



SEND POLICY

2021/2022



1. Introduction

This policy has been written in line with the 'SEND Code of Practice' (DFES, 2015); 'Safeguarding Disabled Children and Young People Practice Guidance 2017' and 'Threshold Guidance for Children with a Disability'.

The SEND Code of Practice can be found on the Department for Education's website at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This document is a statement of aims, principles and strategies for provision of children with Special Educational Needs and Disabilities at King Harold School.

2. Jargon Buster

Often in the world of SEND there are lots of acronyms. Here is a 'jargon buster' to help.

TA – Teaching Assistant

SEN – Special Educational Needs (found in pre 2018 documents)

SEND – Special Educational Needs and Disabilities (found in post 2018 documents)

COP – Code of Practice – This sets out the guidance for SEN, ages 0-25

SENDCo – Special Educational Needs and Disabilities Coordinator

LA – Local Authority

EP – Educational Psychologist

SALT – Speech and Language Therapist

CAF – Common Assessment Framework

TAC – Team Around the Child

YSW – Youth Support Worker

EWO – Educational Welfare Officer

IAT – Inclusion Advisory Team

CISS – County Inclusive Support Service

EHCP – Education, Health and Care Plan

K – SEND student support

W- SEND aware

BPVS – British Picture Vocabulary Scale

SENDAT – Special Educational Needs and Disabilities Outreach Team

CPD – Continuous Professional Development

CAMHS – Children and Adolescent Mental Health Services

EWMHS – CAMHS – West Essex

NHS – National Health Service

A significant and relatively recent change that arose from the *new* SEND Code of Practice was the replacement of the previous 'Statement of Special Educational Needs' for those children with the most complex needs. This was replaced with the current 'Educational Health Care Plan' (EHCP). All (1) children with complex needs are now on EHC plans.

Another major change has been the inclusion of children with disabilities. So, what used to be Special Educational Needs (SEN) is now Special Educational Needs and Disabilities (SEND).



3. Aims

The SEND policy should be read in conjunction with the Policy for Teaching and Learning, the Disability and Equality Policy and the Accessibility Policy as these are an integral statement of principles underpinning the work of the school. This document provides a framework for the identification and provision for children with special educational needs and disabilities.

4. Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability Code of Practice (DFES, 2015) states that 'a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' A child has a learning disability or difficulty if he or she 'has a significantly greater difficulty in learning than the majority of others the same age.' A disability would hinder a child from accessing activities and learning that others of the same age could. Examples of difficulties might include:

- Sensory (hearing impaired/visually impaired/multi-sensory impairment)
- Physical challenges and mental health and emotional well-being
- Ability to socialise and communicate
- Ability to read or write
- Concentration and cognition levels

5. SEND Framework

- *SEND support (K)* - A pupil will receive a graduated intervention approach. Friern King Harold Academy will identify needs and involve parents in deciding outcomes and planning provision. The SENDCo will seek expertise at whatever point is needed and facilitate following of recommendations made.
- *Education, Health Care Plan (EHCP)* - Children who have significant special educational needs or disabilities will undergo an EHC assessment. This will lead to an EHC Plan (formally a *Statement of SEN*). This will look at the child's needs in education, health and care. This will be a personalised statutory document which ensures the collaborative work of multiple agencies and will be reviewed annually in consultation with parents and all professionals involved with the child's provision.

6. Statement of aims and entitlement

Our aim is to challenge, support and inspire our students. We will develop the students critical thinking skills about the world they live in which in turn, will enable them to go beyond their individual experiences.

We pride ourselves on being a fully inclusive, diverse school whose primary aim is to lift every child beyond their own vision of capability. We ensure that every child has access to a broad and balanced curriculum and that each child is happy, safe and secure within their learning environment. We aim to identify a student's needs at the earliest opportunity using the graduated approach of assess, plan, do, review as stated in the code of practice 2015 and we value our strong working relationships with parents and external partners. We use a student-centred approach and take into account their wishes and aspirations. We aim to cater for students with Physical disabilities; more information around this can be found in our accessibility plan.



