



**King Offa Primary Academy**

# **SEND Policy**

(September 2018)

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## **Contact Us**

*You may wish to contact us about our Special Educational Needs and Disability (SEND) Policy or to request a copy. You can do so by contacting us:*

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## **Aim of the SEND Policy**

*The aim of this policy is to describe how we, at King Offa Primary Academy, will do our very best to ensure that necessary provision is provided and monitored to support those pupils who have Special Educational Needs or a Disability.*

*[This policy reflects the SEND Code of Practice \(July 2014\).](#)*

*[This policy should also be considered alongside our school's 'Teaching and Learning' policy.](#)*

## Section 1

### Our SEND Mission Statement

*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;*

- *Achieve their best;*
- *Become confident individuals, living fulfilling lives;*
- *Become successful lifelong learners.*

*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.*

## Section 2

### SEND at King Offa Primary Academy

*Our Aim at King Offa is to raise the aspirations and expectations for all pupils with SEND so that they achieve to the best of their ability, make good progress or work at or above age related expectations.*

#### **How we do this:**

- *By identifying and providing for pupils who have Special Educational Needs and/or a disability;*
- *By working within the guidance provided in the SEND Code of Practice (July 2014);*
- *By establishing and maintaining effective links and communication with parents.*
- *By providing support and advice for all staff working with pupils with Special Educational Needs;*
- *By building links with a wide range of services and outside agencies that can enhance our SEND provision.*

## **Section 3**

### **Identifying Children with SEND**

*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.*

*3.1 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 interventions (in consultation with parents) that are additional to and or different from those provided as part of the school's usual differentiated curriculum.*

*3.2 Support will be provided for those children who, despite receiving differentiated learning opportunities:*

- make little or no progress even when teaching approaches are targeted particularly at a child's identified area of weakness;*
- show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;*
- present persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed by the school;*
- have sensory or physical problems*
- have communication and / or interaction difficulties and continue to make little or no progress, despite the provision of a differentiated curriculum.*

*3.3 Parents will be formally informed once a decision has been made to include a child on the SEND register.*

## **Broad Areas of Need**

*At King Offa Primary Academy we recognise that SEND can be classified into (but not limited to) four broad areas of need. These are as follows:*

### ***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, 2014).*

### ***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.*

*We also 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')*

*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.*

## **Section 4**

### **SEND Provision at King Offa Primary Academy**

*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.*

*4.1 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.*

*4.2 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.*

*4.3 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.*

*However support is provided, a clear date for reviewing progress will be agreed and the parent, pupil and teaching staff should each be clear as to how they will help the pupil reach the expected outcomes.*

**4.4** 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. These will take the form of 'provision maps'.

**4.5** The provision that every child receives will be rigorously monitored by SENCo and SLT. Weekly 'phase meetings', within Key Stages, ensures regular communication about the successes of interventions takes place.

**4.6** 'Provision maps' will be updated to reflect the changing needs of the children in the cohort, meaning that children may be added to and removed from the SEND register as their needs change or are met. This will always be done in consultation with parents/carers, the SENCO, staff and any agencies involved with the child.

**4.7** The level of provision is decided and planned to match the needs of each individual child.

**4.8** 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. Children who display a higher level of need and, in time, may require a recommendation for an EHCP, will receive a School Based Plan (SBP), which will be monitored and reviewed, rigorously.

**4.9** Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment, leading to an Education, Health and Care Plan (EHCP). To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEND support.

**4.10** From September 2014, the new Children and Families Act (2014) will become law. This replaces the current Statement of Special Educational Needs and Section 139a Learning

*Difficulty Assessment. The Education, Health and Care Plan (EHCP) runs from birth to age 25 years for children with Special Educational Needs.*

**4.11** *The main differences are that the EHCP is:*

- *More person-centred with greater engagement and involvement from parents, carers, children and young people in the process.*
- *A more co-ordinated assessment process across education, health and care services.*
- *Focuses on outcomes to be achieved for each child/young person.*
- *Runs from birth to age 25 .*
- *Includes parents, carers, children and young people at the heart of the changes .*
- *The legislation applies equally to all schools, including academies and free schools.*

**4.12** *SEN Support (also known as the ‘Single Category’) will replace School Action and School Action Plus as the new school and early years based category for additional support for children with special educational needs.*

**4.13** *Staff may require training to allow them to lead and support interventions that happen throughout the school. Training needs for staff will be identified and planned by the SENCO and Senior Leadership Team (SLT).*

## **Section 5**

### **Supporting Pupils and their Families**

*At King Offa Primary Academy we are able to provide, in partnership with all primary schools and academies in the Bexhill area, a Local Offer. We aim to provide additional and tailored support to families and children where needed.*

