

Approved by Governors: April 2016

Review Date: March 2017

## **Introduction**

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years which came into force in September 2014.

## **Context**

The Kingsmead School is the collective name for a range of provision which incorporates our Special School and a Pupil Referral unit, providing education and support for young people with Social, Emotional and Mental Health Difficulties (SEMHD). The school operates as a fully integrated provision and students are allocated to a group or base linked to their individual needs.

The Kingsmead School believe that all our students have Special Educational Needs whether Statemented or having an Education, Health Care Plan (EHCP). All our students need support, a positive, sensitive approach and personalised programmes to allow them to achieve their full potential. This is supported by the school's vision which states:

## **The Kingsmead School**

- **Inspires and supports young people**
- **Cares for and values young people**
- **Provides opportunities for all its pupils**
- **Puts the emotional health and well-being of young people first**
- **Expects young people to work to their full potential**
- **Never gives up on a young person**

The Kingsmead School also believes that all school staff have a responsibility for students with SEND and that all staff need to have knowledge and skill to support and allow our students to develop.

## **Aims**

At The Kingsmead School we value the abilities and achievements of all our students, and are committed to providing, for each student, the best possible environment for learning.

We endeavour to make every effort to achieve maximum inclusion of all students whilst meeting student's individual needs.

We recognise the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

## **Management of SEND within School**

The Head Teacher and governing body have overall responsibility for Special Educational Needs. The Senior Leadership Team also have delegated responsibility and Brenda Flint, an Assistant Head has specific responsibility on the Senior Leadership Team. She has qualified teacher status and has held the shared SENCO role for longer than twelve months.

The management of SEND is supported by Assistant Heads and the Base Deputy role. Within each base the Base Deputy has specific responsibility for managing and supporting on a day to day basis Special Educational Needs within their base for students allocated to the base.

**For effective co-ordination of SEND staff must be aware of:**

- procedures to be followed
- the need for early identification – not just of primary need
- assessment appropriate to the students
- responsibility all teachers have in making provision for SEND students through consideration of inclusion strategies
- commitment required by staff to keep the Base Coordinator/teacher-in-charge and LPSA well informed of pupils' progress
- mechanisms that exist to allow staff access to information about SEND students
- the need to develop constructive relationships with parents
- the need to include the student's views
- the need to review progress
- having regard to the Special Educational Needs and Disability Code of Practice: 0 - 25 years 2015 guidance when carrying out these responsibilities

Staff responsibilities are identified in individual job descriptions.

**Responsibilities of the Head Teacher**

- Liaise with the Special Services Section of the LA through input into the SEN panel each week.
- Be a representative on the SPP/Hard to Place Panels for the LA.
- Manage Assistant Head responsible for SEND provision.

**Responsibilities of the Governing Body**

- Governors will monitor the SEND provision in the school by receiving a yearly report and data on the school's SEND activities and developments and on SEND student progress.
- Governors will have the opportunity to come into school to monitor outcomes and activities.
- Governors will have the opportunity to attend training for SEND.
- An identified governor will liaise directly with appropriate staff and have the opportunity to support and monitor SEND within the school closely.
- The SEND governor will provide a report to the governing body every term, reporting on progress in SEND and summarising key issues which governors need to be made aware of.

**Responsibility of Assistant Head leading on SEND**

- Ensure the Code of Practice: 0 to 25 years – 2014 is adhered to within the school
- Support designated staff to complete paperwork, manage reviews, support staff, students and parents
- Liaise with appropriate professionals to provide support for students
- Provide data on progress for SEND students within the school
- Support staff to identify needs and to provide a supportive package
- Monitor and review Personal Learning Plans, EHCPs and Annual reviews
- Report to Head Teacher, Governors, SLT and other staff on SEND progress
- Support the development of appropriate training for staff across the school

### **Responsibilities of Assistant Heads and Base Deputies**

- managing all staff within the base
- managing records on all students
- completion of SEND paperwork
- management of Annual Reviews and correspondence with outside agencies
- management of day to day delivery of SEN policy
- management of staff completing and reviewing Personal Learning Plans
- management of liaison with parents and professionals involved in individual student needs
- liaison and reporting to Assistant Head with SEND responsibility

### **Responsibilities of Subject Leaders/teachers and other staff delivering to students**

- provide high quality teaching to all students
- ensure that a wide variety of learning opportunities are provided through well planned lessons
- be aware of SEND Code of Practice 2014
- ensure all students have access to curriculum
- ensure appropriate plans are in place e.g. personal Learning Plans
- ensure student and parents are considered and included in planning and review process
- complete necessary paperwork to support Base Deputy and Assistant Head
- ensure they have completed training provided by the school

### **Responsibilities of Learning and Pastoral Support assistants (LPSAs)**

LPSAs play a major role in the support of students with SEND. LPSAs provide a key worker role to individual students. They work closely with students and parents and play a vital role in identifying, supporting and reviewing students with SEN.