7. Areas of specialism and Special facilities

We have a designated area of the school, dedicated to providing a nurturing and inclusive education for our SEND students. which is detached from the main building of the school; this enables a space for a quieter and more nurtured approach to teaching and learning to take place when necessary. The department has a wide range of skilled and experienced TAs. Each TA has a responsibility for running an intervention which covers one of the 4 broad areas of SEND in line with the code of practice (2015).

All of our TA's receive continued professional development throughout the year both in house and from external professionals. Training has included the 4 broad areas of SEND as stated in the code of practice:

- Cognition and learning
- Communication and Interaction
- SEMH
- Sensory and/or Physical

8. Admissions

The school welcomes all children, including those with special educational needs and disabilities. We aim to be fully inclusive. Children with SEND are admitted to school under the same arrangements as all other children, in accordance with the LEA admissions policy.

9. Complaints

The school has a Complaints Procedure in place. Any complaints connected to SEND should firstly be referred to the child's head of year, the SENDCo (Carl Robinson) and Head teacher (Andy Jones) and following this, the Chair of Governors (Dick Brown).

10. Working in partnership with parents

Under the new legislation there is a requirement for Local Authorities to publish a SEND local offer which sets out a range of additional services and provision across education, health, social care and across the public, voluntary and independent sectors. This details information about what is available to support families both with and without an EHC plan. The SENDCo will help parents and pupils with SEND to identify appropriate provision that may be available through the Local Offer. The local offers for the boroughs of Essex, Enfield and Hertfordshire are available on the SEND information report.

11. Roles and Responsibilities

Responsibilities of the SENDCo:

- To be responsible for SEND as defined within the Code of Practice
- To ensure that resources are available, monitored and updated
- To ensure guidance, training and support is given to all staff
- To ensure that progress of all pupils is monitored throughout their schooling and that the changing needs of children are adapted to appropriately



- To liaise with outside agencies where needed for assessment or support
- Ensuring that the governors are informed and kept updated of any SEND issues. The SEND governor with specific responsibility for SEND children and will meet regularly with the SENDCo. She will in turn ensure that the whole governing body are aware of the new Code of Practice¹, deployment of funding, equipment and personnel.
- ¹ The SEND Code of Practice is 287 page document which gives statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. The SEND Governor should ensure that the whole governing body is aware of the existence of this document and should share any major changes or updates which may affect school. The SENDCo will provide the SEND governor with information to pass on to the governing body.
- Ensure that all teachers of children with special educational needs and disabilities understand their specific role in helping those children. They should all work towards the school's aims by providing challenging and stimulating programmes of study designed to enable all children to reach the highest standards of personal achievement. They should recognise and be constantly aware of the needs of individual children, according to ability and aptitude.
- To scrutinise the assessment data of SEND children across the school regularly.

Responsibilities of the class teacher:

The class teacher will fulfil the following roles which fall under planning, preparation and assessment for SEND children:

- Identify each child's needs and skill levels and plan to match these needs to ensure progress
- Review the individual support plan and rag rate it in accordance with the school procedure
- Meet with the child's parent/carer/guardian at scheduled parents evenings
- Alert the SENDCo to changes or concerns about the child or their learning.
- Read the child's personal file and any associated reports
- Advise the parents or carers of any concerns
- Identify the changing needs of all pupils as they progress through school and address these changes quickly.
- Liaise with the SENDCo and ensure provision is linked to objectives / waves relating to the child
- Log any behaviour or ATL concerns on SIMS
- Use wide range of teaching and learning strategies to apply highly differentiated learning for SEND students
- Provide reports for outside agencies, in liaison with the SENDCo
- Monitor and assess progress and maintain appropriate records
- Provide risk assessments where necessary
- Ensure that delivery of the curriculum allows each child to experience success
- Produce differentiated targets to ensure progress
- Fulfil all duties required by the class teacher as defined by the Code of Practice
- Ensure a SEND friendly classroom is provided

○ 12. Identification, Assessment, Provision and Review

- We have a comprehensive transition program in place to help our most vulnerable student's transition to school; this includes:
- Collection of SEND student data by the heads of year and SENDCo
- Visits to each primary school to meet with the students and key staff by the head of year 7 and the SENDCo. Information is collected around the child's SEND needs, along with any medical or physical needs that the school need to be aware of.



