



# **SPECIAL EDUCATIONAL NEEDS POLICY**

**2020-2021**

Version: **Date: May 2021**

Ratified by the Board of Trustees

Signed by the Board of Trustees

To be reviewed annually

**Date: 12<sup>th</sup> May  
2021**

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**1. Our Mission.**

- 1.1. Kingsbury Academy aims to be a caring community dedicated to enhancing individual development, founded on high professional standards, mutual trust and respect for the essential worth and human dignity of all its' members.

**2. Introduction.**

- 2.1. All pupils admitted to Kingsbury Academy have a range of learning difficulties, which means they have been assessed in accordance with current legislation, the SEND Code of Practice and LA guidelines and have an Education, Health and Care plan in place. The board of directors and staff of Kingsbury Academy will ensure that the academy provides a broad and balanced curriculum for all pupils, which is differentiated to meet individual needs and abilities.
- 2.2. Pupils at Kingsbury Academy have Special Educational Needs (SEND) throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil.
- 2.3. Teachers' planning takes into account a pupil's SEND and the provision made therefore enables all pupils to engage effectively in all curriculum activities, in addition to broader aspects of academy life.

**3. Aims and Objectives.**

- 3.1. The aims and objectives of our special needs provision are:
- To ensure that all pupils with SEND are accurately assessed and that their needs are reflected in the objectives of their EHC plan.
  - To create a learning environment that meets the SEND of each pupil.
  - To ensure all pupils have equal access to a broad, balanced and differentiated curriculum.
  - To promote education in a safe and secure environment within a happy atmosphere where children can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
  - To enable pupils to take an increasing responsibility for their own learning.

- To make clear the expectations of all partners in the process and provision of education for special needs pupils.
- To actively seek ways of helping and involving parents and guardians in the care, development and education of their child.
- To ensure parents, carers and guardians are kept fully informed and are engaged in effective communication about their child's SEND.
- To extend and afford our services to mainstream schools, adopting the principle of inclusion as a two-way process.
- To support the professional development aspirations of all staff and board of directors in relation to SEND training.

#### **4. Roles and responsibilities.**

- 4.1. At Kingsbury Academy educational provision for pupils with special educational needs is the responsibility of all members of staff.
- 4.2. Senior Management Team (SMT) and under the leadership of the Principal are responsible for the day-to-day operation of the SEND provision. The key responsibilities as outlined in the Code of Practice are:
  - Liaising with and advising colleagues.
  - Managing the teams and departments.
  - Coordinating the provision for pupils with SEND.
  - Maintaining records on pupils with SEND.
  - Communicating with parents, guardians and carers of pupils with SEND.
  - Liaising with external support agencies.
- 4.3. The board of directors aim to secure the appropriate provision for any identified pupil with special educational needs. The board of directors ensure all teachers and support staff are fully aware of their responsibilities towards pupils with SEND. They consult the LA and other schools when appropriate and report annually to parents through the academy profile.
- 4.4. The board of directors through its admissions policy ensure that pupils with SEND are not discriminated against. The board of directors has due regard for the guidance in the Special Educational Needs and Disability Act 2001 and SEND Code of Practice (2014) in its equal opportunities'

commitment. The board of directors have an Accessibility Plan in place for improving access to the school and its facilities.

## **5. Inclusion.**

- 5.1. At Kingsbury Academy we recognise and respect the fact that pupils:
- Have different educational, medical, physical, social and emotional needs and aspirations.
  - Require different approaches to learning.
  - Learn at different rates.
  - Require a range of different teaching strategies and experiences, including inclusion in other settings such as mainstream schools and colleges.
- 5.2. Teachers respond to pupil needs by:
- Providing personalised support in all curriculum areas.
  - Developing each pupil's understanding through a variety of learning experiences.
  - Planning for full participation in learning, and in physical and practical activities.
  - Providing positive behaviour support to enable pupils to participate effectively and safely in learning.
  - Monitoring and reviewing progress on a termly basis.
  - Ensuring that all pupils regardless of ability and need have full access to all aspects of the school curriculum. They will have the same opportunities to be involved in the broad range of enhanced learning opportunities presented by the school in terms of inclusion, school visits, OOHL activities, residential activities and curriculum enrichment projects.
- 5.3. This policy ensures that teaching arrangements are fully inclusive. Pupils will have their needs met through a balanced curriculum with appropriate differentiation, which may include support from other professionals where appropriate.
- 5.4. All pupils at the appropriate stage in their school careers will have access to a realistic range of opportunities without any form of discrimination. The academy actively tracks pupil progress to ensure all pupils achieve their full potential.

## **6. Specialist provision.**

6.1. The academy has a range of specialist resources and facilities designed to cater for the needs of all pupils:

- Staff training in a wide variety of subjects and special needs provision, sensory impairment and communication (Makaton and PECS) and Positive Behaviour Support (PBS)
- Specialist teachers with specific responsibilities for pupils with visual and/or hearing impairment.
- Excellent facilities including adapted changing facilities, Sports Hall, Sensory Room, and a space dedicated to therapies.
- A variety of adapted and alternative technologies to maximise engagement of all pupils
- Electronic assessment for all pupils at and below National Curriculum levels.
- Additional services of play & music therapists, Rebound therapists, occupational therapists, speech and language therapists, sensory integration support and behavioural analyst to assist in the care and support of pupils within the school.

## **7. Review of Pupils with Special Educational Needs.**

7.1. Members of the SMT will work with all staff to ensure that pupils requiring additional or alternative support, to that found within the classroom, are identified as soon as possible.

