



**Kidsgrove**  
**Learning Campus**  
INSPIRE INNOVATE CREATE



## **Special Educational Needs Policy**

|                  |                             |
|------------------|-----------------------------|
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| Approved By      | <b>Local Advisory Panel</b> |
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## **Statutory guidance:**

This policy has been informed by the statutory framework set out in:

| <b>Guidance</b>                         | <b>Document link</b>  |
|---|---|
| SEND Code of Practice: 0 -25 years 2014 | <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270142/SEND_Code_of_Practice_January_2015.pdf">SEND Code of Practice January 2015.pdf</a><br>( <a href="https://www.publishing.service.gov.uk">publishing.service.gov.uk</a> ) |
| The Children and Families Act 2014      | <a href="https://www.gov.uk/government/organisations/department-for-education">Department for Education</a><br>( <a href="https://www.publishing.service.gov.uk">publishing.service.gov.uk</a> )  |

## **Definition of SEND**

The Children and families Act 2014 defines a child or young person as having SEND when they have a learning difficulty, or a disability and they need special educational provision (SEP).

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

## **Special educational provision**

For a child of two and over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in maintained schools, other than special schools, in the area.

## **Identifying Children who have SEND**

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and identify appropriate provision to meet the child's needs. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behaviour strategies usually implemented.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids for equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

## **Transition Arrangements**

Transition from primary school to high school for children identified with SEND will include:

- Liaison between the SENCo at the primary school and the SENCo at the receiving high school/post-16 provider.
- Transference of records between the two schools/Academies using transition documentation from SENSS Team to ensure a record is kept of the transfer of relevant documents.
- For children with an EHCP a transition review will take place in the year prior to the transfer. We also offer tailored transition days for pupil groups/individuals.

## **Objectives for Special Educational Needs Provision**

All staff and governors at The Kidsgrove Secondary School will do their best to meet the Special Educational Needs of all pupils at the school. This will be achieved by:

- Admitting all students to the school on the basis of the school's published admissions procedure and welcoming all pupils, including those with SEND.
- Enabling all pupils to be offered access to a broad, balanced, and relevant curriculum with the maximum degree of social and educational inclusion.
- Enabling staff to make appropriate provision for all their pupils through the provision of appropriate support, information, and advice.
- Developing a relationship between the parents, pupils, and the school, in which each has an active role to play in the education of special needs pupils.
- Developing a wide community involvement in special educational needs through the multiagency partnership and other initiatives to the benefit of pupils.
- Ensuring the School adopts Dyslexia and Neurodiversity Friendly Strategies.
- Adhere to the graduated response approach of assess, plan, do, review, along with interventions as needed, and as part of any statutory guidance for those with EHCP.
- Ensure adaptive teaching is embedded at all levels of the school curriculum, reviewed, reflected upon, and linked to the professional development of our staff.

## **Managing SEND Provision**

### **The Role of the Governing Body/Academy Councillors/IEB**

The school's governing body works in partnership with the Head of School and SENCo, having responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils. The SEND governor will have an up-to-date knowledge of the school's SEND provision and its policies, of which the Governing body will report to parents annually on the School's SEND policy.

### The Role of the Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with SEND provision. They will be responsible for informing the Governing body of any SEND developments and monitoring. The Headteacher will work closely with the SEND Co-ordinator to maintain the Specialist Educational Provision.

### The Role of the Special Educational Needs Co-ordinator

A SENCo is responsible for the day-to-day operation of the school's SEND policy. All mainstream schools must appoint a teacher to be their SENCo. The SENCo will co-ordinate additional support for pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them. The SENCo will work closely with the Headteacher to maintain the SEP.

### Graduated response

SEND support should take the form of a four-part cycle. By taking this approach earlier decisions and actions are revisited, refined, and revised with a growing understanding of the child or young person needs and of what support will help to secure good progress and good outcomes for them. This approach is known as the Graduated Response.

