



# Kirkbie Kendal School Academy Trust

Policy Title:	<b>SEND</b>
Policy Reference:	S9
Version:	1.6
Member of Staff Responsible for review:	Head of Learning Support
Governors' Committee/SLT Responsible:	Curriculum
Status:	Adopted
Date first adopted/accepted by Governing Body:	24 Jan 07
Review Cycle:	1 year
Date of last review:	June 22
Date for next scheduled review:	June 23

Change Record		
Version	Date	Description
1.1	Curriculum 5.12.17	Removal of reference to 'Statements' Partnerships with Parents – change of name and number for Parent Partnership Service
1.2	Curriculum 4.12.18	Addition of SENCo & Governor lead details to Introduction Deletion of sentence in Section One Update to 'Links with other Agencies' section
1.3	FGB 17.7.19	Updates following professional review
1.4	SLT 10.09.20 Curriculum 13.10.20	Minor amendments to Special Provision and School Support sections
1.5	SLT 11.10.21 Curriculum 13.10.21	No changes
1.6	SLT 20.06.22 Curriculum 22.06.22	Minimal changes – deletion of 'room available for vulnerable students at break and lunch' last point – page 4 Section 2 para 1 – addition – students' needs addressed and para 4 'actions taken to remedy'

**UNCONTROLLED IF COPIED OR PRINTED**

Kirkbie Kendal School Academy Trust is not liable for the contents of this document if it is downloaded, copied or printed

**"Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies support the Child Protection Policy."**

# KIRKBYE KENDAL SCHOOL ACADEMY TRUST

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

### MISSION STATEMENT

Kirkbie Kendal School seeks at all times to maximise the potential of all students, whatever their needs and abilities, so that all benefit from effective learning opportunities within the school and the wider community.

### 1 INTRODUCTION

Kirkbie Kendal School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities where possible.

Children may have 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 student.

Teachers take into account in their planning a student's special educational needs and the provision required, which enables such students to participate effectively in curriculum and assessment activities, in addition to broader aspects of school's life.

The Policy references the *Special Educational Needs and Disability code of practice: 0 to 25 years' statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities*, updated May 2015.

The School's Head of Learning Support and SENCo is Mrs K Townley (c/o Kirkbie Kendal School). The Governor with leadership overview is Mrs J Summerfield (c/o Governance Professional, Kirkbie Kendal School).

### 2 AIMS AND OBJECTIVES

The aims and objectives of this policy are:

- To liaise with local primary schools to identify students with special educational needs as early as possible;
- To create an effective learning environment that meets the needs of each student;
- To ensure all students have equal access to a broad, balanced and differentiated curriculum;
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- To encourage students to be fully involved in their own learning;
- To make clear the expectations of all partners in the process and provision of special needs;
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEND;
- To support the Behaviour for Learning Policy of the School, as laid out in that policy.

### **3 ROLES AND RESPONSIBILITIES**

- 3.1 In this school, provision for students with special educational needs is the responsibility of all members of staff.
- 3.2 The Special Educational Needs and Disabilities Coordinator (SENCo) is responsible for the day-to-day operation of the SEND Policy. The main duties are:
- Determining the strategic development of the SEND Policy and provision in the School and working with the Headteacher and School Governors to ensure the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
  - The day-to-day operation of the SEND Policy and co-ordination of specific provision made to support students with Education Health and Care (EHC) plans.
  - Providing professional guidance to colleagues, ensuring they are aware of specific needs.
  - Liaising with parents, staff and other agencies.
  - Liaising with primary schools.
  - Liaising with potential next providers.
  - Ensuring that the school keeps the record of all students with SEND up to date.
  - Ensuring that proper examination provision is made for students with SEND.
  - Contribute to the in-service training of staff.
  - Overseeing Student Support Plans with the lead Teaching Assistant.
- 3.3 The Governing Body will seek to secure the necessary provision for any student identified as having special educational needs. The Governors ensure all teachers are fully aware of their responsibilities towards students with special educational needs. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for provision for students with special educational needs.
- 3.4 The Governing Body has agreed with the Local Authority (LA) admissions criteria that do not discriminate against students with special educational needs. The Admissions Policy has due regard for the guidance in the Code of Practice, i.e. the School will admit students with already identified special educational needs whose Education, Health and Care Plan names the School and will identify and provide for students not previously identified as having SEND.