7.2. Progress made by all pupils is regularly monitored and reviewed. Pupils identified as giving cause for concern due to their rate of progress will have evidence gathered to ensure strategies and planning are appropriate to pupil needs and abilities, and when appropriate alternative measures put in place.

7.3. Pupils will have their EHC plans reviewed annually, which will involve parents, pupils, Academy staff and other agencies. The purpose of the Annual Review is to ascertain whether or not the directives documented in the EHCP are accurate, are being fully met and, in addition, to record progress, together with proposals for future actions to be taken.

## **8. Access to the curriculum.**

- 8.1. All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:
- Experience, be engaged in, and/or gain skills and understanding of the purpose of learning activities,
  - Experience rates of progress that bring feelings of success and achievement appropriate to their levels of attainment and understanding.
- 8.2. Teachers use a range of strategies to meet pupils' SEND. Lessons have clear learning objectives and outcomes; differentiated work and use formative assessment to inform the next stage of learning.
- 8.3. EHCP's/POP's contain a small number of specific targets, between three and five, designed to enable the pupil to progress.

## **9. Complaints procedure.**

- 9.1. Parents are welcome to discuss any issues relating to their child's placement at Kingsbury Academy at any time throughout the year, by prior appointment.
- 9.2. Information about the academy complaints procedure is available from the Principal and can be accessed on the school intranet.
- 9.3. Under the SEND and Disability Act 2001 parents can appeal against decisions made or request a review of placement. The academy can provide information from the LA about this upon request.

## **10. Staffing and partnership.**

- 10.1. The academy undertakes an annual audit of staff training needs as part of its performance management cycle. Where SEND issues are identified these needs are accommodated where possible, in conjunction with identified academy priorities contained in the School Development Plan (SDP).
- 10.2. As part of the induction programme, support is given to NQTs and all new members of staff by the relevant members of staff. This programme covers aspects of SEND provision including sensory impairment, complex needs, child protection and communication strategies/skills.
- 10.3. The academy through its meetings and communication structure ensures that all staff are kept fully informed of relevant SEND issues and procedures within school. Furthermore staff are provided with

information on training courses for SEND along with participation in a programme of training days and INSET.

## **11. Partnership with Parents.**

- 11.1. The academy is in regular contact with parents of all pupils with SEND. Each pupil has a home schoolbook, parental consultation evenings in addition to one formal Annual Review (other reviews may be scheduled as the need arises). Parents as well as other agencies will be invited to attend. Copies of EHCP/POP and communication profile will be made available. Parents are kept fully informed throughout the academy's SEND intervention and their wishes taken into account.
- 11.2. Clearly the support of parents' guardians and carers is essential if the provision made for their child is to be successful. Parents are encouraged to make an active contribution to their child's education. Courses, events and performances are regularly staged to facilitate parents' involvement in the life of the school and to give them training and support to assist their children. Parents are able to visit the school should they wish to do so, and frequently attend for school medicals.

## **12. Links with other schools.**

- 12.1. The academy liaises with feeder schools and new pupil's families to ensure that effective arrangements are in place to support pupils at the time of transfer. This usually takes place for Year 6 students once they have a firm offer of a place at the school. This is in line with LA practice.
- 12.2. Arrangements are made for new pupils to visit the academy and to meet staff. Staff from the academy as well as members of the school's medical team where appropriate will also conduct home visits and see pupils in their home/school environments. Pupils are also able to have graduated entry into the academy as well as taster days.
- 12.3. Inclusion plays a vital part in meeting pupil's special educational needs. Throughout their school careers pupils have ample opportunities to experience a range of inclusive activities within a network of partner schools and colleges.

## **13. Links with other agencies.**

- 13.1. The academy utilises a range of multi professional support so that each pupil can have access to their curriculum entitlement. The academy works closely with all of the LA's support agencies, when identifying, assessing and making provision for special needs pupils. The academy will source Educational Psychology services as required to offer advice

to staff on specific pupils, along with staff training in direct learning strategies.

- 13.2. Primary Care Trusts (PCTs) and Health Authorities provide a range of staff who can work alongside school staff. Nurses provide immediate health care for pupils and liaise directly with families and visiting doctors and specialists. Speech and Language Therapists assist in the support and delivery of communication programmes and feeding regimes for pupils. Physiotherapists assess pupil's physical needs and provide equipment, staff training, and management plans for pupils. All staff may be involved in home school visits and family liaison.
- 13.3. The Specialist Support Service (SSS) provides advice, assessment, and support for pupils with a sensory impairment in consultation with the school's own specialist sensory team.
- 13.4. Social Services are actively engaged in supporting pupils throughout the year as part of the Looked after Children in Education Services (LACES) programme, providing respite care to pupils and families, and emergency intervention. They are also involved in funding activity schemes run during the holidays for pupils with a range of SEND.

#### **14. Success Criteria.**

- 14.1. The success of this policy is judged against the aims and objectives set out in Section 2. The policy is reviewed annually, and the board of directors' reports will reflect on its implementation. The academy will set specific targets for end of Key Stages 2 on an annual basis, against which pupil progress can be measured. The School Improvement Plan is also evaluated at regular intervals throughout the year.
- 14.2. The accessibility plan (required under the Disability Discrimination Act 1995) covering future policies for increasing access to the school by pupils with disabilities have been approved by the board of directors. This policy itself is required by the Education (Special Educational Needs) (Information) (England) Regulations 1999.

15. Changes

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