



**Special Educational Needs /
Disabilities (SEND) Policy
Updated October 2020**

To be updated October 2021 RAI

EQUALITIES STATEMENT

Kingsmeadow School is committed to equal opportunities for all and the policy will be applied equally to all members of the school community regardless of age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

We are committed to providing a calm, caring and well-ordered environment where everyone feels safe, happy and understands the expectations of attitudes to learning in order to create an ethos conducive to excellent learning and teaching for all.

We promote a culture of praise and encouragement and expect consistency of response to both positive and negative behaviour.

We believe that positive relationships based on mutual respect, promote positive attitudes to learning and that as students learn by example, all adults within the school should act as positive role models with regard to their own behaviour.

Equality Targets

Everyone at Kingsmeadow School must strive to accept and meet the differing needs and aspirations of all members of the school community, using human resources and skills available to us all to:-

1. Safeguard individuals from all forms of abuse and harassment. We must ensure that victims can be confident of support and, where appropriate redress. We must ensure that aggressors can never claim the excuse of acting out of ignorance.

Success Criteria

- Incidents of aggression and bullying are rare and dealt with effectively and outcome of which are recorded on our MIS (Management Information System).

2. Establish a school ethos built on mutual trust and respect. We should treat others as we would wish to be treated. We should respect other people, their property and school premises.

Success Criteria

- Students regularly receive merits and praise for their positive attitudes to learning, respect to others, their school campus and their local community.
- Incidents of disrespectful behaviour are rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS..

3. Safeguard the rights and freedoms of others. We must actively pursue our aim to help students develop personal moral values which respect the values and tolerates differing religious and cultures.

Success Criteria

- Racist and homophobic incidents are extremely rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS.
- Students display tolerance, support of and celebrate other cultures/religions through their work.

4. Develop an organisation which maximises pupil opportunity and experience. We must ensure that the curriculum and other activities encourages and supports the opportunity for all. We must ensure that students are not excluded from activities because of status or income.

Success Criteria

- All student groups are able to access the curriculum fully and discreet intervention results in specific gaps in student achievement narrowing and in line with the whole school population and national figures. E.g. boys, girls, students with SEND and students receiving free school meals.

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Aims

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- To ensure that all pupils have access to a broad and balanced curriculum, including extracurricular activities. Pupils with SEND are actively encouraged to participate in a number of activities aimed to improve gross motor, physical and social development alongside extra learning opportunities.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. The policy was developed by the SENCo in collaboration with the Senior Leadership Team and in consultation with staff, parent/carers and Governors. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

This Policy should be read in conjunction with the SEND Report webpage on the Kingsmeadow School website

About the school

Kingsmeadow School is a maintained mainstream school for students from the ages of 11 to 18.

The Special Educational Needs Coordinator (SENCo) is Rachel Allan who can be contacted by telephoning or emailing the school.

This Policy has been written in compliance with the SEND Code of Practice 2014.

Identifying Needs

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All students follow a broad balanced curriculum that is appropriate to their age and stage of development but which is personalised to take into account their needs and abilities. In order to identify a student's special educational needs we use all of the information about the student's progress including primary school reports and KS2 data along with our own baseline assessments. We then compare it with the progress of other students in the school and against national performance information, such as expected progress at the end of Year 11.

Initially, students who are identified as having SEND will be assigned to wave 2 and given a time defined specific intervention. If progress is not made when reviewed the student will be moved onto wave 3 and added to the SEND register. At this point further investigation into the student's barriers to learning will be carried out. Wave 2 students who return to age expected progress after a time defined intervention will return to Wave 1.

If a student is not making the progress that would be expected after a time defined wave 2 intervention, their parent/carer will be involved as soon as possible. We will discuss our concerns with the parent/carer and student and get their views about:

- the student's strengths and areas of difficulty
- concerns that the parent/carer and student has
- agreed outcomes
- agreeing the next steps

Following discussions with parents/carers and the student, we will then write a one page profile for the student and agree outcomes that the student will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes.

To ensure Quality First Teaching one page profiles for all wave 3 students are available to staff via the SEND teaching and learning shared drive. Profiles provide teachers with information regarding barriers to learning and suggested strategies to support the individual students.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENCo.

Staff raise concerns about a student they suspect has SEND by following the school's procedures for identifying students with SEND that is found on the staff shared drive.

