



King's Academy College Park Policy for Children with Special Educational Needs & Disabilities

Special Educational Needs Co-ordinator (SENCo): Miss Pincombe (infants) and Mrs Bannister-Palmer (juniors)

SENCo Contact Details

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SENCo Qualifications

Qualified Teacher Status

Postgraduate Certificate in Advanced Educational Studies: Special Educational Needs Co-ordinators (SENCo) awarded July 2013 (Miss Pincombe), in progress (Mrs Bannister-Palmer)

Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2010
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions DfE April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document: September 2014
- King's Academy College Park School's policies for Safeguarding and Child Protection
- Accessibility Plan / Equality & Diversity Objectives & Action Plan
- Teachers Standards 2012

This policy and our accompanying SEND Information Report was created by the SENCOs through consultation with school staff and parents It was shared and discussed with the SEND Governor (Mrs Julie Wilson) and then with the Full Governing Body.

Special Educational Needs and Disabilities at King's Academy College Park School

At the heart of teaching and learning at our school lie high expectations and the belief that each child, regardless of ability, disability or medical need, has a unique contribution to make to school life. We ensure that everyone, be they child, parent or member of staff, is valued and that our different interests, life-experiences, characteristics and strengths are celebrated.

We believe that quality education begins in the classroom and is led by the class teacher whose role it is to provide a learning experience which creatively enables every child, including those with Special Educational Needs or Disabilities, to raise their aspirations, overcome their barriers and discover for themselves a love of learning.



Special Educational Needs & Disabilities Policy Aims

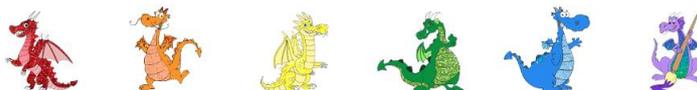
SEND provision at King's Academy College Park will always embrace the school's overall visions and aims:

In order to achieve this we aim:-

- To have high expectations of ourselves and others, so that all children can aspire to and achieve the highest possible standards;
- To provide for the children's intellectual, social, emotional, physical and spiritual development;
- To enable the children to grow and learn in a secure environment where they can face challenges of increasing difficulty with enjoyment in order that they may become creative, persistent, independent and successful;
- To encourage each child to have confidence in their individual achievements, to set themselves challenges and goals and to celebrate their achievements with pride;
- To foster within each child the ability to develop secure relationships with others and to be aware of the respect and care due to all things.
- To deliver targeted support within the inclusive ethos of our school.
- To ensure equal access to the Early Years Foundation Stage and National Curriculum for all pupils.
- To ensure high expectations of and high aspirations for children, parents and staff regardless of ability, disability or medical need.
- To work in partnership with children and parents to develop a personalised approach to SEND provision and support, where (except in very exceptional circumstances) children are involved in setting and reviewing their own targets.
- To act promptly to identify need and work with families and pupils towards a solution-focused approach which strives to help pupils successfully overcome barriers to their learning.
- To give children with SEND strategies to develop and enable independent learning.
- To ensure consistency of practice within our provision for children with SEND.

Special Educational Needs and Disabilities Objectives

- We will work within the guidance provided in the SEND Code of Practice 2014.
- We will adopt a person centred approach, placing pupils and their families at the heart of provision and consider the 'whole child' when planning support.
- We will provide support and advice to empower all staff to embed effective and creative curriculum adaptations for pupils with SEND applying quality first teaching.
- We will work towards solutions which give all pupils the tools, resources, creativity, persistence and confidence to develop successful independent learning.
- We will monitor pupil progress at least termly in order to promptly identify and provide for pupils who have special educational needs and additional needs.
- We will operate a consistent 'whole school' approach to the management and provision of support for SEND, which is the responsibility of the SENCo alongside class teachers and SLT.
- We will ensure that all support is regularly monitored for effectiveness – and adapted where necessary, using the ASSESS-PLAN-DO-REVIEW model.
- We will develop and maintain effective and positive working relationships with professionals and outside agencies who provide support and expertise for pupils with SEND.



- We will ensure that staff have the resources and training opportunities they need in order to best meet the needs of the children in their care.

