

## **Policy and Procedure: Special Educational Needs and Disability (SEND)**

Date of Board Approval: April 2018

Review date: February 2019



### **SEND POLICY 2018-2019**

SEND Co-ordinator: Chris Graham (NPQH Inclusion Consultant, an experienced SEN Co of over 20 years)

SEND Governor: Jatinder Mehmi

Khalsa Science Academy values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. This policy relates to the Single Equality Act 2010 which recognises the entitlement of all pupils to a balanced, broadly-based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The SLT and Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

#### **1) AIMS:**

- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure all children are safe, happy and learning, giving them the experience of a caring, supportive school where learning is enjoyable.
- To help each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- To adapt the curriculum to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socioeconomic.
- To give all pupils a curriculum entitlement that is broad, balanced and relevant.

#### **2) OBJECTIVES:**

- To identify and provide for all pupils who have special educational needs, additional needs and disabilities.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENDCO who will work to implement the SEND policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents/carers.
- To ensure access to the curriculum for all pupils.
- To enable all children to develop skills and abilities in a safe environment, encouraging success and building self-esteem.

#### **3) ADMISSION ARRANGEMENTS AND FACILITIES TO ENABLE INCLUSION:**

- The school does not discriminate against the admission of pupils on the grounds of a special educational need, where their differing abilities can be catered for within a mainstream setting.

- For children with SEN or disability the school will make 'reasonable adjustments 'as specified under current disability equality legislation.

#### **4) IDENTIFYING SPECIAL EDUCATIONAL NEEDS:**

The Code of Practice 2014 says that 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (Code of Practice 2014, 6.12).

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

#### **The Four Broad Categories of Need**

##### **Communication and Interaction**

Children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with an Autism Spectrum Condition, including Asperger's Syndrome are likely to have difficulties with social interaction, language and communication.

##### **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

##### **Social, Emotional and Mental Health Difficulties**

Children may experience a range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties that are medically unexplained. Other children may have attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

##### **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability

will also require additional ongoing support/equipment to access the opportunities available to their peers.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught in school.

#### **5) A GRADUATED APPROACH TO SEND SUPPORT:**

It is the responsibility of every teacher to closely monitor the progress of each child within his or her class. The teacher is in the best position to identify children experiencing difficulties. This may be found through observation, assessment or testing procedures including:

- Standardised tests or profiles.
- School assessments and tracking
- Reports/observations on the child in school settings.
- Discussions with parent/carers (including dates of issues/medical appointments).
- Assessments from previous settings.
- Early Years Foundation Stage Profiles.
- Medical/health care assessments.

Early identification of a child with a special educational need is important if his or her needs are to be addressed, and if the child is to learn and to progress to achieve his or her full potential. The class teacher may identify a child as a concern to the SENDCO if he or she:

- Makes significantly slower progress from their peers starting at the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between themselves and their peers.
- Widens the attainment gap.

Half termly Pupil Progress Meetings take place where Quality First Teaching, intervention, progress and attainment is discussed with the Senior Leaders. Any concerns are discussed at these meetings and next steps decided on. It may be decided to place the child on the SEND register or to further monitor the child for another half term so the class teacher and SENDCO can review progress, strategies and intervention. If a child is placed on the SEND register parent/carers are asked to come in to discuss the needs of their child and in conjunction with staff, parent/carers and the child SMART (specific, measurable, achievable, realistic and time bound) targets are discussed, for the child's personalised learning plan which will be monitored half termly and reviewed at the next Progress Meeting.

The SEND register - this is a list of names of all the children in the school identified as having a special educational need. It is kept up to date by the SENDCO and can be viewed by staff electronically on SIMS.

#### **6) MANAGING PUPILS NEEDS ON THE SEND REGISTER:**

The school follows the Department for Education SEND Support using the Graduated Approach:

Half termly Progress Meetings allow for discussion of progress for all children. If a child has been identified as having a special educational need, the intervention they have received will be reviewed. If a child makes accelerated progress it may be decided to remove them from the SEND register. If progress is still an issue, the SENDCO will discuss the need with parent/carers for contacting other

agencies for support or advice. Some of the agencies and professional services accessed by school are:

- Complex Needs Service
- Educational Psychology Service
- Speech, Language and Communication Service
- Occupational Therapy
- Health visitors
- School Nurse
- CAMHS

If additional support is necessary the class teacher and SENDCO will monitor this and ensure regular involvement with parent/carers and the child. Parent/carers will also be directed to the Local Offer made by the local authority (available on the Leeds Council website), to view information about provision they expect to be available across education, health and social care. Additional support agencies involved to remove a child's barrier to learning are listed on the provision map and records of this are kept by the SENDCO.

In some cases it may be possible to apply to the local authority's high needs top up funding. A formal assessment may be made to the local authority for a request for an Education and Health Care Plan (EHCP). The SENDCO collates all required information from school and other agencies and completes a full report. Parent/carers can also make an application of an EHCP.

## **7) ROLES AND RESPONSIBILITIES**

### **Governors**

The Governing Body has a statutory duty towards pupils with SEND and follows the guidance as set out in section 1 (iv) of the Code of Practice 2014. They maintain an oversight of this policy, the schools approach to provision and progress of SEND children, establishing the appropriate staffing and funding arrangements. The Governor with responsibility for SEND is Jatinder Mehmi. The SENDCO meets with the governor on a termly basis to discuss relevant SEND issues. The SENDCO also submits termly data to the governing body as well as an annual report at the end of the summer term.

### **The Principal**

The Principal has responsibility for the day to day management of provision for all children including children with SEND. He will keep the governing body informed and work closely with the SENDCO. The Principal reports to governors on the number of pupils with SEND and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, use of involvement with parent/carers, outside support services and agencies and resource allocation.

Chris Graham (SENCO) is a qualified teacher, holds the NPQH qualification, an experienced SEN Co of over 20 years and an Inclusion Consultant. She was a leading SENCO and Inclusion Coordinator for Calderdale Local Authority and has over 30 years of experience in primary education. She has also attended numerous Local Authority courses on SEND updates and provision and is committed to meeting the needs of all children.

The Vice Principal is responsible for pupil premium children.

The Principal is the nominated person for Children Looked After.

The Designated Safeguarding Lead is Davender Kaur Bahi.

### **Partnership with Parent/Carers**

A child's parents/carers have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. Early identification of SEND and working in partnership with parents/carers ensures the best approach to supporting pupils with SEND.

It is important that parent/carers and school work together to ensure that all children reach their full potential. The nature of the child's needs is discussed sensitively with parent/carers and they are given the opportunity to provide any background information regarding external influences which may be affecting their child. A child's strengths will always be discussed as well as their difficulties. Parents/carers are asked to support working towards their child's targets at home.

### **8) STORAGE AND MANAGING INFORMATION**

Information collected about a child's SEND will be treated as confidential and stored securely by the SENDCO. Information will only be communicated to appropriate persons with the knowledge and agreement of the child's parent/carers, the Principal or the SENDCO.

Confidential information regarding a child's SEND is kept in the SENDCO's file in a locked cupboard. The file and confidential information from it should not be removed without permission. If information on a child is required from the file, the information on that child only should be removed and returned promptly.

### **9) COMPLAINTS**

If parent/carers of a child with SEND have a complaint they should arrange a meeting with the SENDCO who will aim to resolve the issue, if necessary involving the Principal. More complex issues may be referred to Leeds SEND Information Advice Support Service. If still dissatisfied, parent/carers would have the right to address the school's SEND Governor for consideration of their case by the Governing Body.