



Kemnal
Technology
College



SEND POLICY

This Policy was reviewed:
September 2023

The Policy will next be reviewed by TKAT &
Kemnal Technology College by:
September 2024



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OUR MISSION

Our school is part of The Kemnal Academies Trust and our purpose is to work together as a community of schools to ensure that every child, whatever their background, receives a high quality education.

Our vision and ambition is for a community of learners who share the mind-set of success and are driven by the prospect of opportunity for all. An environment of aspiration, respect and openness, enabling staff and students to thrive.

Our values are a Shared Voice, Shared belief and Shared Success.

Our overriding aim is that children who are most in need will have barriers removed and needs fully supported.

INTRODUCTION

This SEND Policy for pupils with special educational needs or disabilities is governed and informed by the statutory legislative framework set out in the:

- ❖ Education Act 1996
- ❖ Education Act 2002
- ❖ Education and Inspections Act 2006
- ❖ Education and Skills Act 2008
- ❖ Equality Act 2010: Advice for Schools May 2014
- ❖ Children and Families Act 2014
- ❖ The Special Educational Needs and Disability Regulations 2014
- ❖ Supporting pupils at school with medical conditions December 2015
- ❖ Special educational needs and disability code of practice: 0 to 25 years January 2015

PURPOSE

Our objective is to provide an education to all pupils, that is appropriate to their needs, maximises their educational development and enables them to make progress so that they:

- ❖ Achieve their best
- ❖ Become confident individuals living fulfilling lives
- ❖ Make a successful transition into adulthood, whether into employment, further or higher education or training

In this regard we will do our best to secure the necessary provision for any pupil who has a Special Educational Need and/or disability, within the limitations of our resources. The Special Educational Needs and Disability Code of Practice January 2015 states that:

“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 or mainstream post-16 institutions."

The SEND Policy is reviewed every year by the Governing Body and informs the school's SEND Information Report, which is updated annually and published on the school website.

GUIDELINES

This policy details how the school will use its best endeavours to ensure that teachers in the school are able to identify and provide for pupils with special educational needs and disabilities in order to ensure pupils meet their full potential.

RESPONSIBILITIES

All members of staff share a responsibility to meet pupils' special educational needs. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Our school is committed to welcoming all pupils. Adjustments will be made where needed and where possible to enable all pupils, for whom our school is the best placement, to access lessons and social time as freely as possible. Adjustments will be made on an individual basis where possible, based on the specific needs of pupils.

The person with overall responsibility for SEND and inclusion is the Headteacher.

The person co-ordinating the day-to-day provision of education for pupils with special educational needs and disabilities is:

The College SENCO is **Kim Brenson**

Tel 02082698361

The department also has one Learning Support Administrator who is **Nichola Baylis**

Tel 02082698288

OTHER STAFF WITH MANAGEMENT RESPONSIBILITY FOR ASPECTS OF SEND ARE:

Kim Brenson Head of Learning Support

Teresa Harper Teacher of SEND

Claire Wright Inclusion Co-ordinator

Maria Haynes Maths Tutor

Christine Owen Literacy Champion

Claire Stiefel Intervention Assistant

Sonia Mee Intervention Assistant



Jane McCarron	Intervention Assistant
Sydney Townsend	Intervention Assistant
Nichola Baylis	Learning Support Administrator

THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY COORDINATOR (SENDCO)

The SENDCo, in collaboration with the Headteacher and the Local Governing Body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the SENDCo include:

- ❖ overseeing the day-to-day operation of the school's SEND policy
- ❖ coordinating provision for pupils with SEND
- ❖ liaising with the Designated Teacher where a Looked After pupil has SEND
- ❖ advising on the graduated approach to providing SEND support
- ❖ advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ❖ liaising with and advising teachers and support staff
- ❖ managing the SEND team which includes deployment of teaching assistants, monitoring interventions, liaising with external agencies, meeting with stakeholders.
- ❖ liaising with parents of pupils with SEND
- ❖ contributing to the professional learning and development of staff
- ❖ overseeing the meeting of pupils' medical needs
- ❖ being a key point of contact and liaising with other educational providers and external agencies including specialist teachers, the educational psychology service, health and social care and voluntary bodies
- ❖ supporting pupils and parents with identifying the options available for the next steps of education and plan for a smooth transition including appropriate information sharing
- ❖ working with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ❖ ensuring that the school keeps the records of all pupils with SEND up to date
- ❖ Work with the Headteacher and Governors to monitor the impact of the policy and SEND provision in school

FUNDAMENTAL PRINCIPLES

Our school aims to ensure that:

- ❖ pupils have any special educational need identified early, an assessment is carried out and provision put in place which is monitored and reviewed regularly
- ❖ there are high expectations of all pupils and action taken to remove any barriers to success
- ❖ teachers understand their role in meeting the needs of pupils with SEND, whom they teach and are supported to do this



- ❖ pupil voice is taken into account at every stage
- ❖ partnerships with parents/carers enable them to play a key role in supporting their child's education and enabling them to achieve their potential
- ❖ pupils with SEND have access to a broad and balanced curriculum and are encouraged to participate in all aspects of school life
- ❖ it works in partnership with the local authority and other external agencies to meet the needs of pupils
- ❖ reasonable adjustments are made to support pupils with a disability

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Pupils have special educational needs if they have a difficulty which calls for special education provision to be made for them, which is in addition to or different from routine curriculum planning. The term SEND encompasses a wide range of types of need. There are four broad areas of need described in the Revised Code of Practice 2015. These are:

1. COMMUNICATION AND INTERACTION

These pupils have difficulty in communicating with others and may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives. Some of these pupils may have a diagnosis of Autism and experience particular difficulties with social interaction.