Identifying Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

(SEND Code of Practice 2014)

At King's Academy College Park we focus on individual progress as the main indicator of success. We hold regular pupil progress meetings where progress and provision are rigorously reviewed. We strive to make a clear distinction between 'under-achievement' – which may have many causes, such as attendance, punctuality, health and welfare or other personal circumstances – and special educational needs. Where pupils are identified as underachieving, we will quickly ensure that appropriate support and/or interventions are put in place to help these pupils accelerate their progress.

English as an Additional Language (EAL) is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. Likewise, provision will be put in place for pupils in receipt of the Pupil Premium Grant, Looked After Children, Gypsy, Roma or Traveller children and children of Service Families whether or not they have special educational needs.

Disability in itself does not constitute a special educational need, however, King's Academy College Park takes very seriously its duty under the Disability Equality Legislation to make 'reasonable adjustment' (Code of Practice 2014) so that pupils enjoy fully the curriculum and opportunities provided for all pupils at our school.

Under-achieving pupils, and vulnerable learners who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be offered additional provision where necessary). Other pupils who have special educational needs may demonstrate lower attainment but this does not necessarily lead to under-achievement. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

When considering the nature of a child's special educational need, we refer to the 4 broad categories of need described in the Code of Practice (section 6.28-6.35). These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs



The purpose of identification in this way is to inform the planning of support. Such planning will begin with the needs of the whole child and may include aspects in addition to their learning needs.

A graduated response to SEND support – Identifying and Managing Pupils’ Needs

1. At King’s Academy College Park School we are committed to providing the very best quality first teaching experience for all pupils. Class teachers are directly responsible for the progress and attainment of all pupils in their class and for providing effective solution-focused differentiation of the curriculum in all subjects for pupils with SEND.

2. If, despite a range of in-class strategies to address need, a class teacher remains concerned about a child’s learning, they should share these with the SENCo, detailing attainment, previous strategies of support and a relevant work-sample where appropriate. Concerns must also be shared with the child’s parents and their views recorded. The SENCo will then consult with the teacher about that child and may do one or more of the following:

- Observe the child in class
- Chat to the child about their learning
- Analyse work samples
- Give analytical checklists to the teacher to complete
- Make recommendations to the Class teacher based on the above
- Consider additional support or a particular intervention which may boost skills

The child’s progress and work will continue to be closely monitored and evidenced by the class teacher and will also be monitored by the SENCo during this time to see if the provision is effective. An Individual Education Plan (IEP) may be written and shared with parents at this time. Parents will also be given suggestions as to how to support their child’s learning at home.

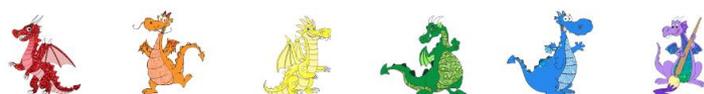
At this point, a decision may be made, in consultation with parents, class teacher and SENCo, to place the child on the SEND register. This identifies that additional provision is in place to support a child’s individual needs over and above that of quality first teaching.

3. The Class teacher and parents would now meet at least once a term to review targets and provision and agree next steps using the model of ASSESS-PLAN-DO-REVIEW. It remains the Class teacher’s responsibility to evidence progress towards the outcomes identified in the support agreed. The child would also be involved in this process by discussing and reviewing their IEP with an adult in school.

A decision will be made whether to continue with this level of support, consider a more formal approach (see below) or leave the SEND register.

4. If despite this specific targeted approach (using high-quality, evidence based interventions) a child’s progress over time remains a concern, school will seek a discussion with parents to consider external specialist advice. In order to qualify for external support, children will have to meet the thresholds for that support service. The class teacher, SENCo and parents will need to complete any necessary paperwork – which may be a specific referral form or Early Help Assessment – in order to secure this support. Class teachers, with the support of the SENCo, are responsible for ensuring that recommendations made by such specialists are incorporated fully into that child’s provision and parents are kept informed.