### **Definitions of special education needs taken from section 20 of the Children and Families Act 2014.**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

#### **A student has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for students of the same age in other schools within the Local Authority

#### **Special education provision means:**

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The Kingsmead School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

## **Special educational needs could mean that a child has difficulties in:**

- Communication and Interaction - in expressing themselves or understanding what others are saying
- Cognition and Learning - in acquiring basic skills in school
- Social and Emotional Mental Health - making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

## **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

All students receiving all or part of their education in the school will have Targeted SEND Support and are undergoing Assessment for an Education Health and Care Plan or already have a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP).

Students with a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP) will be transferred to the roll of The Kingsmead Special School through agreed processes.

Students may also be on roll who are being assessed prior to receiving an EHCP

## **Referrals**

- Referrals to the Special school of statemented/EHCP pupils are directed through the SEND panel of the LA's Special Services section.
- The Secondary Behaviour Panel considers referrals for all other Kingsmead placements. This includes exclusions, pre-exclusion/alternatives and medical referrals.
- Where capacity allows and there is a specific need monitoring places are considered and offered for Year 6 pupils who are vulnerable at secondary transfer. This is in full agreement with the LA, parents and the LA admissions team and parental preference takes priority.

## **Allocation of Resources**

The Governing Body and Senior Leadership Team ensures that resources are allocated to support appropriate provision for all students, within budget constraints.

## **Identification of Needs**

Early identification of student needs is a priority. The School will ascertain student progress through:

- Pupil records and previous information about educational history
- Evidence obtained by teacher observation and assessment
- Standardised screening or assessment tools

- Students are assessed on entry to the school. Assessments include literacy/numeracy; individual risk assessment; functional behaviour assessments; adolescent well-being via school nurse where appropriate.
- Where necessary specialised assessment will be used to identify specific needs – these will be to help identify a range of needs i.e. literacy, phonological processing, speech and communication difficulties, mental health needs etc.

### **School Provision**

On entry to the school, each student's attainment will be assessed. This will help to inform the school staff of each young person's aptitudes, abilities and attainments, and will be used to improve continuity in learning. This information will help school staff to design appropriate differentiated learning programmes. It will:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class or group
- Assess learning difficulties
- Ensure on-going observations / assessments provide regular feedback on achievements / experiences, for planning next steps in learning
- Involve parents and carers in a joint home-school learning approach.

### **Record Keeping**

All staff will record the steps taken to meet the student's individual needs.

The Assistant Head/Base co-ordinator/Base Deputy and Pastoral Leads will maintain the records and ensure access to them.

### **The student's profile will include:**

- Information from schools previously attended
- Information from parents/carers
- Information on progress, behaviour and attendance
- Student's own perceptions of difficulties
- Information from Local Authority colleagues
- Information from Health
- Information from other Agencies

### **The Code of Practice Graduated Response**

A graduated response is advocated to meeting students' needs.

All students receiving all or part of their education in the school will have Targeted SEND Support and all those on the special school roll are undergoing Assessment for an Education Health and Care Plan (EHCP) or already have a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP).

### **Monitoring Student Progress**

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
- Shows improvement in the students mental health and well being

For students failing to make adequate progress:

- Any students who are falling outside of the range of expected academic progress will be monitored and assessments will be made to determine if further intervention is required.

- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that student.
- The Assistant Head/Base Co-ordinator/Base Deputy should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Changes to provision - including base location, timetabling, programmes of work may be made.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of their child.

### **Targeted SEND Support and Support for Students with an Education Health and Care Plan EHCP**

The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

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

#### **Assess**

This involves clearly analysing the student's need using staff's assessment and experience of working with the young person, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

#### **Plan**

Planning will involve consultation between the teacher, LPSA, SENCOs and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document or Learning Plan which will be shared with staff, parents and the student.

#### **Do**

The class teacher and LPSA remain responsible for working with the student on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with LPSAs to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCO will support with further assessment of the pupils strengths and weaknesses.

#### **Review**

Reviews of a student's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the student and their parents. The class teacher, in conjunction with the LPSA and Base Deputy/Assistant Head for SEND, will revise the support

outcomes and based upon the student's progress and development make any necessary amendments going forward, in consultation with parents and young person.

### **Referral for an Education, Health and Care Plan EHCP**

An Education, Health and Care Needs Assessment may be requested by school, parent, health or social care.

All our students on the special school roll will either be undergoing Assessment, have an EHCP or Statement of Special Educational Needs which will be converted to an EHCP in Year 9 or Year 11. All conversions will be complete by 1<sup>st</sup> April 2018.