*5.1 The Local Offer gives parents information about the school and its provision for SEND pupils, in addition to separate school specific details. The Local Offer provides parents with details about the resources and support that parents can access, particularly in relation to SEND. The Local Offer can be accessed through the school's website.*

*<http://www.kingoffaprimaryacademy.org/sen-local-offer/>*

*5.2 The Bexhill Alliance meets regularly to update and monitor the Local Offer available across the partnership.*

*5.3 At King Offa Primary Academy we have strong links with other agencies. A full list of the agencies we work with can be accessed in this document's Appendix.*

*5.4 In KS1 and KS2, statutory assessments occur at key points throughout a child's education. Where necessary, specific access arrangements can be made, in line with assessment guidelines, to help support children should they need it.*

## **Section 6**

### **Roles and Responsibilities**

*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.*

*6.1 The LAB has a representative who is designated to monitor and oversee the effectiveness of SEND within school.*

*6.2 The SENCO is Miss C. Bishop.*

*6.3 The named member of staff with the responsibility for Safeguarding is Mr R. Laker, the Head of School at King Offa Primary Academy.*

## **Section 7**

### **Accessibility Plan**

*At King Offa Primary Academy we offer a range of accessibility arrangements to ensure all children are able to fully access all areas of the building and environment. These include full wheelchair access throughout the school (a ramp into the main building from the Down Road gate entrance / level floors) and a disabled toilet facility. Because of this there are no physical barriers which can prevent a child fully engaging with any part of the school day, including lunch times, sports and extra-curricular clubs and activities.*

## **Section 8**

### **Complaints Procedure**

*Informal complaints can be dealt with through discussions with the class teacher (as the first point of contact), the SENCO, Deputy Headteacher or the Headteacher. Informal complaints will be dealt with as soon as possible. The LAB has clear procedures for making a formal complaint, should it need to be made. These details are available for access at the school. An appointment should be made to discuss a formal complaint. 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.*

## **Section 9**

### **Bullying**

*The school is clear on its zero-tolerance approach to bullying, whether this be physical, emotional or cyber. No pupil at King Offa Primary Academy, regardless of ability, should ever be submitted to bullying of any kind.*

*This document has been fully ratified by the LAB and senior representatives of the AAT.*

*This policy will be reviewed in September 2019.*

# Appendix

*These are some of the outside agencies we have worked with and continue to work with at King Offa Primary Academy. Please contact the school about the services that each agency can offer.*

| Service  | Provision  |
|--|--|
| Behaviour and Therapeutic Intervention Service (BTIS)  | Offers support, usually in the format of an educational psychologist.  |
| Bexhill Family Support Key Workers                     | Family Keywork in East Sussex is a multi-agency approach to improving outcomes for families identified as at risk of needing repeated service interventions or sanctions. It aims to provide earlier, coordinated and more effective support to whole families. For pupils aged 5 – 11.  |
| The Child and Adolescent Mental Health Service (CAMHS) | This service offers support to parents, carers, children's services professionals, and young people with severe mental health disorders: advice on appropriate support, diagnosis of mental disorders, therapeutic work with young people to treat their complex, severe or persistent mental health difficulties.   |
| Child Protection                                       | Duty and Assessment Team East Sussex   |
| Children's Integrated Therapy and Equipment Service    | The service is provided by the NHS and East Sussex County Council and provides physiotherapy, occupational therapy and speech and language therapy across East Sussex.   |
| Dragonflies  | <b>Supports children, young people and their families who are struggling to cope with the death of someone close to them.</b>  |
| Educational Welfare Service                            | Provide support to pupils and families to help develop closer links between home and school. Aim to help pupils raise achievement by promoting and reinforcing school attendance. Help identify factors that prevent children from obtaining the fullest benefit from their education and undertake appropriate action.  |
| Little Ridge   | The Speech and Language Centre is part of the Children's Services Authority provision for the Speech and Language Service. It provides outreach support for children aged 5 – 11.  |
| School Liaison Officer (Police)                        | Their aim is to work closely with schools, staff and pupils in order to support them within the school and local community. They also hold close relationships with many other agencies in an attempt to promote positive relationships between the schools and Police Service.  |
| School Nurse   | School nurses provide confidential advice and support to young people parents, carers and teachers. School nurses also help to ensure that children and young people stay fit and healthy. They do this by offering a variety of services such as carrying out developmental screening, undertaking health interviews, providing health and sex education within schools, and administering immunisation programmes. |
| Social Services – Children's Services                  | Local authority <b>social services</b> support families and safeguard children who may be at risk of harm, whether from family members or others.  |
| TEALs  | Traveller and English as an Additional Language Service  |

## Useful Terms Associated with SEND

*These definitions relate to terms used in the Code. In the case of terms defined in legislation, the definitions given here are simplified and the full legal definitions can be found in the legislation referred to.*

**Annual Review:** the review of a statement of special educational needs which an LEA must make within 12 months of making the statement or, as the case may be, of the previous review.