### **Graduated Response APDR**

(ASSESS/PLAN/DO/REVIEW)

|                         |  |                         |               |
|-------------------------|--|-------------------------|---------------|
| <b>Name of Student:</b> |  | <b>Key Stage:</b>       |               |
| <b>DOB:</b>             |  | <b>Local Authority:</b> | Staffordshire |

**High quality teaching, differentiated for each child or young person is the first step in meeting the needs of pupils who have or may have SEN.**

| Cycle number (Date) | ASSESS: Concerns/observations/identified barriers: |
|---------------------|--|
|                     |  |
|                     |  |
|                     |  |
|                     |  |

| Cycle number (Date) | PLAN: Targeting areas of weakness - What actions are needed: |
|---------------------|--|
|                     |  |
|                     |  |
|                     |  |
|                     |  |

| Cycle number (Date) | DO: Support/interventions/adjustments in place - What actions have been put in place: |
|---------------------|---|
|                     |   |
|                     |   |
|                     |   |
|                     |   |

| Cycle number (Date) | REVIEW: Outcomes of targeted provision – Effectiveness and impact of intervention/support: |
|---------------------|--|
|                     |  |
|                     |  |
|                     |  |

### **Summary of provisions in place**

| Provision type | Details of provision |
|----------------|----------------------|
|                |                      |

#### Assess

Teaching staff should work with the special educational needs co-ordinator (SENCo) in the school to assess the child or young person's needs, so that they give the right support.

It should draw on the pupil's progress and quantitative data, views and experience of parents and the pupil's own views. Sometimes schools will seek advice from a specialist teacher or health professional. They should talk to parents and carers about this first.

#### Plan

If the school decides that the child or young person needs SEND support, it will discuss this with parents. The school should agree in consultation with parents, carers and the pupil the outcomes that will be set, what help will be provided and a date for progress to be reviewed.

#### Do

The child or young person's class or subject teacher is usually responsible for the work that is done with the pupil and should work closely with any teaching assistants or specialist staff involved. Adaptive teaching may be targeted to further support a child's needs. Depending on the graduated response cycle or level of need, there may be targeted interventions offered to support a child's learning and development.

#### Review

The school should review the child or young person's progress, and the difference that the help the pupil has been given has made, on the date agreed in the plan. Parents and the pupil should be involved in the review and in planning the next step.

If the child or young person has not responded to the help they were given, the review should decide what can be done next. This may include more or different help, with professionals considering a statutory assessment of needs by the Local Authority (LA).

## **Staff development**

The school is committed to developing the expertise and professional development of all the staff in relation to SEND to enable them to meet the needs of pupils. Once it has been identified that a child experiences difficulties in one or more subject area, the first step in responding to this is to ensure that the child experiences high quality teaching, which is adaptive, and considers their prior attainment and difficulties. Additional support or intervention cannot compensate for a lack of good quality teaching. Teaching staff are supported to ensure that they can meet the needs of every child in their class.

## **Partnership**

### **Partnership with parents/carers**

The school actively seeks to work with parents/carers and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Effective communication.
- Acknowledgment of the parents' role as a partner in the education of their child.
- Recording parental views as part of any review procedure.

### **Students Participation**

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision-making process by:

- Listening to and valuing their views.
- Involving pupils in Review Meetings to discuss progress and future provision.
- Involving pupils in target setting.
- Recording pupils' views as part of any review procedure.
- Effective communication.

### **Partnership with other bodies**

The school aims to work with other agencies, as listed below, in order to provide an integrated support, based on the needs of the pupil. Co-operation between the School, the Trust, educational specialists, health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with

SEN. Further information regarding our external services partnerships can be found in the school's SEND Information Report.

- Other schools/Academies and educational providers
- Special Educational Needs Support Services e.g. Autism Outreach Team, SENSS Specialist Teachers
- School Psychology Service
- School Health Service
- Educational Welfare
- Social Services
- CAMHS
- Voluntary Services
- Paediatric Physiotherapy Service
- Occupational Therapy

#### Referrals to external services

For all referrals to external services the school would first consult with parents/carers/guardians and the young person involved. Referrals are made by either the school, parents/carers/guardians, or local authority if a young person has a need/s that requires the intervention of the appropriate external service, and that the provision best serves the special educational needs of the individual.

#### Monitoring of SEND

As part of their evaluation the SENCo and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. Success factors will include:

- Early identification of pupils with SEND through rigorous assessment and excellent information sharing.
- Students' views and opinions are taken into account.
- The school and parents work in partnership.
- Interventions and provision are regularly reviewed and evaluated via individual progress, data collection and tracking.
- The school works in close co-operation with other agencies and fosters multi-agency working.

#### How are these needs identified and assessed?

The individual needs of the student will be assessed by one or a combination of the following:

- Within the Learning Support Centre in the September of arrival:
- Assessments, test results and information from primary school, parents, and outside agencies.



