

King Arthur's School



Special Educational Needs and Disability Policy

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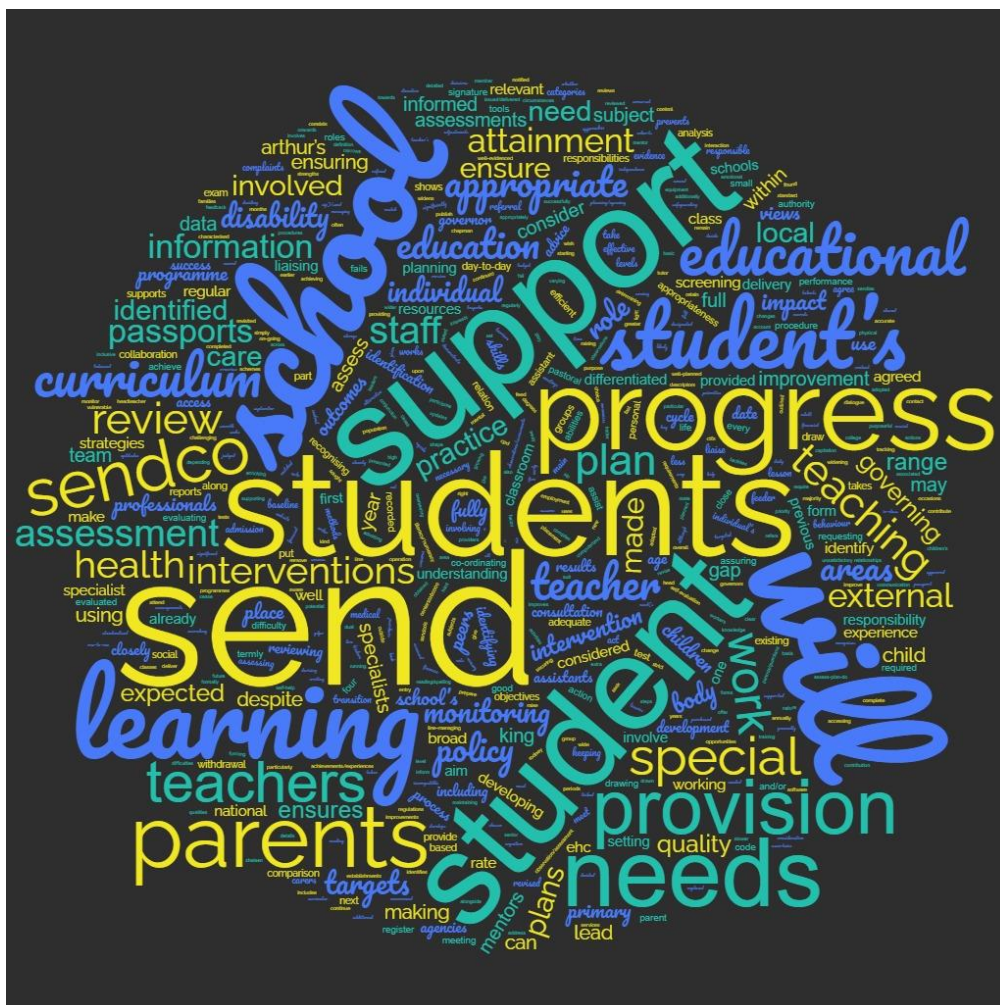


Special Educational Needs and Disability Policy

This Policy complies with the revised Code of Practice for Special Educational Needs and Disability 0-25 years (2015) which refers to Part 3 of the Children and Families Act (2014) and associated regulations.

AIM

The aim of this policy is to ensure every student develops their full potential, recognising a student's right to a broad, balanced, enriching and challenging curriculum appropriate to the individual's abilities, talents and personal qualities by assessing individual needs and providing bespoke SEND support.



DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special Educational Provision may be considered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed through regular dialogue that their child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

ROLES AND RESPONSIBILITIES

The role of the Local Governing Body

- Works in close collaboration with the SENDCO
- Ensures provision of a high standard is made for SEND students.
- Ensures that a designated Governor is identified who will take responsibility for assuring the quality of SEND provision.
- Ensures SEND students are fully involved in all school activities.
- Is in developing, monitoring and reviewing the SEND Policy.