**Carer:** for the purpose of this Code, a carer is a person named by a local authority to care for a child for whom the social services department has parental responsibility, i.e. a

child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes of the Education Acts because they have care of the child (see the definition of Parent below). If so, they will have a role to play in the consideration of a child's special educational needs.

**Child Protection (CP) Register:** in each area covered by a social services department, a central register must be maintained which lists all the children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for which there is a child protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues.

**Children 'in need':** a child is deemed to be 'in need' if:

- \_ they are unlikely to achieve and maintain, or do not have the opportunity to achieve or maintain a reasonable standard of health or development without provision made by the local authority; or
- \_ their health and development are likely to be significantly impaired, or further impaired, without provision made by the local authority; or
- \_ they are disabled. (Section 17(10))Children Act 1989)

**Children's Guardian:** Children's guardians are appointed by the court under section 41 of the Children Act 1989 as part of care and related proceedings to safeguard the welfare of the child.

**Early Learning Goals (ELG):** expectations in each of the six areas of learning for most children to reach by the end of the Foundation Stage (FS).

**Education Supervision Order:** an order that LEAs, under section 36 of the Children Act 1989, can apply for a child of statutory school age who is not being properly educated to be put under the supervision of the LEA, with the intention of ensuring that he or she receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents.

**Education Welfare Officer (EWO):** person employed to help parents and LEAs meet their respective statutory obligations in relation to school attendance.

**Foundation Stage (FS):** the Foundation Stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The Foundation Stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

**Named LEA Officer:** the person from the LEA who liaises with parents over all the arrangements relating to statutory assessment and the making of a statement. LEAs must inform parents of the identity of the Named Officer when they issue a notice of a proposal to make a statutory assessment of a child.

**National Curriculum:** this sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**Occupational Therapy (OT):** Occupational therapy is the use of purposeful activity and play to help a child attain maximum levels of functional performance, thus gaining self-esteem and independence. Motor, sensory, perceptual, social, emotional and self-care skills are assessed. Working with the child, parents and teachers, occupational therapists use therapeutic techniques (advising on equipment and environment adaptations where appropriate) to improve a child's ability to access the physical and learning curriculum.

**OFSTED – Office for Standards in Education;** a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) forms their professional arm.

**Parent** – under section 576 of the Education Act 1996 a parent includes any person who is not a parent of the child but has parental responsibility (see also Parental Responsibility), or who cares for him.

**Parental Responsibility:** under section 2 of the Children Act 1989, parental responsibility falls upon:

- \_ all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced);
- \_ mothers who were not married to the father at the time of the child's birth; and
- \_ fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order.

Under section 12 of the Children Act 1989 where a court makes a residence order in favour of any person who is not the parent or guardian of the child that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department (SSD) designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The SSD cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection Order is in force under Section 44 of the Children Act 1989.

Parental responsibility is defined under section 3(1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property.

**Parent Partnership Services:** provide advice and information to parents whose children have special educational needs. They provide neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education. Although funded by the local education authority they provide a service to parents and are often either run at arm's length from the authority or by a voluntary organisation to ensure parents have confidence in them.

**Physiotherapy:** physiotherapy is a health care profession that emphasises the use of physical approaches in the promotion, maintenance and restoration of an individual's physical, psychological and social well-being. Following assessment, a treatment plan is developed in partnership with the client/carers; this plan is constantly evaluated to ensure that it is effective and relevant to the individual's changing circumstances and health

status.

**Provision Mapping:** where pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up.

**Responsible Person:** the head teacher or the appropriate LAB member, that is the chairman of the governing body unless the governing body have designated another governor for the purpose. In the case of a nursery school, the responsible person is the head teacher. The LEA must inform the responsible person when they conclude that a pupil at a school has SEN. The responsible person must then ensure that all those who will teach the child know about the child's SEN.

**SEN Coordinator (SENCO):** member of staff of a school or early education setting who has responsibility for coordinating SEN provision within that school. In a small school the head teacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

**Speech and Language Therapy:** Speech and language therapy is a health care profession, the role and aim of which is to enable adults and children with speech, language and communication difficulties to reach their maximum communication potential and achieve independence in all aspects of life.