

The Four Stones Multi Academy Trust

Special Educational Needs and Disabilities (SEND)

Policy at King Charles I School

Version Control

Policy author: Stacy Bott
Policy approved by: Trust Board
Next policy review date: July 2021

Version	Date	Details
1.0	14 th May 2018	General updates
2.0	15 th July 2019	<ul style="list-style-type: none">General updatesChanges made to reflect the formation of The Four Stones Multi Academy Trust
3.0	13 th July 2020	<ul style="list-style-type: none">No changes

Legislation

Our SEND Policy is underpinned by the following legislation and regulations:

- The Children and Families Act 2014 and associated regulations including:
 - The Special Educational Needs and Disability Regulations 2014
 - The Special Educational Needs (Personal Budgets) Regulations 2014
 - The Order setting out transitional arrangements for those with disabilities

The Children and Families Act (2014, part 3) states that “A child or young person has special educational needs (SEND) if he or she has 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 or mainstream post-16 institutions.”
- The Equality Act of 2010: we adhere to the Equality Act (2010), which states (Part 6, Chapter 1) that schools have a “duty to make reasonable adjustments” for children with SEND, and that schools “must not victimise a person” on the basis of disability or Special Educational Need. We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).
 - The Special Educational Needs and Disability Code of Practice: 0 – 25 Years July 2014

Aims and Objectives

We endeavour to meet the SEND needs of individual students by:

- identifying those students who have SEND as soon as possible.
- providing evidence-based interventions at a suitable level when a student is identified as having SEND.
- use resources effectively to support students with SEND.
- assess and track the progress of students with SEND.
- work with outside agencies who provide specialist support and teaching for students with SEND.
- inform and involve the parents/carers of students with SEND.
- encourage the students’ involvement in the meeting of their needs.
- provide ongoing training for all staff to ensure all students with SEND receive quality teaching.

Inclusion of students with SEND

King Charles I School is fully committed to the principle of enabling all students to achieve their full potential. Being comprehensive in intake, we are committed to ensuring all students find a secure and acceptable place as individuals within the school.

All the teachers at King Charles I School are teachers of students with SEND. As such the school adopts a whole school approach to SEND which involves all staff adhering to models of best practice. We are committed to identifying and providing for the needs of all students in an inclusive environment.

The school operates an equal opportunities policy; all students, regardless of need or SEND status, are afforded the same rights as other students, as per the 2010 Equalities Act.

- Students with special educational needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners and experience and contribute to the social and cultural activities of the school.
- All students, regardless of difficulties in learning, are regarded as having positive qualities and strengths that should be recognised, valued and encouraged.

- The provision for students should match needs, take account of the feelings and wishes of students and be in partnership with parents/carers.

Access to the Building

Please refer to the 'Accessibility Plan' on the school's website.

Access to the Curriculum

All students are taught in accordance with our curriculum and this is published on the school's website.

At King Charles I School, we prioritise teaching a deep and broad knowledge curriculum. Quality first teaching ensures that every student, regardless of need, is supported to recall and apply knowledge over time.

Identification

Information from the students' primary schools, combined with a variety of assessments taken at the beginning of Year 7 are used to make judgements of a student's needs. Students highlighted as being below the expected level in the areas of reading, writing and numeracy are given further testing to ascertain precisely where support is needed. At the end of the first half term we will determine which students should be on the SEND register. We use a graduated assessment approach three times a year to evaluate all students on the SEND register; any changes to students needs are communicated with parents/carers.

Students who are below the expected level in English and mathematics are not automatically identified as having Special Educational Needs, but are still provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a student may be said to have SEND.

We investigate concerns raised by parents/carers and involve them in the identification process where they believe their student is struggling or has additional needs.

Identification Through A Graduated Approach: 'Every Teacher is a Teacher of SEND'

All teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of students. This primary focus is called quality first teaching and will seek to ensure the following:

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as possibly having a SEND, they will be monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO may be consulted for support and advice and may wish to observe the student in class.
5. Through the above actions it will be determined which level of provision the student will need.
6. If a student has recently been removed from the SEND register they may also fall into this category of being outside the range of expected academic achievement. If so, continued monitoring will be necessary.
7. Parents/Carers will be informed of the circumstances under which they are being monitored and they are encouraged to share information and queries with the school.
8. The student is monitored if concern is raised by parents/carers or a teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Review meetings and parents'/carers' consultations are used to monitor and assess the progress being made by students. The frequency of these meetings is dependent on individual progress.

Where it is determined that a student does have SEND, parents/carers will be advised of this before inclusion of the individual on the school's SEND register. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below, and adheres to guidance provided by the Worcestershire LA Local Offer, as part of their recommended Graduated Response:

- assess
- plan
- do
- review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those strategies and interventions which are the most effective in supporting the student to achieve good progress and outcomes. The Local Offer can be found at:

<http://www.worcestershire.gov.uk/sendlocaloffer>

Meeting Needs

Meeting the needs of students with SEND is a whole school responsibility and priority. Teachers have been trained to understand the needs of every student and to systematically and thoroughly review the progress each student is making during lessons and over time.

Provision made at school for students with SEND is set out in detail in the 'School Offer'. This is published on the school's website.

Record Keeping and Staff Training

Up to date records for all student with SEND are kept by the SENCO and shared with parents/carers and any other relevant professionals. All provision is recorded and monitored, and targets are regularly set and evaluated by professionals, parents/carers and the students themselves.

All staff receive regular SEND training in a wide range of areas. We tailor training according to the needs of our students each year. Topics include (but are not limited to):

- The SEND Code of Practice 2014
- Quality First Teaching
- Autism

Criteria for evaluation of the SEND Policy.

The school's success in meeting the special educational needs of students will be measured using the following indicators:

- GCSE and other examination results.
- Post-16 destinations.
- Social inclusion.
- Meeting IEP and provision map targets, Annual Review targets and intervention targets.
- Progression within the National Curriculum.
- Student progress in terms of measurable gains in reading, spelling, numeracy.
- Parental satisfaction.
- Reduction in the level of support needed by a student. Movement from Education, Health and Care plan (EHC) to SEND support or the removal of students from the SEND register.
- Discontinuation of EHCs.
- Feedback from feeder schools regarding quality of primary liaison.
- Feedback from professionals working in partnership with school.
- Inclusion of SEND students in all school activities.
- School attendance figures.

Procedures for concerns and complaints

We respect the differing perspectives of all parties concerned with student with SEND and seek constructive ways of reconciling different viewpoints. We endeavour to do our best for all students but if there are any concerns we encourage parents/carers to approach the SENCO (Stacy Bott) or the head of the communication centre (Ryan Burkin) in the first instance. Parents/carers can also use the school's 'Complaints Procedure'.

Parents/carers can also contact the 'Special Educational Needs and Disabilities Information, Advice and Support Service' (SENDIASS-formerly the parent partnership service). Further information can be found on their website at www.SENDworcestershire.co.uk and they can be contacted on 01905 768153 or sendiass@worcestershire.gov.uk. They also have a national website at <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>

Governor

The school has a named SEND governor: Fran Oborski.