2. COGNITION AND LEARNING

Support for learning difficulties may be required when pupils learn at a slower pace than their peers even with appropriate differentiation. These learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) through to more profound learning difficulties (PMLD). Specific learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia are also included within this category.

3. SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Some pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

4. SENSORY AND/OR PHYSICAL NEEDS

This includes pupils who have vision impairments (VI), hearing impairments (HI) or a multi-sensory impairment (MSI) as well as pupils with physical disabilities. Specialist support and equipment is sometimes required so pupils can access their learning.



The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition of disability encompasses a broader range of impairments than might be commonly assumed, including pupils with Autism, Tourette's Syndrome and those with communication difficulties.

ASSESSMENT, IDENTIFICATION AND PROVISION

The school will assess each pupil's skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, the school will consider any evidence that suggests a pupil may have a disability under the Equality Act 2010 and if so, make any reasonable adjustments to support them. Assessment that can identify pupils who may have special educational needs is a continuous process in our school. The progress made by all pupils is regularly monitored and reviewed and seeks to identify pupils making less than expected progress whilst taking into account their age and individual circumstances. There is a cycle of regular assessment for all pupils including standardised assessments, ongoing formative assessment as well as individual assessments in response to identified difficulties.

Initially, any concerns registered by teachers, parents/carers or other agencies are addressed by providing support and adapting teaching within the classroom. Provision for pupils with SEND is a whole school responsibility, requiring a whole school response. All teachers are teachers of pupils with SEND and are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or other specialist staff. Central to the work of every class and every subject is a continuous cycle of assessing, planning, delivering and reviewing that takes account of the wide range of abilities, aptitudes and interests of the pupils. Inclusive teaching, with adaptive support and strategies, appropriate to the needs of pupils, is the first step in responding to pupils with SEND. The majority of pupils will learn and progress with these arrangements in place. However, for some pupils with SEND, there may be a need for a higher level of provision that supports and enhances their learning.

GRADUATED RESPONSE

Our school will adopt a graduated response to meeting special educational needs that makes initial use of classroom and school resources before accessing specialist support and expertise. This is at a level known as SEN Support.

If a pupil is known to have special educational needs when they arrive at the school or when a pupil is identified as not making the expected levels of progress, in spite of good quality teaching, staff will:

- ❖ use information from the parents and/or previous school to provide appropriate support for the pupil with a focus on provision within the class
- ❖ identify and provide additional resources and interventions that will support the pupil's needs
- ❖ ensure that ongoing observation and assessment provides feedback about a pupil's achievements to inform future planning



- ❖ ensure opportunities for the pupil to show what they know, understand and can do
- ❖ involve the pupil in planning and agreeing targets to meet their needs
- ❖ involve parents/carers in developing a joint learning approach at home and in school

The school will measure pupils' progress by referring to:

- ❖ Evidence from teacher observations and assessments
- ❖ Their performance against National Curriculum level descriptions at the end of a key stage
- ❖ Standardised screening or assessment tools.

When pupils are assessed as requiring additional support, staff will work together to produce a plan of intervention which will also include the views of pupils and their parents. Once the intervention has been delivered it will be reviewed to see if any additional action needs to take place. The plan may then need to be adapted or continued for a further period of time.

Once a pupil has been identified as having a special educational need or disability, this will be recorded on the school's Management Information System. This will be reviewed and updated at least termly.

MONITORING PUPIL PROGRESS

If after an appropriate period of time, teachers feel that the strategies and support in place are not enabling the pupil to make the progress expected, they will work with the SENDCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available in school.

Expected progress can be defined in a number of ways. It might, for instance, be progress which:

- ❖ closes the attainment gap between the pupil and the pupil's peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the pupil's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates an improvement in the pupil's behaviour

When a pupil continues to make less than expected progress, despite the support and intervention matched to the pupil's needs, the school will consult with parents to consider involving other specialists. This may include specialist teachers or therapists and will be dependent on the needs identified.

A referral to a specialist service may result in an observation or assessment of the child or advice being given. They may recommend adapting the support in class, specific interventions, equipment or strategies to be used. The pupil's plan will be updated to



reflect this, along with the agreed outcomes and a date when the progress will be reviewed.

Where pupils are receiving SEN Support, their plan will be reviewed and updated at least three times per year. For many pupils, the pattern of assess-plan-do-review will enable them to be successful and make expected progress.

STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

A few pupils may continue to experience significant difficulties which do not respond to relevant and targeted SEN Support and do not make the expected progress. It may then be necessary for the school, in consultation with the parents and any other specialists involved, to request that the Local Authority (LA) undertake an Education, Health & Care Plan needs assessment (EHCP).