5. For some children, despite specialist input and a committed, rigorous approach to support – both in the classroom and through quality intervention work – their progress and attainment will fall a



long way behind that of their peers. In this instance, parents and school will consider making an application to the Local Authority for assessment for an Education, Health and Care (EHC) Plan. There are clear thresholds which the school must use as guidance when considering applying for such a plan based on learning needs and the level of provision currently in place. Application for and maintenance of such plans will be carried out in accordance with the guidance in the Special Education and Disability Code of Practice 2014.

Criteria for Exiting the SEND Register

Pupil progress meetings are held regularly for all pupils. It is a fundamental aim of support at King's Academy College Park to help children close gaps in attainment or overcome barriers to learning. Where intervention has succeeded to do this and a child maintains this over a period of time, a decision may be made - in consultation with parents – to remove a child from the SEND register. The child's progress and attainment would then continue to be monitored closely for the rest of their time with us to ensure that success was maintained. Staff or parents who become concerned again about a child's learning needs should speak to the SENCo and meet to re-evaluate provision.

Supporting Pupils and Families

At King's Academy College Park we have an 'open door' ethos, and would encourage any parent or pupil to come and talk to us if we can help in any way regarding a child's learning needs.

- The SENCO at the Infants is Miss Jenny Pincombe: jenny.pincombe@kingsacademies.uk
- The SENCO at the juniors is Mrs Bannister-Palmer: emma.bannister-palmer@kingsacademies.uk
- Detailed information about SEND at King's Academy College Park can be found in our SEND Information Report on the school website www.kgacollegepark.uk in the Our School , policies and information tab. A paper copy of this information is available from the school office as requested.
- Further information to help parents and families can be found on Portsmouth's Local Offer website: www.portsmouthlocaloffer.org
- The Portsmouth Special Educational Needs & Disabilities Information, Advice & Support Service offers information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability. They can be contacted in confidence and promise to listen and offer impartial advice and support:

Telephone: 0300 303 2000

Email: www.portsmouthsendiass.info

Supporting Pupils with Medical Needs

King's Academy College Park recognises that pupils at school with medical conditions should be effectively supported so that they have full access to education, including school trips and physical education. In these circumstances we refer to the document 'Supporting pupils at school with medical conditions' dated December 2015 for guidance. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational needs provision – in which case the SEND Code of Practice (2014) is followed.



Arrangements for pupils with Medical Conditions are made on an individual basis. When school is first informed about a medical condition, an 'Individual Health Care Plan' or protocol may be drawn up with parents and medical professionals, as described in our Supporting Children with Medical Needs policy. This plan is a 'living document' and will be reviewed at least annually to ensure that it remains accurate.

The school Admin Team are generally responsible for medications unless otherwise identified for specific pupils who may require 1 to 1 support.

Monitoring and Evaluation of SEND

At King's Academy College Park we are committed to rigorously monitoring all aspects of our provision in order to continually modify, develop and improve teaching and learning for all pupils. Lessons and planning are routinely monitored and observed by the Head of School and Senior Leadership Team.

Appraisals for support staff working to support children with an identified additional need will be carried out by a member of the SLT. This includes setting targets and identifying any training needs. Progress towards targets is then reviewed regularly. .

All additional support is recorded and evidenced using a Provision Map held centrally by the SENCO. There is a collective responsibility to keep this up-to-date, as detailed below:

Learning Support Assistants

Where LSAs have been delivering an intervention they must ensure prompt, effective communication back to Class teachers regarding progress, difficulties etc. At the end of an intervention, LSAs will share personal comments regarding children's attendance, attitudes, progress and any other significant information with the SENCO.

Class teachers

Class teachers are responsible for monitoring the impact of provision and ensure that there is good communication between themselves and any LSA delivering intervention to a child in their class. It is the class teacher's responsibility to ensure that a pupil's Individual Education Plan is kept up to date – with particular regard to the strategies which help a child and their barriers to learning. Teachers will also be involved in inputting data into the school's tracking systems and reviewing progress towards identified outcomes. It is the Class teacher's responsibility to ensure that the updated pupil's Individual Education Plan is shared at least termly with parents.

SENCo

The SENCo is responsible for managing and overseeing the whole SEND system. This includes monitoring and evaluating the effectiveness of provision and ensuring that relevant staff have appropriate information.