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Assessment, Monitoring and Review

Each student's progress is continually monitored by their subject teacher, other key staff and the SENCo. The SENCo oversees any additional support the student may need, and data is analysed and tracked to get a clear indication of which students need support with their academic work.

Progress is discussed in link meetings and SEND development days as well as being tracked closely by departments. It is reviewed formally after every key assessment. The student's assessment data and current working grade is available online for parent/carers to view through the school online reporting system (MCAS). The schools mastery curriculum at KS3 will report levels and then use GCSE grades at KS4. As well as subject grades other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These assessments will also be discussed in detail, along with staff comments, within the review meeting.

The level of support given to each student depends on their additional needs and any other factors that may improve or hinder their progress. When a student has been assessed and is not making progress against their outcomes with the help that they have been given, we can refer students to a number of different services for more specialist assessment and advice.

Depending on the student's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service, occupational therapist, Emotional Wellbeing Team or Children and Young People's Service or social care teams such as SEND social workers or the Family Intervention Team. We might suggest completing a Common Assessment Framework (CAF) form in order to get a team of professionals (Team around the Family, TAF) together to work with the student and their family but this will only be done with the parent/carer agreement.

If the student does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the student.

Involving Parents/Carers and Students

Parent/carers can contact the school with any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parent/carers will be kept informed through the school's online reporting system, home/school diaries, school reports and parental meetings and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual students as soon as additional need is identified.

We hold regular parent evenings/student led conferences for all parents/carers. If your child has special educational needs, parents/carers and the student are involved with review meetings to discuss progress towards current outcomes and setting outcomes for the future.

Annual Reviews are held for students with Education, Health and Care Plans of special educational needs. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Students are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported.

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Staff Responsibility

There are a number of people in school who are responsible for special educational needs in school:

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including support for students with SEND.
- Making sure that your child's needs are met but they will give this responsibility to the SENCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Educational Needs Coordinator (SENCo) is responsible for:

- Coordinating all the support for students with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - o involved in supporting their child's learning
 - o kept informed about the support their child is getting
 - o involved in reviewing how they are doing
 - o involved in planning for their future
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help students with SEND in the school make the best possible progress.
- Writing Learning Plans that specify the student's targets.
- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The Subject Teacher is responsible for:

- Making sure that all students have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENCo know if necessary. This could be things like targeted work, additional support.
- Following the One page Profiles (OPP) produced by the SENCo. These will be shared and reviewed with parents.
- Planning for the student's next cycle of support based on their progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with any SEND.

The Teaching Assistants work with the class teacher to identify areas of support for students with SEND. They:

- Support students to access the curriculum
- Help to implementation of differentiation and specialist support strategies in the classroom
- Keep students focused on learning activities during lesson
- Attend all training opportunities related to SEND and differentiation.
- Are mainly classroom based, however Higher Level Teaching Assistants are able to deliver specific SEND programmes outside of the classroom. They may also provide support during social time and unstructured parts of the day
- Help students to develop effective ways of becoming independent learners
- Pass on any concerns regarding progress/emotional and social development to the SENCo

The Governors are responsible for:

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- Making sure that the school has an up to date SEND Policy and Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all students in the school.
- Making sure that the necessary support is made for any student who attends the school, who has SEND.

Training

School staff are trained in specific areas where there is a current SEND. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of. Managers of Literacy and Numeracy areas find appropriate specialist support training and enrol staff on courses. Any new technologies with the potential to support provision for learners with SEND will be considered.

Staff within school have different levels of expertise in order to support students with special educational needs:

Awareness – this is basic awareness of a particular type of SEND. All staff who come into contact with the student will have this level of training and it will be carried out by the SENCo, SENIT, Educational Psychologist or other specialist service.

Enhanced – this level of training will be carried out by staff working with the student regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the student's needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

Specialist – this is in depth training about a particular type of SEND for staff who will be advising staff who support students at an enhanced level. This could be a specialist SEND teacher or a SENCo if they had appropriate qualifications.

Transition

Transitions can be difficult for a student with SEND and we take steps to ensure that any transition is as smooth as possible.

