

SEND Policy

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1. Nominated Staff

Staff member responsible for Special Educational Needs and Disabilities (SEND) is the Special Educational Needs Co-ordinator (SENDCo) – Mrs Collier-Murphy - who can be contacted via the school office (01652 648 276)

Mrs Palin is the designated teacher responsible for Medical Needs.

Mrs Ashwood is the designated teacher responsible for Looked After Children.

Trustee for SEND is **Mr Ewart Gibbs**.

2. Introduction

Kirton Academy believes that all pupils should be equally valued and respected and therefore does all it can to promote equality and opportunity of outcomes and to help develop an inclusive learning environment where all young people can flourish and feel safe. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to succeed. We celebrate our achievements, cultural diversity, sexual orientation, irrespective of individual differences within the protected categories of the Equality Act 2010.

This policy is written in line with other policies in the Academy including:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Equality and Diversity Policy
- Behaviour Policy
- Supporting Pupils at School with Medical Conditions

3. Aims and Objectives

AIM

Kirton Academy aims to raise the aspirations of and expectations for all pupils including those with Special Educational Needs and Disabilities (SEND). For those with SEND we focus on outcomes for pupils.

OBJECTIVES

SENDCo receives transition information about year 7 pupils with SEND from feeder primary schools. Also transition information from other secondary schools is passed on for pupils with SEND in other year groups.

SENDCo and other staff members identify any additional pupils with SEND as early as possible after transition from Primary School.

Staff monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help ensure that they are able to reach their full potential.

Teaching staff make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum, through quality first teaching and appropriate differentiation.

Teaching staff work with parents to gain a better understanding of their child and endeavour to involve them in all aspects of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing them with feedback on their child's progress.

SENDCo and other staff work with outside agencies when the pupils' needs cannot be met by school alone. Some of these services include Educational Psychology Service,

Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), the Autism Support Education Team (ASET).

A school environment is created where pupils can contribute to their own learning.

This means encouraging relationships with adults in the Academy where pupils feel safe to voice their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through wider opportunities such as an Academy council, trips and visits, sports' teams and peer mentoring. **Enrichment is offered to all pupils irrespective of their needs and where support is needed to access enrichment opportunities it is offered.**

4. Arrangements for co-ordinating SEND provision

The SENDCo will hold details of all SEND records for individual pupils. All staff have access to:

- Kirton Academy SEND Policy
- A copy of the SEND register
- Information on individual pupils' special educational needs, including of provision maps, pupil profiles, subject targets for each pupil.
- Practical advice, teaching strategies and information about types of special educational need and disability.

In this way every staff member will have complete up to date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Heads of Faculty will challenge this as part of QA and Performance management. This policy is made accessible to all staff and parents.

5. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes any children with any level of SEND; those with Education, Health and Care Plans and those without.

6. Identifying Special Educational Needs (SEND)

Defining SEND

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a *significantly greater difficulty* in learning than the majority of others 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.

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

(Taken from 2014 SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv)

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and Sensory

We have children in all these categories of SEND at Kirton Academy

The purpose of identification of pupils with SEND is to work out what action Kirton Academy needs to take to support the pupil. Therefore, we identify the needs of pupils by considering the needs of the whole child which will not just include the SEND of the pupil.

Kirton Academy recognises that a range of factors **other than** SEND can impact on a pupil's progress and attainment including:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools which are provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a pupil's behaviour is now considered as an underlying response to a need which may or may not be related to SEND. Behavioural difficulties should not necessarily be classed as an SEMH need.

7. A Graduated Approach to SEND Support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress after having had high quality, personalised teaching.

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.

Kirton Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils as well as increasing their knowledge of the different types of SEND that are most frequently encountered.

Parents and carers are informed of teachers concerns through a range of methods including face to face meetings, letters, emails, tracking and phone calls. Pupils are also consulted by staff.

8. Identifying children at SEND Support (K)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored by staff via termly tracking procedures and a parents' evening each year. Any pupils who fall significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be identified as not making progress in spite of high-quality teaching.

If subject teachers/SENDCO and Form Tutors observe that a child, is making less than expected progress, given their age and individual circumstances, they will first seek to identify a reason. This can be characterised by progress which:

- 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

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them. Frequently, the concern can be addressed by quality first teaching or some additional support or strategy given by the teacher.

The SENDCo is qualified to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child. Kirton Academy will also engage with a range of external agencies including the Educational Psychologist, Speech and Language Therapist and the Autistic Spectrum Education Team to assist with the identification of pupils needs.