Provision is monitored and reviewed by the SENCo and is adjusted as necessary. Information to inform this review of provision may include:

- Discussion with the pupil, parents, class teacher or LSA delivering the intervention.
- Observation of all or part of the intervention 'in action'
- Progress analysis at Pupil Progress Meetings
- Analysis of work completed in the session
- Assessment materials



The review of provision will actively inform future support and may result in an intervention being continued, discontinued or adapted to ensure maximum effectiveness for each individual. Progress for all children is analysed and may be discussed in pupil progress meetings, which may be attended by the SENCo. Pupils' Individual Education Plans form an important part and should be available at these meetings.

The views of parents, staff and pupils are sought through a range of means including questionnaires, circle time and discussion when they review their Individual Education Plan. The children's views are also sought during the referral process for some outside agencies e.g. Educational Psychology. For children who have an EHC plan, their views are sought as part of the Annual Review process. The information gathered from all of these exercises is then used to feed into future provision and practice.

The SENCo will report at least annually to the school's SEND Governor.

Training and Resources

Funding is allocated by need and budgetary constraint. Additional funding for individual children may be requested by means of an assessment for an EHC plan. This process involves parents, school and the Local Authority with the final decision being made by the Inclusion Support Panel (ISP).

All new teachers and support staff will undertake a thorough induction program on joining our school, which will include a meeting with the SENCo. The agenda for this meeting will include:

- Introduction to the school ethos and aims of SEND provision – including our commitment to working closely with pupils and their families
- Explanation of how 'graduated approach' works within our school
- Explanation of the 'Individual Education Plan' system for recording, monitoring and evaluating provision
- Training in the use of intervention programmes and record-keeping
- Discussion of the needs of individual pupils they will be working with
- Where to find pupil records and SEN resources
- Overview of key interventions we use for SEN support

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff may undertake training and development. Some needs may arise during staff appraisal/performance management discussions, and others will be identified and planned by the SENCo. King's Academy College Park recognises the value in continually updating staff capability and will always seek to look for ways to extend expertise or develop new skills or knowledge.

The school's SENCo regularly attends cluster meetings and Local Authority network meetings in order to keep up to date with local and national updates in SEND and to discuss and share good practice.



Roles and Responsibilities

The Role of the SENCO

The SENCo, with the support of the Headteacher and Governing Body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND. The SENCo also provides professional guidance in the area of SEND in order to secure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils.

The responsibilities of the SENCOs at King's Academy College Park include:

- Having a specialist knowledge and understanding of SEND.
- Providing strategic leadership of SEND.
- Planning and setting the school's SEND provision.
- Managing SEND resources.
- Developing positive relationships with parents and other agencies.
- Managing and developing staff and other adults in their knowledge, skills and provision for pupils with SEND.

The Role of the Governing Body

The named governor responsible for SEND is Mrs Julie Wilson. The Governing Body determines the school's general policy, and is responsible for securing the necessary provision for any pupil identified as having SEND. The governors ensure, through the Headteacher delegation, that all teachers are aware of the importance of providing for these children.

The Role of Support Staff (LSAs)

LSAs must work closely and co-operatively with teaching staff to implement support plans and deliver interventions for pupils with SEND. They must follow carefully the advice and support plans of external professionals working with the pupil/s they support. When supporting children with SEND, LSAs should strive to establish strong links with a child's family and contribute to an open dialogue between home and school. Whilst children with an allocation of 1:1 support will need significant input and support, staff should strive to provide times of 'distant support' where possible to enable pupils to maintain or develop independent learning skills. King's Academy College Park ensures that LSAs have opportunities for continuing professional development in a variety of areas to ensure that they are highly skilled members of staff, and that we, as a school, are maximizing their impact.

Other Roles

- **Emotional Literacy Support Assistant (ELSA)** – Mrs Mandy Childs
- **Specific staff with Safeguarding Responsibility** – Mrs Carlyle, Mrs Moran, Mrs Bannister-Palmer, Mrs Pycroft
- **Member of staff responsible for pupils with pupil premium funding or looked after children** – Mrs Pycroft (PP), Mrs Bannister-Palmer (LAC)
- **Member of staff responsible for meeting medical needs of pupils** – Mrs Carlyle (along with SENCOs)



Storing and managing information

Information about pupils with additional needs is stored in accordance with the Data Protection Act (2018) including General Date Protection Regulations (GDPR).

