kingdown School. It is essential to evaluate the effectiveness of interventions in order to secure the best outcomes for the students and best value for money. We constantly strive to ensure that our provision is excellent and look to improve our practice wherever possible.

For most of our interventions, students are tested at the start and end of the process in order to gain a picture of the progress being made. Sometimes, where this is not appropriate, students may be monitored via their behaviour logs or routine assessments in class. If a student fails to make progress, we seek to adapt the provision in order to best meet the needs of the individual.

This is documented on an individual basis through the school's SEND Support/Statement/EHC monitoring paperwork. Firstly, a one-page learner profile is created by the student and his/her key member of staff, in consultation with parents/carers. Secondly, staff complete a document which shows the interventions being accessed by the student and what outcomes are expected. When this is reviewed, relevant data is collated and analysed to see whether the intervention is proving effective. This is all attached to the student's area on SIMS so that all staff can view the information.

In addition, on an annual basis, we sample the views of students on their provision.

ACCESSIBILITY

Kingdown School is committed to improving the accessibility of our school site for everyone. We have disabled access all around the site and have a lift in one of the two storey buildings. We also have evac-chairs in areas near stairs to assist in the evacuation of students in emergencies. We contribute to the LA Accessibility Planning on an annual basis. We have a fully accessible disabled toilet with

We are able to make arrangements for meetings to be held in ground floor venues where necessary.

Kingdown School staff aim to be as welcoming and accessible as possible. Should parents and carers wish to discuss anything related to their child's education, they should contact the child's tutor in the first instance or the appropriate subject teacher. Staff can be contacted via email or through a message taken at the school reception. Unfortunately as teachers are usually teaching in classrooms, it is not always possible for calls to be returned immediately. Staff aim to respond to parents on the day of contact or on the next working day.

Kingdown has an annual open day and holds "talk and tour" sessions at least three times a year. This is an opportunity to visit and find out more about the school and is aimed at prospective parents/carers including those whose children may have SEND.

OTHER ROLES AND RESPONSIBILITIES

Teaching Assistants

At Kingdown, most teaching assistants work mainly within one department and are managed by the Curriculum Leader for that department. A few have a different role and are managed by the SENCo or Alternative Provision leader. At Kingdown, we have TAs with specialist knowledge in:

- The teaching of literacy
- Autistic Spectrum Disorders
- Speech and Language Therapy
- Emotional Literacy
- Behaviour Management
- Art therapy

In addition we have seven Higher Level Teaching Assistants who have additional responsibilities and may lead interventions and therapies and work in specific areas in the school.

Child Protection

The named key person for child protection is Dave Locke (Headteacher). Should he be unavailable, the school has other trained staff including Carole Alston (school nurse), Steve Dudley (deputy head inclusion) and David Richardson (deputy head pastoral).

Pupil Premium

The member of staff responsible is Craig Hillier and Russell Clarke.

Looked-after children

The member of staff responsible is Craig Hillier and Russell Clarke.

Medical Needs

The member of staff responsible is Carole Alston.

DATA MANAGEMENT

Kingdown School takes the management of personal data very seriously. We maintain Special Educational Needs records (archived for 10 years). The senior SEND administrator is responsible for overseeing these records. Records are stored electronically where possible. There are facilities around the school site for the destruction of confidential materials. In addition, in any external communications, initials are used instead of names to maintain the confidentiality of pupils. Also, any confidential documents are sent password protected.

EVALUATION AND REVIEW OF POLICY

The policy and work of the department is evaluated on an annual basis. The SEND Information Report is published on our website and is a review of our current practice in the school. Furthermore, the success of our intervention programmes is also evaluated annually. This feeds into the SEND Information Report too.

This policy will be reviewed every three years.

COMPLAINTS PROCEDURE

The day to day implementation of the school's SEND Policy and Curriculum Support is the responsibility of the SENCo and Senior Leadership Team (SLT).

Where a complaint cannot be resolved by the SENCo or SLT route, it should be directed to the Head of SEND of Acorn Education Trust (Sue Fulbrook) the Governors.

Any complaint directed to Governors, relating to the provision made for pupils with SEND will be dealt with, in the first instance, by the Governor responsible for SEND. If the complainant is then not satisfied, the matter will be referred to the full Governing Body.

Any alleged failure of statutory requirements must be referred, via the SEND Governor, to the Chair of Governors, who may need to advise the full Governing Body at their next meeting, or earlier, as appropriate. Policy implications should be recorded and passed to the SEND Governor for consideration at the next Annual Review Committee of the Governors.

LINKS

The documentation referred to in this policy can be found on our website at <http://www.kingdown.wilts.sch.uk/policies-and-documents/>