### **4 EDUCATIONAL INCLUSION**

- 4.1 At this school we respect the fact that students:
- Have different educational and behavioural needs and aspirations
  - Require different strategies for learning
  - Learn at different rates
  - Require a range of different teaching strategies and experiences
- 4.2 There are four broad areas of need outlined in the SEND Code of Practice (as set out in the below table). The school encourages inclusion by:

Table showing examples of support

<p><b>KKS entitlement offer to students with Special needs</b></p>		
<p><b>Communication and interaction</b></p>	<p>Such as: SLCN- speech language and communication needs, Autism Spectrum Disorder- Asperger’s Syndrome</p>	<ul style="list-style-type: none"> <li>● Use of SEND Student Information Book for staff.</li> <li>● Use of Student Support Plans for students with EHCP</li> <li>● Effective transitional arrangements with feeder primary schools.</li> <li>● Use of an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon student success</li> <li>● Support and advice is sought and implemented from external agencies to ensure any barriers to learning are identified and responded to.</li> <li>● All teaching assistants are effectively deployed to encourage student progress and independence.</li> <li>● Communication with parents is important. Each student with an EHCP has a lead Teaching Assistant (TA) for progress and communication purposes. Parents contribute to the production of plans to support their children.</li> </ul>
<p><b>Cognition and Learning</b></p>		<ul style="list-style-type: none"> <li>● Small group targeted intervention programmes are delivered to students to develop skills in a variety of areas.</li> <li>● Information and Communications Technology (ICT) is used to reduce barriers to learning where possible and new resources are tested and purchased.</li> </ul>
<p><b>Social, emotional and mental health difficulties</b></p>	<p>Such as: Challenging, disruptive, and disturbing behaviour. Anxiety and depression Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment disorder</p>	<ul style="list-style-type: none"> <li>● The School’s behaviour system is predominantly based on a positive approach, encouraging students to make positive decisions and choices.</li> <li>● The Behaviour for Learning Policy recognises the need for reasonable adjustments to minimise exclusions.</li> <li>● Risk assessments ensure that action is taken to increase the safety and inclusion of all students in all activities.</li> <li>● Support is offered and signposted to families to reduce the impact of any disadvantage.</li> <li>● The School provides effective pastoral care for all of its students</li> <li>● External support is sought and advice implemented to support the students.</li> <li>● Student Voice- School Council lead to changes in school practices and encourage a greater level of engagement.</li> <li>● Small group targeted programmes are delivered to students to improve social skills and emotional resilience.</li> </ul>

<b>Sensory and/or physical needs</b>	VI- vision impairment HI- Hearing impairment MSI- Multi sensory impairment PD- physical disability	<ul style="list-style-type: none"> <li>● Advice and guidance is sought and implemented from the SEND team.</li> <li>● ICT is used to increase access to the curriculum where appropriate</li> <li>● Advice and guidance is sought and implemented to respond to students who have significant medical needs</li> <li>● Staff receive training and guidance to ensure understanding of a sensory need.</li> <li>● The School implements a medicine administration policy.</li> <li>● Access to information and support about a range of needs is provided for staff in school.</li> <li>● Interventions are continually evaluated and produced to reflect the needs of students</li> <li>● The SENCo and Teaching Assistants complete necessary training to ensure their effectiveness in offering advice and guidance to staff regarding the needs of students.</li> <li>● All teachers at KKS strive to deliver Quality First Teaching as part of a graduated approach.</li> <li>● Each year the curriculum is reviewed to meet the needs and requirements of the students</li> </ul>
--------------------------------------	---	--

4.3 This policy ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation, where students may need support to help them achieve their targets, interventions are identified and delivered, such as 1:1 reading and Reading Group.

## SECTION 1

### SPECIALIST PROVISION

The school employs a team of support assistants and 1 SENCo, and a 2ndi/c who receive training as part of the school's In-Service Training (INSET) programme.

The department has a range of resources at its disposal to support the development of numeracy and literacy.

## SECTION 2

### INFORMATION ABOUT THE SCHOOL'S POLICY FOR IDENTIFICATION, ASSESSMENT AND REVIEW FOR ALL STUDENTS WITH SEND

In addition to the points made in 4.1 – 4.3, the SENCo will work with all staff to ensure students who may need additional or different support, to that normally found within the classroom, are identified as early as possible and their needs addressed.