A paper record of all interventions and correspondence relating to any child receiving additional support at school is kept in a locked filing cabinet in the SENCo office at school. Electronic copies of documents are stored in the school's secure server. Any email correspondence relating to individual pupils is only exchanged through the school's secure email service.

Accessibility

King's Academy College Park, in line with its duty under the Disability Discrimination Act, as amended by the SEN and Disability Act 2001, has an accessibility plan which clearly outlines its commitment to improving the accessibility of the school. For more details and information, please refer to our Equality & Diversity plan.

Current facilities include ramped access to the classrooms, the library, the school office and a disabled toilet on the junior site. There is a disabled toilet and some ramped access on the junior site (although this is on 2 levels)

Our school is an inclusive school, where difference is acknowledged, but celebrated. Where children have a disability which might affect their access to the curriculum, we strive always to adapt the classroom and work to enable access for all. This may include use of equipment such as pencil grips, writing slopes, wedge cushions or use of Information Technology. (See the SEND information report for more details).

As part of our SEND provision, we encourage parents to come and speak to the Class teacher or SENCo if they require assistance with interpreting reports from specialists, or filling out paperwork. If a longer time is required, or if they would like to see the SENCo, then parents are encouraged to make an appointment. The SENCo and each Class teacher can also be contacted through the school office email address: contact.cp@kingsacademies.uk

Dealing with Complaints

At King's Academy College Park, it is our goal to work in collaboration with parents and children to give each and every pupil an enjoyable and successful time at school. If at any time parents are unhappy or concerned about their child's SEND provision, they should, in the first instance speak with their child's class teacher. If, having done this, there are still concerns, an appointment should be made to speak to the SENCo, who will be happy to meet and work towards a solution.

Any residual concerns should be then taken to Mrs Carlyle, Head Teacher.

Procedures for making a formal complaint are described in detail in the school's Complaints Policy, which can be found on the school website or is available from the school office.

Contact Details:

School Office – 023 9266 3645

contact.cp@kingsacademies.uk



Bullying

King's Academy College Park believes that all children and young people have the right to learn and work in an environment where they feel safe and free from harassment and bullying. We are an inclusive school and work hard through circle times, our PSHE curriculum and our behaviour policy to create a culture of respect where strengths are celebrated and differences valued.

We actively promote inclusion by:

- Holding regular class circle times to build positive relationships and provide an opportunity for children's concerns to be discussed.
- Giving children ample opportunities at playtimes and lunchtimes to mix and get to know children in other classes.
- Enabling children to work regularly with a range of learners within classes and a variety of groupings
- Providing assemblies which tackle a variety of themes and values.
- Holding Diversity Days at least annually, each with a different theme e.g. age, gender.
- Developing strategies for learning and progress as part of provision for ALL pupils.
- Employing an Emotional Literacy Support Assistant (ELSA - Mrs Mandy Childs) who works with pupils who are experiencing difficulties with their emotions and relationships.

As a school, staff are vigilant for signs of bullying in all pupils – whilst mindful that pupils with SEND can be vulnerable to bullying. Where possible, it is our policy to find solutions for barriers to learning which are inclusive (see above), discreet and enabling. We promote independence and persistence in learning at all times by teaching strategies for success and build self-esteem and a determination to succeed through positive relationships.

Where a child with SEN describes an incident or makes an allegation of bullying, direct action will be taken in line with the school Anti-Bullying Policy.

Reviewing the Policy

This policy will be reviewed by the SENCo at least annually. This review will include an invitation to parents and staff to contribute their thoughts and ideas and a chance for pupils to have their say through informal discussion. It will then be passed to Governors for ratification.

Date Agreed : November 2021
(To be ratified by Governors at the next available meeting)

Review: (Annually) Autumn 2022

Useful Links & Documentation

Portsmouth Local Offer – www.portsmouthlocaloffer.org

SEND Information, Advice and Support Service - www.portsmouthsendiass.info

Portsmouth Parent Voice - www.portsmouthparentvoice.org

