

## King Offa Primary Academy SEND Policy



**KNOWLEDGEABLE – SAFE – HEALTHY – EQUAL**

School name	King Offa Primary Academy
SEN(D) LAB member	Anne MacWilliams
SENCo	Christine Bishop

Date of policy	Sep 2021
Review date	Sep 2024

Who was involved in creating the policy and how	Christine Bishop SLT
Reference to statutory legislation	Children & Families Act 2014 Equality Act 2010 Mental Capacity Act 2005 Code of Practice 2015 There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND. <a href="http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer">http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer</a>
Other relevant Policies	For more information about how we support children with SEN please also see our SEN information report that is updated annually on our school website. <ul style="list-style-type: none"> <li>• Teaching and Learning Policy</li> <li>• Behaviour Policy</li> <li>• Child Protection and Safeguarding Policy</li> <li>• Complaints Policy</li> <li>• KOPA Medical Conditions Policy</li> <li>• Admissions Policy</li> </ul>
Our values and vision for SEND in our setting	At King Offa Primary Academy we believe that each and every pupil has the right to aim for and achieve their potential, regardless of their ability. They are entitled to an education that enables them to make progress so that they; <ul style="list-style-type: none"> <li>• Achieve their best;</li> <li>• Become confident individuals, living fulfilling lives;</li> <li>• Become successful lifelong learners.</li> </ul> These are key values which run throughout our school. We believe that all children’s needs are best met by high quality, personalised teaching that promotes children to be independent learners, whilst taking account of the individual needs of all learners. Every child should be supported and challenged to be the very best that they can be. Every teacher is a teacher of every child or young person that comes into our school, including those with Special Educational Needs or Disability (SEND). We recognise that for some learners, personalised and additional support is required so that they can achieve their full potential.

Definition of SEND including what it is not, and other factors that may affect progress and attainment

The SEND Code of Practice 2015 outlines four areas of Special Educational Need.

#### **Communication and Interaction (CI)**

- Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or not being able to understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. 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 and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and Learning (CL)**

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

#### **Social, Emotional and Mental Health Difficulties (SEMH)**

- Children and young people may experience a wide range of social and emotional difficulties which 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. 'Behaviour' alone is no longer included in categorising SEN (Code of Practice, 2015).

#### **Sensory and Physical Needs (SPN)**

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all of the opportunities available to their peers.

	<p>We have clear processes and procedures to support and manage behaviour so it does not adversely affect a pupils learning or disrupt others. (Additional information can be accessed through the school's 'Behaviour Policy')</p> <p>Although not necessarily considered SEND, the school recognises that a child's progress and level of attainment may be inhibited by a number of significant factors. We will always endeavour to support the needs of these other potentially vulnerable groups.</p>
<p>Definition of SEND Provision/ SEN Support</p>	<p>Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.</p> <p>High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At King Offa Primary Academy, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND interventions most frequently encountered.</p> <p>All information available about a child is considered when planning personalised provision for pupils, including school data and formative assessment, parent/carer and pupil views (including Pupil Voice) and observations. For higher levels of need, the school has arrangements in place to draw on more specialised assessments from external agencies and professionals. When planning for provision, this will start with the desired outcomes, including the expected progress and attainment, alongside the views and wishes of the pupils and their parents/carers.</p> <p>Each teacher is accountable for providing, in consultation with the SENCO, a clear plan of action for supporting all pupils identified with SEND within their cohort. The provision that every child receives will be monitored by SENCo and SLT.</p> <p>Plans will be updated to reflect the changing needs of the children in the cohort. Where children need to be added to and removed from the SEND register this will always be done in consultation with parents/carers, the SENCO, staff and any agencies involved with the child.</p> <p>The level of provision is decided and planned to match the needs of each individual child.</p>
<p>Our approach to identification</p>	<p>A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision which is different from or additional to the provision that is normally available and accessible to pupils of the same age. When the class teacher, SENCO, parent or guardian, outside agencies and other parties, or even the child themselves, identifies or expresses a concern about a potential special educational need, the school will evaluate the need for and decide upon provision (in consultation with parents) that are additional to and or different from those provided as part of the school's usual differentiated curriculum.</p> <p>Support will be provided for those children who, despite receiving differentiated learning opportunities:</p> <ul style="list-style-type: none"> <li>• make little or no progress even when teaching approaches are targeted particularly at a child's identified area of weakness;</li> <li>• show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;</li> </ul>