- Testing to establish reading age, spelling age, reading comprehension, mathematics skills assessment etc. Teacher observation/referral to SENCo via graduated response (Special Educational Needs Support Service to support the above).
- The use of internal assessment tools, such as Boxall Profile tests and screening assessments.
- Reviews of Educational Health Care Plan (EHCP) and Pupil Passports (internal SEND learning plan) targets.

Please note that the school cannot diagnose any individuals with a learning disability, screening tests highlight any tendencies or characteristics that may be shown. Any diagnosis must be tested for and provided by the appropriate external agency/health professional.

### **Education and Health Care Plan (EHCP)**

The majority of children and young people with special educational needs and/or disabilities will have their needs met within local mainstream early years' settings, schools or colleges.

Some children and young people may require an education, health and care needs assessment in order for the LA to decide whether it is necessary for it to provide extra provision.

An EHCP summarises the student's abilities and specific difficulties. It also states how the LA considers the student's needs could be best met. Not all students with identified special needs will be in receipt of an EHCP.

Subject teachers, progress leaders, parents, specialist teachers, educational psychologists and health professionals may be involved in any formal assessment procedure leading up to an EHCP being issued.

#### **The purpose of an EHCP**

An EHCP will have long-term targets, specific to the child or young person's special educational need. These targets will be set out in provision (usually an allocated amount) and monitoring documentation and be implemented, at least in part and as far as possible, in the normal classroom setting. All targets are reviewed annually, with the parents / carers, young person and involved professionals invited to consider the progress made by the young person and whether any amendments need to be made. Shorter steps to achieve the long-term targets will form part of the annual review.

At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

EHCPs should be forward-looking documents. They should:

- Meet the special educational needs of the child or young person.
- Secure the best possible outcomes for them across education, health and social care.
- Prepare young people for adulthood as they get older.

- Help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions.
- Specify how services will be delivered as part of a whole package.
- Explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

### Education, Health and Care (EHC) plans after 16

If your child has an EHC plan, it does not have to end when they leave school. Their plan can continue up to the age of 25 as long as they still have special educational needs and/or a disability and remain in some kind of education or training. This is regulated by the LA (Local Authority).

### When an EHCP assessment is necessary

The local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for your child or young person in accordance with an education, health and care plan.

**The education, health and care needs assessment should not normally be the first step in the process**, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early year's provider, school, post-16 institution or other provider.

In a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider may formally identify that they cannot meet the needs and/or provide what is outlined in the plan. As such specialist provision may be more appropriate.

### SEND Support Team

The SEND Support Team is composed of the SENCo and Teaching Assistants (TA). TAs or HLTAs (Higher Level Teaching Assistants) are employed in mainstream schools/Academies for identified sessions in support of an individually named pupil or a group of students who have identified special needs. These students appear on the SEND register and the TAs are managed by the SENCo. The subject teacher or leader is responsible for the deployment of TAs within their lessons.

The team collaborate to fulfil the following:

- Assist the teacher(s) in the implementation of the curriculum.
- Carry out, under the direct supervision of the teacher(s), individual programmes of learning, specifically to support the pupil concerned.
- Assist in the implementation of any other programmes of support designed by other professionals such as advisory teachers, physiotherapists, occupational therapists and speech therapists.
- Contribute to the pupil's intervention programme, as identified by the school.
- Assist in the preparation of teaching materials and equipment in support of the pupil concerned.

- Assist the School in maintaining a close liaison with the pupil's parents or guardians.
- Assist the teacher(s) in maintaining a detailed record of progress, recording observations of strengths and weaknesses, as appropriate.
- Support the general care, welfare, and safety of the pupil.
- Carry out small group activities, as requested by the teacher, to include the identified pupil.
- Contribute to any discussions or reviews on the pupil concerned, as requested by the Head of School/SENCo.

### **Links with other schools, including special schools**

As part of the Shaw Education Trust, Kidsgrove Secondary has links to all schools, both primary and secondary and both mainstream and special. There are regular meetings of SENCos from across the trust to share ideas and good practice and to seek advice about the needs of specific pupils where colleagues may have expertise.

### **Staffordshire SEND Local Offer**

Staffordshire Local Offer provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals. The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.

The Children and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out in one place information about provision available across education, health and social care for children and young people in the area who have special educational needs or are disabled.

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)

[A guide to your SEND Local Offer? | Staffordshire Connects](#)

[Local Offer for young people | Staffordshire Connects](#)

## SEND Support Pathway