The role of the Deputy Head teacher

- Setting objectives and priorities in the school improvement plan (SIP), which includes SEND.
- Keeping the Governing Body well informed about SEND through termly meetings and Local Governing Body updates
- Line-managing the SENDCO who has responsibility for the day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.

The role of the SENDCO

- The SENDCO is responsible for overseeing the day-to-day operation of the Policy.
- Co-ordinating the provision for SEND students with the Assistant to the SENDCO.
- Managing and developing the roles of Learning Mentors.
- Quality assuring the Learning and Teaching provision within the school alongside the



Teaching and Learning lead.

- Keeping accurate records of all students with SEND.
- Screening and identifying students.
- Liaising with parents and carers.
- Making a contribution to CPD.
- Drawing up, reviewing and monitoring of student passports and writing of Educational Health Care Plans (EHC) Plans. All of which supports the needs of the child.
- Liaising with external agencies.
- Liaising with both primary and college feeder establishments
- Co-ordinating with the Safeguarding team to ensure students with SEND who are additionally vulnerable are fully supported.
- Maintaining strict GDPR practice

The role of the Curriculum Team Leaders (CTL's)

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from capitation.
- Raising awareness of all teachers' responsibilities towards SEND. Ensuring all teachers use learning passports and the SEND Register to plan and deliver intervention.
- Ensuring appropriate exam provision is in place within curriculum areas.

The role of the Subject Teacher

"All teachers are teachers of Special Educational Needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, where appropriate in conjunction with the SEND Team, using learning passports. The SEND team consists of five Learning Support Assistants, one assistant to the SENDCO and the SENDCO, all who have varying degrees of experience.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of students in their classes.
- Ensuring learning passports are considered in all lessons.
- Monitoring the progress of students with SEND against agreed targets and objectives that are agreed by parents, students and SEND staff.
- Using the Referral forms to raise individual concerns.

The role of Teaching Assistants

- Support students with SEND and the wider school population.
- Assist teachers in planning and reviewing learning
- Support is well focussed, and progress and outcomes are recorded appropriately.
- Monitor student progress against targets using learning passports.
- Assist with the drawing up and review of learning passports.



- Act as Key Workers for identified SEND students and liaise with parents.
- Contribute to SEND review process.
- Work with small groups in or out of the classroom, under the direction of the Subject Teacher.
- Delivery of specialist areas in 1:1 or small groups
- Support the running of the Curriculum One tutor programme for chosen students.
- Support the delivery of computerized intervention programmes.

ADMISSION ARRANGEMENTS

King Arthur's School is a fully inclusive school. We work closely with the Local Authority to place students with Education, Health and Care Plans where this is the wish of parents and the student's. Admission would not be incompatible with the efficient education of other children at the school or the efficient use of resources.

In admitting students with SEND to the school, we will work closely with the Local Authority and feeder schools to ensure a well-planned and smooth transition. This involves meeting with parents, carers and existing teachers and SENDCO's. All data is shared successfully.

The school will publish SEND information via the Local Offer so that parents can make an informed choice as to which secondary school they would like their child to attend.

CATEGORIES OF SPECIAL EDUCATIONAL NEED

The SEND code of practice does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into one or more of four broad areas:

- Communication and interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Medical, Sensory and/or physical.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what provision is needed to suit the needs of the individual. In practice, students often have needs that cut across some or all of these areas and their needs may change over time. A detailed assessment of need ensures that the full range of a student's needs is identified, not simply the primary need. The support provided to a student with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and, where necessary, specialist equipment or software.



IDENTIFICATION OF SEND

Early identification of students with SEND is a priority. The school uses appropriate screening and assessment tools, and ascertains student progress through:

- External reports from medical professionals
- Information from primary schools.
- Evidence obtained by teacher observation/assessment.
- Their performance and progress judged against level descriptors.
- Standardised screening and assessment tools.
- Reports or observations.
- Information from parents.
- Information from the student.
- National Curriculum test results.
- Baseline tests including CATs and Reading/Spelling assessments.
- External exam results.