The progress made by all students at this school is regularly monitored and reviewed. The school does not identify students as having special educational needs unless we are taking action that is additional or different from that which goes on in the classroom or elsewhere as part of our differentiated approach.

The school takes into account the views of parents when assessing and meeting the needs of students with SEND.

Students who are not making adequate progress are identified and their possible additional education needs assessed and actions taken to remedy.

Class teachers/head of year/group tutors consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a student's progress.

The SENCo will liaise with parents, students, carers, teachers and support staff to ensure all interested parties are aware of needs and recommended actions.

## **SCHOOL SUPPORT**

If we have evidence that a student is making insufficient progress despite support, the SENCo may seek further advice from the Educational Psychologist, or advisory teachers. The SENCo will keep parents and students fully involved and informed about any proposed interventions.

The range of support for students at School Support, may be reviewed through a Student Support Plan. For example, a support assistant may be timetabled to work with the student in particular lessons.

## **Educational Health Care Plans**

Students with an Education, Health and Care Plan will, in addition to the ongoing review of their progress and specific support through their Support Plan, be reviewed annually. A report containing recommendations will be provided for the LA, which will consider whether to maintain, amend or cease the EHCP.

This School will liaise with the receiving school when a student with SEND is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

## **ALLOCATION OF RESOURCES**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for students with EHCP.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

Governors are committed to spend, over and above those amounts allocated by the LA, by allocating special funds from the General Annual Grant (GAG) as they see fit.

The Headteacher and SENCo meet at least annually to agree how to use funds, including those directly related to EHCPs.

The effectiveness of the resources for special needs will be monitored as part of the ongoing process of self-evaluation in school.

## **ACCESS TO THE CURRICULUM**

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to:

- Understand the relevance and purpose of learning activities,
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet students' additional educational needs. Lessons have clear learning objectives; work differentiated, and assessment used to inform the next stage of learning.

Student Support Plans contain a small number of specific targets, ideally three or four, designed to enable the student to progress. All students at EHCP and some at School Support have a Student Support Plan.

Wherever possible we do not withdraw students from the classroom; this reflects the school's acknowledgement that all students have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the students to work in small groups or in a one-to-one situation away from the classroom.

The SENCo and Assistant Headteacher meet regularly to review the special needs provision.

## **5 COMPLAINTS PROCEDURES**

The school's complaint procedures are set out on the school website.

Under the SEND framework parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this upon request.

## **SECTION 3**

### **STAFFING AND PARTNERSHIP**

The SENCo and the Professional Development Officer undertake an annual audit of staff training needs related to special educational needs issues and meet these where possible, in conjunction with identified school priorities. The SENCo gives particular support to Newly Qualified Teachers (NQTs) and new members of staff as part of their induction.

The SENCo, in consultation with the Professional Development Officer will provide training through the INSET programme to ensure all staff are fully informed of relevant SEND issues and procedures within school.

### **PARTNERSHIP WITH PARENTS**

Class teachers/Form Tutors work closely with parents throughout their child's education. Parents should in first instance contact the class teacher/group tutor in case of any concern or difficulty.

The school provides information about the Cumbria SEND Information, Advice and Support Service (formerly The Parent Partnership Service) to all students with special educational needs on request. They can provide independent support and advice.

At all stages of the SEND process the school aims to keep parents fully informed and involved. We

take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

#### **LINKS WITH OTHER SCHOOLS**

The Learning Support Department liaise with the SENCos of local feeder primary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Year 6 students or sooner if necessary.

When students move to another school their records are transferred within 15 days of ceasing to be registered at Kirkbie Kendal School.

#### **LINKS WITH OTHER AGENCIES**

The school works closely with all of the LA's Student and School Support Units when identifying, assessing and making provision for SEND students.

For further information, the Cumbria County Council SEND Handbook is available at:  
<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

### **SECTION 4**

#### **SUCCESS CRITERIA**

The success of this policy is judged against the aims set out above. The Policy is reviewed annually and the Governing Body's Annual Report will comment on its implementation.

Especially, the School will set specific targets against which progress can be measured on an annual basis.

#### **RELATED POLICY**

Single Equality Scheme

Child Protection Policy

Admissions Policy

Supporting Pupils with Medical Conditions Policy

**THIS DOCUMENT IS AVAILABLE IN THE FOLLOWING FORMATS:**

**PAPER  
ENLARGED PRINT  
EMAIL  
WEBSITE**