Although the Academy can identify special educational needs, and make provision to meet those needs, we do not offer medical diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD/ADD or some other medical disability. The Academy could also support the referral to their GP. Parents can directly refer to CAHMS.

Where it is determined that a pupil has SEND, parents will be formally advised of this and the pupil will be added to the SEND register.

9. Managing Pupils Needs on the SEND Register

Pupils with SEND will have a Pupil Passport based on information about their SEND which contains an individual action plan. The SENDCo will review the Pupil Passport and action plan regularly throughout the year. Parents, pupils and teachers will be expected to contribute to the reviews that take place to monitor the plans. If evidence gathered through teacher and intervention assessment show that the pupil is not making expected progress then outside agency support may be sought with parental agreement and discussed with the child where appropriate.

10. The Stages - 'A Graduated Response'

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'graduated approach', matching the level of help to the needs of the child. There are currently two categories of need defined within the Code of Practice – those children with SEND catered for by the school's provision (SEND Support) and those children for whom it is necessary to create an Education, Health and Care Plan.

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision 'different from' or 'additional to' that normally available to pupils of the same age.

At Kirton Academy, it is the responsibility of the SENDCo in collaboration with other teachers, to identify additional children who may have special educational needs requiring different or additional provision to be made for a child.

Subject teachers are also responsible for ensuring that the individual needs of the children are met. If a subject teacher has a concern about a pupil and feel they should be placed on the school's SEND Register, the following process should be followed:

Discussion between subject teacher/s with the SENDCo

Discussion between SENDCo and parents informally, if possible, in the first instance to register concern. If parents cannot be contacted informally then a letter will be sent inviting them to a meeting to discuss their child's progress.

If targets cannot be met with quality first teaching and the pupil falls significantly behind his peers in terms of progress, then a Pupil Passport is completed and an action plan will be produced. The action plan is written by the SENDCo in collaboration with other members of staff and the child will be entered on to the school's register as SEND Support. This may then involve some additional support or intervention.

Each subject teacher remains responsible for monitoring the child in his/her subject and will differentiate work as necessary whilst also assessing the child on a regular basis.

The SENDCo will carry out reviews annually, liaising with other members of staff. Parents will be invited to meet with the SENDCo at particular points in the school year to discuss their child's progress. Additionally, the SENDCo always be available at Parents Evenings. The outcomes of the review will determine the next course of action.

Copies of any letters sent to parents and records of other contact will be kept by the SENDCO in individual children's records.

The SENDCo may need to identify further assessments that are required and will arrange for these to be completed.

The subject teachers will be given advice on strategies that can be used within the classroom as well as on any interventions that may be implemented. Strategies for a range of conditions are also available via the Academy's SEND area for teaching staff

Where necessary, the advice and services of other agencies may be sought to support with the needs of the child. The cost for these outside agencies will be met by Kirton Academy unless they are statutory entitlements.

The aim of formally identifying a pupil with SEND is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The support consists of a four part process:

Assess- analysing the pupil's needs using assessment data and experience of working with the pupil, details of previous progress, comparisons with peers and national data as well as experience and views of parents. The pupil's views will also be considered and any advice from outside agencies.

Plan- Consultation between SENDCo and/or teacher(s) and parents and pupil All those working with the pupil need to be informed of the pupil's needs, the support that is being provided with any particular teaching strategy and the outcomes that are being sought.

Do- Subject teachers retain responsibility for the pupil even though a pupil might be working away from the main class with a Teaching Assistant (TA). The teachers need to work closely and collaborate with TAs in these instances.

Review- The review process will evaluate the impact and quality of the support and /or intervention. It will also consider the views of the pupil and where necessary the parents. The SENDCo will revise support based on pupil's progress from information on Pupil Progress data and SMID.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

11. An Educational Health Care Plan (EHC plan)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the Academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity of need around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision

and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will normally be taken at a progress review. If the SENDCo feels that an EHCP is not appropriate an explanation will be given to the parent.

The purpose of an EHC plan is: to provide special educational provision to meet the special educational needs of the child; to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENDCo will provide the local authority with information from a variety of sources: parents, teachers, social care, health professionals and other agencies. The information gathered will be related to the following:

- How and when the child's needs were first identified and the steps that have been implemented to support these needs
- National Curriculum levels or equivalents
- Educational and other assessments, for example from Educational Psychologist
- A pen portrait of the child and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care
- Attendance issues if appropriate

Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage.