The application for an Education, Health and Care Plan or conversion from a Statement of SEND will combine information from a variety of sources including:

- Parents
- Teachers and LPSAs
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision made by the Education, Health, Care Panel.

Further information about EHCPs can be found via the Derby City Website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

### **Education, Health and Care Plans EHCP**

- Following statutory assessment, an EHCP may be provided by Derby City Council, if it is decided the pupil's needs are not being met by the support that is ordinarily available. The school and the pupils parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHCP.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

### **Reviews of Statements of Special Educational Needs and Education Health and Care Plans**

Statements and EHCP's must be reviewed annually.

At Year 9 and Year 11 meetings will be held to convert Statements to EHCPs.

All conversions will be complete by 1<sup>st</sup> April 2018.

The SENCO administrator informs base coordinators/teachers in charge of when reviews are due, organise these reviews and invite:

- The student's parent and the student if appropriate
- The relevant teachers/LPSA
- A representative of the LA Inclusion and Assessment Team and any other person the LA considers appropriate
- A representative of Connexions for students in Year 9\*, 10 and 11\* (\*priority for attendance)

The aim of the review will be to:

- Assess the student's progress in relation to the Learning Programme targets
- Review the provision made for the student in the context of levels of attainment in basic Literacy / Numeracy and Life Skills
- Consider the appropriateness of the existing Statement or EHCP 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.

Year 9 reviews are significant in preparing for the student's transition to employment, or further education or work based training. A transition plan is completed at the review meeting or at a follow up meeting. Beyond Y9 the transition plan will be reviewed and will involve the Connexions Service. The Connexions Service will work with the SENCO and school staff to ensure Section 140 documentation is completed as agreed within the School / Connexions Service Level Agreement.

With due regard for the time limits set out in the Code, the chair of the meeting will complete the documentation at the Annual Review meeting and send it, with any supporting documentation to the Inclusion and Assessment Team, who will decide whether to maintain, amend, or cease a Statement of SEND or EHCP.

### **SEND Continuing Professional Development CPD**

Following an audit of training needs Learning Hubs have been set up to help staff acquire or develop their skills as appropriate. These will be reviewed and extended to reflect changing needs.

Bespoke training in the identification and remediation of Speech and Language needs is being arranged for 2015/16 for a group of 12 staff.

We are committed to keeping our staff up to date and skilled up in SEND matters and hold specific SEND CPD every 18 months as well as regular updates and individual training events.

We have shared training with other Derby City Special Schools during an annual Common Closure Day. Through this we are able to give staff across all the schools opportunities to access a level of specialist expertise and skill development not usually available.

### **Partnership with Parents/Carers**

The school considers parents as valued partners in the process. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes affecting them.

The school aims to work in partnership with parents and carers.



We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting students and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the student's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for their child
- making parents and carers aware of the Parent Partnership services

### **Involvement of Students**

We recognise that all students have the right to be involved in making decisions and exercising choice. All students are involved in monitoring and reviewing their progress by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning through self assessment and self evaluation
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- participate in Learning Plan and Annual Reviews and in the setting of new targets
- have regular meetings with named adults

### **Links with Other Services**

The Kingsmead School recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils.

We have a School Health Team based at School who carry out health assessments on students on induction and/or at the request of parents, students or teachers.

The School Health Team offer ongoing advice on for example diet, healthy living, smoking, sex education and enuresis (bed wetting) alongside other health related matters.

We commission Specialist Therapeutic Services offering Drama and Art Therapy. Some of our young people with most complex emotional needs find this provision extremely beneficial.

Effective working links are maintained between The Kingsmead School and:

- Therapeutic Services

- Specialist Teaching and Psychology Service STePS
- Speech and Language Therapy Service
- Other Children and Young People's Services
- Connexions
- Community Health Services
- Family Support and Safeguarding
- Parent Partnership Service

Derby City Council's Local Offer webpage is a good source of support and information about local services and agencies available to families

[www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

The School's website also provides information on SEND and how the school supports students and parents.

[www.kingsmead-derby.school.co.uk](http://www.kingsmead-derby.school.co.uk)

### **Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved.

### **Evaluating the SEN Policy**

- The Governing Body will regularly monitor the progress of all students in terms of progress and attendance. For these purposes the information will be presented separately for 'The Kingsmead School' and 'The PRU'
- Student progress will provide evidence for the success of the SEND Policy and this will be analysed carefully through:
  - Consideration of each student's success in meeting academic and behavioural goals.
  - Ongoing assessment by subject area teachers, Learning and Pastoral Support Assistants and Key Workers.
  - Use of standardised tests
  - Evidence generated from Personal Learning Plan review meetings

### **Review of the SEND Policy**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

The outcomes of this review are used to inform the School Improvement Plan and the schools Strategic Vision.