On entry to the school, each student's attainment is assessed. For students with identified SEND the SENDCO, in collaboration with other staff, will:

- Use information from the primary school to shape the students' curriculum and pastoral provision in the first few months.
- Identify the students' skills and note areas that require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning.
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Involve students in planning/agreeing their own targets on their passports.
- Involve parents.

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Quality first teaching
- Teaching Assistants through a differentiated curriculum.
- Extra intervention as required.
- Periods of withdrawal to work with a Teaching Assistants.
- In-class support from Teaching Assistants.
- Support from specialists within class or as part of a withdrawal programme.
- Support and advice from specialists from external agencies.
- Dual placement with Special Schools or alternative education providers.



MONITORING STUDENT PROGRESS

Teachers make regular assessments of progress for all students. This process identifies students making less than expected progress given their age and individual circumstances. 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 student's previous rate of progress.
- Fails to close the attainment gap between the student and their peers.
- Widens the attainment gap.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers.
- Prevents the attainment gap widening.
- Equals or improves upon the student's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the student's behaviour.
- Is likely to lead to Further Education, training, and/or employment.
- Where teachers decide that, despite quality first teaching and a range of interventions, a student's learning is unsatisfactory, the SENDCO will work with the teachers in consultation with parents to identify strategies to improve the rate of progress. Where necessary external sources of support will be considered.

NATURE OF INTERVENTION

Where a student is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form Assess-Plan-Do- Review cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

Assess

In identifying, a student as needing SEND support any member of staff will complete a SEND referral form. This will draw on the teacher's assessment and experience of the student and their previous progress and attainment. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers, national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the school's own assessment and information on how



the student is developing.

In some cases, outside professionals may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them if the parents agree.

Plan

Where it is decided to provide a student with SEND support, the parents will be formally notified, although parents may have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO will agree in consultation with the parent and the student the adjustments,

Interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, a Learning Passport is drawn up, outcomes sought, the support provided and any teaching strategies or approaches that are required will be issued/delivered.

Do

The class teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they retain responsibility for the student. Teachers work closely with any Learning Mentors or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Where a Learning Mentor works with a student an Intervention form is completed lesson by lesson to record progress and impact.

Review

The impact and quality of the support and interventions will be evaluated regularly by the SENDCO, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The teacher, working with the SENDCO will revise the support in light of the student's progress and development, deciding on any changes to the support in consultation with



the parent and student. Parents will be informed of the impact of the interventions.

INVOLVING SPECIALISTS

Where a student continues to make less than expected progress, despite evidence based support and interventions that are matched to the student's area of need, the school will consider involving specialists from external agencies.

REQUESTING AN EDUCATION, HEALTH AND CARE PLAN ASSESSMENT

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND, the student has not made expected progress, the school will consider requesting an Education, Health and Care assessment. Parents and the student will be fully involved in this process.

On these occasions the school will recommend that parents/guardians seek the support from the Somerset Educational Needs and Disability Information, Advice and Support (SENDIAS)

REVIEWS OF EDUCATION, HEALTH AND CARE PLANS

EHC Plans must be reviewed annually. The aim of the review will be to:

- Assess the student's progress in relation to the targets.
- Review the provision made for the student in the context of the school curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year
- Consider the appropriateness of the school setting

From Year 9 onwards, particularly for those with Education, Health and Care plans, the school is involved in the planning for a student's transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the world and achieve greater independence.



EVALUATING SUCCESS

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCO and senior staff
- Analysis of student tracking data and test results for individual students and for cohorts
- Students on the SEND Register make expected levels of progress in line with local and national data.
- SEND students have successful outcomes and achieve in line with peers with similar starting points.
- SEND students attendance figures are in line with local and national data.
- Student and parent voice
- Consideration of each student's success in meeting targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The school Improvement Plan.

COMPLAINTS PROCEDURE

There is a school complaints procedure. The details can be found on the school website.