Parents should be informed and given the contact details of the local (SENDIASS Special Educational Needs and Disability Information Advice and Support Service who will give them independent advice and support.

Once a child has received an EHC plan, an annual review meeting is held every year to consider whether the EHC plan should be maintained. Everyone who is involved with the child is invited by the SENDCo to the review meeting or asked to produce a report. The targets/outcomes set for the past 12 months are reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long-term targets for the next 12 months are considered. The SENDCo completes the appropriate annual review form documentation and SENDs the originals to the Local Authority. The Local Authority has the responsibility to update the plan and provide new documentation for parents and the Academy.

Parents are entitled to apply for their own EHCP if they wish.

12. Criteria for exiting the SEND Register

Pupils receiving SEND Support are rigorously monitored and their progress is continually assessed. Based on evidence accrued through this process, the SENDCo will make the decision together with teaching staff on about when to exit a pupil from the SEND Register. Parents will receive a letter to say that their child is no longer on the SEND register.

13. Supporting Pupils and Families

The SEND Local Offer in North Lincolnshire aims to provide parents with the information you may need, or want to know, about resources, services, support, activities and events for North Lincolnshire's children and young people with Special Educational Needs and/or Disabilities and their families. Information is arranged according to age from pre-school through to early adulthood. It can be found at the following link:
<http://www.northlincslocaloffer.com>

Kirton Academy SEND Information Report will be found on the Kirton Academy website at the end of the year, and provides parents with information on what support is in place for

pupils with SEND.

The local SEND Information and Support Service (SENDIASS), can provide independent support to families and their information is on the Local Authority Local Offer website.

14. Exam Access Arrangements

Kirton Academy will apply **to the exam board through the JCQ Centre Admin Portal** for exam access arrangements for pupils with SEND where pupils have been assessed and fit the criteria for application and the arrangement is the pupil's normal way of working. Definition of disability under the Equality Act 2010 "You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities". **Exam stress and anxiety does not meet these criteria.**

Kirton Academy will not accept reports from privately commissioned tests. We will use standardised tests recognised by the applications process for the exam board.

15. Transition

When children with SEND transfer from feeder primary schools to Kirton Academy, the SENDCo or other members of the inclusion team liaise with the staff of the Primary schools and receive all SEND documentation prior to the new term beginning. The SENDCo is invited to final EHC review meetings of the year 6 pupils.

Where children with SEND transfer to another secondary school, SEND records will be forwarded within 15 days of the child ceasing to be registered at our school, providing that the necessary details of the school have been forwarded to us.

If a child transfers into the school during the academic year Kirton Academy will endeavour to obtain the child's records from their previous school as soon as possible.

The Academy endeavours to meet the needs of all pupils with a medical condition.

16. Supporting Pupils at the Academy with a medical condition.

Kirton Academy recognises that pupils at the Academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some pupils may also have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Kirton Academy puts in place the necessary adjustments to meet the needs of pupils with medical conditions. This includes:

- Facilities to store and give prescribed medicines.
- Provision of a space for therapy treatments
- Adjustments to the building and provision of specialist equipment for pupils with physical conditions

17. Monitoring and evaluating SEND

At Kirton Academy we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEND. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and

differentiated to the specific needs of individuals. Quality assurance by all Faculty Directors throughout the year, including the SENDCo, will ensure that the needs of pupils with SEND are being met. Work scrutiny and learning walks and pupil voice also take place on a regular basis.

Monitoring the effectiveness of intervention strategies is an integral part of the review process. Furthermore, teacher assessments and any intervention results are used to measure the progress of individual children with SEND. The SENDCO liaises with the Faculty Directors of English and maths to track the progress of pupils with SEND. This aims to identify the strengths in practice as well as the areas that may require development.

On an annual basis, the Department for Education (DFE) produces statistical information relating to the performance of children with SEND nationally. This data is used to compare the performance of our children in comparison to those nationally.

18. Training and resources

Training

Training needs of staff are identified through Teacher Appraisal. Training is planned throughout the year for teaching staff using in house expertise and outside agencies. Staff access local and national training. Non-teaching staff access training via their appraisal process as well. By training staff, the quality of teaching and provision is maintained and developed by responding to the strengths and needs of all pupils. Also, the SENDCo explains the systems and structures that are in place for pupils with SEND to members of staff.

The SENDCo regularly attends the Secondary SENDCo cluster network meetings as well as national events and/or conferences in order to keep up to date with local and national updates in SEND.