- Students with Education, Health and Care Plans will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be told by 15 February of the year that they transfer which secondary school they will attend in September.
- Students will take a range of tests both during induction and when they arrive at Kingsmeadow School. The results of these diagnostic tests will be used to identify those that may have a previously unidentified special needs and to ensure consistency across the year group. These students will be placed on a monitoring code initially.
- Before your child moves to Kingsmeadow School, staff from Kingsmeadow school visit them in their primary school and discuss their SEND needs with staff. Whenever possible, we will arrange for students identified as vulnerable to visit us to meet their new teachers and classmates in advance of induction week. We will invite all parents to an open evening once their secondary placement has been allocated. We will also speak to parents/carers of children with an EHCP before their child begins at the school as they know their child better than we ever can. We will develop a personal transition, where needed for your child and review staff training to ensure that staff teaching your child have a knowledge of their needs.

If your child is moving to another school we will contact the SENCo at the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible.

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- Information is available for all staff from the school's teaching and learning website so staff will be aware of your child's needs if they move class. Barriers to learning and strategies to support are identified.
- Students also move to college or apprenticeships at the end of Year 11 or the end of Year 13. Students will have support from a school careers advisor or a Connexions Personal Adviser from Year 8 who will provide independent support and advice about Post 16 options. In some cases it may be suitable to use the support of the Disabled Social Work Team to support the transition into adult services for the student.

Please note: if your child has an Education, Health Care Plan they must have an annual review before they move to a new school.

Support

Academic

All students receive excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- Teaching staff applying strategies specifically to support the removal of barriers to learning for your child.
- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has gaps in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.
- Differentiated academic pathways at KS4, to include vocational qualifications as appropriate
- Alternative education opportunities for learning outside of the school setting if appropriate

All students will get this level of support but other types of support are available for students with SEND:

Specific work with a small group of students.

This type of support is available for any student who has specific gaps in their understanding of a subject/area of learning and will be put in place if the SENCo or Head of Department thinks that they need extra support in school. The group, sometimes called withdrawal groups, may be:

- Run in the classroom or outside and planned and delivered by either a teacher or teaching assistant.
- Working with specific targets to help your child make more progress. The targets will be identified in advance and need to be achieved within a specific time period, normally a term.

The progress made with the intervention is tracked and monitored closely to decide whether any additional support is needed for your child.

Specialist groups run by outside agencies

This type of support is available for students who are not making progress through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as the SENIT, an Educational Psychologist or Behaviour Support Service.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy, Emotional Wellbeing Team.

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For your child this would mean:

- Your child will have been identified by the SENCo as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked for permission for the school to refer your child to a specialist professional eg a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's needs better and be able to support them better in school.
- The specialist professionals will work with your child to understand their needs and make recommendations, which may include:
 - o Making changes to the way your child is supported in class eg some individual support or changing some aspects of teaching to support them better
 - o Support to set targets which will include their specific expertise
 - o A group run by school staff under the guidance of the outside professional eg a social skills group
 - o A group or individual work with outside professional
- The school may give your child some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Individual support

This is usually provided through an Education, Health and Care Plan. This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEND budget. This is a legal process, which is carried out by the LA, which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

Emotional and Social

As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Peer mentoring systems involving older, normally Sixth Form students
- Social skills/nurture group interventions provided by both internal staff and external agencies
- School counsellor
- Self esteem interventions ranging from the use of sport/music/drama to speech and language interventions
- A Pastoral system which allocates support from the Assistant Headteacher Behaviour and Engagement and Head of Standards.
- Anti bullying policies taught during curriculum enrichment days
- Provision provided before and after school for vulnerable students
- Administration of medicines (link to policy)

Accessibility

In School

The school is partially accessible to students with physical difficulties.

The following facilities are available for students and their parents/carers with physical difficulties:

- Disabled parking bays
- Access to buildings via one level entry
- Lifts to all floors
- Accessible toilets
- Induction loop for hearing aid users
- Accessible break areas
- Accessible dining area
- A private room for administration of medication

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.

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Outside of School

The school has a large number of after-school and lunchtime clubs, including a variety of sports clubs, Aspire Tuesday, daily homework club and various music clubs. All of the clubs are accessible to students with special educational needs.

Students take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a student to leave the premises, taking into account the emotional needs of the students.

Complaints

Parent/carers should contact the SENCo with any complaints about the provision that the student is receiving at school. If the complaint is not resolved, the school has a complaints policy which can be found in the following area: <http://kingsmeadow.org.uk/schoolpolicydocuments/>

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Education, Health and Care Plan.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer.

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