	<ul style="list-style-type: none"> <li>• present persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed by the school;</li> <li>• have sensory or physical problems</li> <li>• have communication and / or interaction difficulties and continue to make little or no progress, despite the provision of a differentiated curriculum.</li> </ul> <p>Underpinning ALL our provision in school is the <b>graduate approach</b> cycle of:</p> <div style="text-align: center;"> <pre> graph TD     Assess --&gt; Plan     Plan --&gt; Do     Do --&gt; Review     Review --&gt; Assess </pre> </div> <p>The graduated approach is be embedded as part of whole school teaching covering universal, targeted and specialist provision</p>
<p>Our partnering approach to involving parents/carers</p>	<p>We acknowledge that parents/carers are the most valuable source of information about their children, therefore partnership plays a key role in enabling children and young people with SEN to achieve their potential. We encourage open and frequent communication.</p> <p>The Code of Practice 2015 sets out the requirements for Involving parents and pupils in planning and reviewing progress.</p> <p>We are committed to working in partnership with parents and carers.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Listen to the views, wishes and feelings of parents</li> <li>• Acknowledge their active and valued role in their child's education.</li> <li>• Provide parents with support and information so they can fully participate in the processes.</li> <li>• Keep parents fully informed and have regular meetings about progress and targets, including any issues which may need to be discussed in relation to these</li> </ul> <p>If there are any disagreements with parents about SEN support for their child/young person, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.</p> <p>We also strive to consider pupils views, aspirations and ideas when planning for them.</p>
<p>Record keeping, monitoring and data management</p>	<p>We use the East Sussex Matrix to inform criteria for inclusion on the SEND register and support strategies.</p> <p>We keep an up to date register of children who meet SEN criteria. Children's targets and how we are providing support to meet those targets are shared with parents in the form of an "SEND Information sheet"</p>

	<p>Evaluation sheets are kept for interventions and shared with teachers and the SENCO.</p> <p>At King Offa Primary Academy, we also keep a record of any child who may not meet the criteria for SEND, but may show evidence of a concern which would require monitoring.</p> <p>Children are also assessed using procedures outlined in our Assessment policy.</p> <p>King Offa Primary Academy is part of the Aurora Academies Trust (AAT). Instead of having a governing body, the school has a Local Academy Board (LAB), a group of people who work hard to ensure that King Offa is delivering the best standard of education for all its pupils. The LAB has a representative who is designated to monitor and oversee the effectiveness of SEND within school. This is currently Anne MacWilliams.</p>
<p><b>Working with external partners</b></p>	<p>The King Offa Primary Academy SEND Information Report is published on our school website. This provides information about the SEND provision at our school.</p> <p>The Information Report gives parents information about the school and its provision for SEND pupils. The East Sussex Local Offer provides parents with details about the resources and support that parents can access, particularly in relation to SEND.</p> <p>At King Offa Primary Academy we have strong links with other agencies, such as the Speech and Language Therapy Service, the School Health Service, the East Sussex Mental Health Practitioners and the Family Support Keywork Service. We are also happy to signpost parents to available services.</p>
<p><b>Supporting transition</b></p>	<p>How you welcome SEND children to your school and how you support year on year in-house transition as well as transition to their next phase of learning.</p> <p>We liaise closely with nursery schools and Early Years providers for all pupils joining us, including those with additional needs. Where children have extra support, including from the i-send Early Years team, meetings will be set up for information sharing purposes. We have links with the secondary school that our pupils go to. Documents will be shared in the case of any children with additional needs and pupils discussed.</p>
<p><b>Pupils with medical conditions</b></p>	<p>We work with parents to write Care Plans for any child with a medical condition that staff need to be aware of.</p> <p>Please see the “supporting pupils with Medical Conditions Policy”.</p>
<p><b>Safeguarding</b></p>	<p>We have a robust approach to safeguarding, and keep all children’s welfare at the heart of what do. Please see the child Protection and Safeguarding Policy. Posters are displayed in and around school and at Reception detailing staff members who are part of th safeguarding team. The school is clear on its zero-tolerance approach to bullying, whether this be physical, peer-on-peer, emotional or cyber. No pupil at King Offa Primary Academy, regardless of ability, should ever be subjected to bullying of any kind.</p>
<p><b>Staff training</b></p>	<p>The quality of teaching and learning is regularly monitored and reviewed for all pupils, including those with additional needs. This includes, identifying particular patterns of need in the school, and reviewing teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.</p>

	<p>Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. Training is provided as applicable.</p> <p>The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.</p>
<p>Requesting EHC needs assessment</p>	<p>In East Sussex an Additional Needs Plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies. Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents. (Code of Practice 6.63) In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHC Plan. (6.63) The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC Plan also specifies the arrangements for setting shorter term targets at school level. (9.2)</p>
<p>Complaints process</p>	<p>Informal complaints can be dealt with through discussions with the class teacher (as the first point of contact), the SENCO, Assistant Headteacher, Deputy Headteacher or the Head of School. Informal complaints will be dealt with as soon as possible. The LAB (Local Authority Board) has clear procedures for making a formal complaint, should it need to be made. These details are available on the school website. The complaint would be dealt with in the time allocated according to LAB procedures. The school will endeavour to deal with any complaints as speedily and efficiently as possible.</p>
<p>SEN information report</p>	<p>The SEN Information report is on the schools website. This is updated annually.</p>