- A small nurturing transition day for those identified students, this will consist of a small number of taster lessons
- Each student file is reviewed by the SENCo and Deputy SENCo upon admission to the school.
- All students upon entry will be asked to sit a cognitive ability test to gather further evidence of their ability, this is known as a CAT 4 assessment
- Identifying students who have SEND needs is a key role that sits within our department but also the wider school. 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- We identify students who may have SEND in the following ways:
 - Teacher raising concerns to the SENCo and learning support department
 - Parents raising concerns to the SEND department
 - SENCo led student lesson observations
 - CAT 4 assessments
 - Other formative assessments

All assessments and reviews of SEND needs is achieved by using a student centered approach and the graduated approach of Assess, Plan, Do, Review is used in line with the code of Practice 2015

If the school has a concern regarding a child potentially having an SEND then the SENCo will be in touch to arrange a meeting to discuss the concerns further. If a parent, carer or guardian has a concern then they must contact the SENCo directly to request a meeting.

Assessments happen in line with faculty time frames and progress reports are sent home 3 times throughout the school year.

13. Test material used in school for Assessment Purposes

The SEND team use some additional assessments such as:

- CAT 4
- Star Reader
- Reading wise
- Strength and Difficulties Questionnaires
- Boxhall Profiles
- Exam Access Arrangements assessments



14. Partnership in Education

- Services are available through the Barnet, Enfield and Haringey 'Local Offer'.
- Each local offer will have services that are available to parents to access
- The school has access to an Educational Psychologist via Local Authority each year
- Parents can apply to SENDIASS for help and support
- The school can make referrals to NHS services - Occupational Therapy (OT), Speech and Language services (SALT) and to the school nurse – who can make further referrals to other services (such as the community Paediatric team). A parent can also ask for a referral to the Community Paediatric team through the child's GP – this can lead to being referred for specialist services such as CAMHS or EWMHS for those students who live in Essex.

15. SEND Inset

The school has an experienced staff offering a variety of specialist skills and knowledge in different curriculum areas. Priorities for the development of SEND resources and INSET may be found in the School Development Plan. Outside agencies are invited in to share expertise and good practice. Teachers at King Harold Academy share good practice with each other.

16. Resources and finance

The SENCo is responsible for the department budget and allocates the money to resources that are needed to improve the learning of SEND students.

Students with EHCP's come with top up funding from the LA, this money is used by the school to ensure the provision stated in the EHCP is met.

K students do not receive any additional funding from the LA and their provision is funded from the notional school budget.

17. Planning and Delivery

Planning is explicit for all pupils, Students follow the King Harold Academy teaching and learning framework. Children can access the curriculum through Quality First teaching making sure that work is clearly differentiated and accessible to every single pupil. Work, targets, learning objectives and success criteria will all be differentiated effectively. Differentiation is delivered through a multifaceted approach and may include: working with an adult; another child; differentiated work; differentiated learning styles and teaching styles.

18. Policy Review

The school's SEND policy is a working document which will be reviewed and updated on an annual basis. The effectiveness of our policy will be evaluated by the SENDCo, SEND governor and Curriculum Governors. They may consider that the policy is achieving its aims if:

- the children are happy and integrating well
- their views are being taken into consideration
- they are achieving their full potential
- there is a constructive partnership between home and school
- there is a positive attitude in school towards children with SEND
- the policy is being adhered to consistently



- the school's SEND resources are being allocated effectively
- the school's SEND resources are adequate and appropriate
- there is early identification of children using assessment and monitoring procedures

19. Links with other policies

This policy is linked to:

- Accessibility Policy
- Assessment Policy
- Complaints Policy
- Curriculum Policy
- Disability and Equality Policy
- Homework Policy
- Marking and Feedback Policy
- Teaching and Learning Policy

Reviewed by: Mr C Robinson

Checked by: Ms S Jinks

Review Date: September 2021

Date Ratified by Governors:

Date of next review: September 2022