The SENDCo operates an open door policy for all members of staff to answer queries and facilitate any training needs.

Funding

Allocation of Resources

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND and disabilities. Most of these resources are determined by a local funding formula, which is also applied to local academies.

Within the overall school budget, a proportion of funding is allocated called the notional SEND budget. Provision maps of intervention funded through this budget are kept for each year group. Interventions are reviewed regularly and progress of children receiving intervention is monitored closely.

For children who have an EHC plan the Academy is not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The local authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

19. Roles and responsibilities

The Role of the Head of Learning Support/SENDCo

- overseeing the day-to-day operation of the Academy's SEND policy

- planning and co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the Academy's SEND resources to meet children's needs effectively
- liaising with parents of children with SEND
- liaising with primary schools, other secondary schools, Colleges of Further Education, educational psychologists, health and social care professionals, and independent or voluntary bodies and other external agencies
- being a key point of contact with external agencies, especially the Local Authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school Trustees to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the Academy keeps the records of all pupils with SEND up to date
- implementing the SEND Code of Practice (2014)
- monitoring children with SEND and tracking their progress through the use of data analysis
- liaising with Directors of Faculties to ensure that children with SEND have full access to their curriculum area.
- liaising with the Inclusion Team about pupils' needs
- attending CPD relevant to the development of the role and feedback relevant information when necessary to other members of staff
- making staff aware of the training relevant to their own role in the development of SEND.
- chairing the Annual Review of pupils with EHC plans
- managing the Indigo class and the attached SEND teacher
- managing and leading a team of Teaching Assistants
- assessing pupils and making exam arrangements for them for their GCSEs

The Role of the Board of Trustees

Kirton Academy's Board of Trustees is "expected to use their best endeavours to meet the needs of the children with SEND." (Section 29 Children and Family Act 2014)

The Board of Trustees will:

- have a Link Trustee to oversee the strategic direction and development of SEND provision at Kirton Academy
- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' – the head teacher or the appropriate Trustee – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- ensure that teachers in the Academy are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet pupils SEND
- ensure that pupils with SEND engage in the activities of the Academy alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision.
- publish a SEND information report containing information of the education of SEND

- children
- monitor the progress and attainment of pupils with SEND via the Curriculum Standards Curriculum

20. Storing and managing information

All documents relating to a pupil's SEND are stored securely and information contained in them is regarded as confidential.

21. Reviewing the Policy

The SEND Policy will be reviewed in response to need and as the legislation surrounding SEND is updated.

22. Accessibility

The Disability Discrimination Act, as amended by the SEND and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Kirton Academy's plans to address the issue of accessibility and its future plans to reduce barriers to learning can be found in Kirton Academy's Disability Equality Scheme.

Curriculum

The curriculum is adjusted and differentiated to meet the needs of disabled students in Academy. Appropriate equipment is used e.g. ICT equipment, writing slopes if required and a range of pencil grips and rulers to reduce and remove barriers to learning.

Environment

Reasonable adjustments have been made to the building and environment to make it as accessible as possible for disabled students, visitors and staff for example high visibility railings and steps, ramps are in place and appropriate toilets and sinks have been fitted. There is a lift in the tower block. Advice is sought from external agencies to ensure that the Academy environment is appropriate for SEND students.

Reasonable adjustments in both curriculum and in the environment are made to ensure that pupils have full access to trips, outings and extra-curricular activities.

Where necessary individuals receive additional staff support to ensure full access to the curriculum.

Kirton Academy promotes equality of opportunity through its Equality and Diversity Policy which includes both curriculum and non curriculum areas of Academy life. It eliminates unlawful discrimination; disability related harassment and promotes positive attitudes towards disabled people through the implementation of the relevant policies and appropriate practices in the Academy. Disabled pupils are actively encouraged to take full part in both Academy life and activities in the wider community.

23. Dealing with complaints

If parents or carers have specific concerns about their child's SEND, please contact the SENDCo. If parents or carers have any complaints regarding the welfare of their child, an appointment can be made with the Head teacher

24. Bullying

Kirton Academy is very aware of the possible consequences of bullying and through policy and practice we strive to address the negative effect that such experiences may have on

both pupils and staff within the Academy. We take particular care to ensure the needs of our most vulnerable pupils are taken into consideration. Further information can be found in our Anti-Bullying Policy.

25. Appendices

The SEND Information Report **2022** and other policies mentioned in this document can be found on the Academy website

26. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the SENDCo, SEND Trustee in liaison with the Principal, staff and parents.