When the LA receives a request, it must decide whether to conduct a EHCP Needs Assessment and notify the parent of their decision within 6 weeks of receiving the request.

ENGLISH AS AN ADDITIONAL LANGUAGE

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where it is felt there may be additional learning needs, the school will look carefully at all aspects of a pupil's performance to establish whether the difficulties they have in the classroom are due to language difficulties or whether it arises from a special educational need. It may also be necessary to take into account their previous school experience. Advice may be sought from specialists such as assessing a pupil's understanding in their first language.

SUPPORTING STUDENTS WITH MEDICAL NEEDS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils 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 (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision. The school will ensure that:

- ❖ relevant staff are made aware of the pupil's medical condition and supply staff are fully briefed
- ❖ the pupil has a school healthcare plan, written in conjunction with parents and updated at least annually, which is shared with staff
- ❖ staff receive suitable training to support health needs, where appropriate
- ❖ when key staff are absent, appropriate cover arrangements will be made wherever possible
- ❖ risk assessments are undertaken for school visits and other activities outside of the normal timetable
- ❖ procedures are in place to cover any transitional arrangements between schools to ensure that the pupil's needs are met at the time of transition.



In other cases, such as a new diagnosis or pupils joining the school mid-term, every effort will be made to ensure that arrangements are put in place within two weeks.

The school does not wait for a formal diagnosis before providing support to pupils. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents. Where there is conflicting evidence further consultation with specialists may be necessary to ensure that the right support can be put in place.

SCHOOL HEALTHCARE PLANS

Pupils with medical needs will have a school healthcare plan that is written with parents and the pupil (where appropriate) and takes into account any specialist advice. These healthcare plans ensure that pupils are effectively supported and provide clarity about what needs to be done, when and by whom, including medication, treatment and support with care needs. This process will be ongoing especially where conditions fluctuate or where there is a high risk that emergency intervention will be needed. In order to decide what information should be recorded on health care plans the following will be taken into account:

- ❖ the medical condition, its triggers, signs, symptoms and treatments
- ❖ the pupil's resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons
- ❖ specific support for the pupil's educational, social and emotional needs e.g. how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support to catch up with learning
- ❖ the level of support needed including in emergencies. Some pupils will be able to take responsibility for some or all of their own health needs and this should also be recorded
- ❖ if a pupil is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring
- ❖ who will provide support, their training needs, expectations of their role and confirmation of proficiency to provide support for the pupil's medical condition from a healthcare professional; and cover arrangements for when they are unavailable
- ❖ who in the school needs to be aware of the child's condition and the support required
- ❖ arrangements for written permission from parents and the Headteacher for prescribed medication to be administered by a member of staff, or self-administered by the pupil during school hours
- ❖ separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate, e.g. risk assessments
- ❖ what to do in an emergency including the administration of any medication, whom to contact and contingency arrangements.
- ❖ Information prepared by the lead clinician
- ❖ the need for confidentiality and who information can be shared with



The Governing Body is responsible for ensuring that the school's policy for Supporting Pupils with Medical Conditions identifies the roles and responsibilities of all those involved in the arrangements they make to support pupils at school with medical conditions.

PROFESSIONAL LEARNING AND DEVELOPMENT FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- ❖ The members of staff who work within the SEND team will attend appropriate courses and conferences as they arise
- ❖ A member of the SEND team will attend meetings arranged by the Local Authority, The Kemnal Academy Trust and other local networking meetings.
- ❖ Other teachers and Teaching Assistants will attend SEND courses which have a particular bearing on pupils they are supporting
- ❖ Regular staff development sessions will focus on whole school priorities and provide opportunities to learn how to support pupils with SEND more effectively

ARRANGEMENTS FOR PARTNERSHIPS WITH PARENTS/CARERS

Every effort is made to maintain close liaison and work together with parents/carers of all pupils with SEND. The pupil's teachers, as well as the SENDCo will meet with parents to discuss a pupil's progress, strengths and difficulties and set appropriate targets. Suggestions are made as to how parents/carers can help at home. Other events organised by the school, such as Parents Evening, provide further opportunities to discuss concerns and progress. Regular communication between the school and home ensures that any concerns are promptly acted on.

PARTNERSHIP WITH PUPILS

The school encourages pupil voice and allows them to share their strengths, interests and concerns, discuss strategies and review progress. The way in which the pupils are encouraged to participate in the decision-making process will vary depending on their age and stage of development and will take into account any difficulties they may have with communication. They are encouraged to focus on goals, aspirations and outcomes and to identify short term targets to help them achieve these as part. As well as academic outcomes, this may also include skills for independence, self-care and social skills as part of the Preparation for Adulthood.

SEND ADMISSIONS

Before a Final Education Health & Care Plan is issued, parents are able to express a preference for a school that they wish their child to attend. The LA must then consult with the Governing Body of that school (and their current school if different) in relation to the needs of the pupil and the provision required to meet those needs.

ACCESSIBILITY

The school has an accessibility plan that is updated each year and reviewed every three years. Classrooms are laid out to allow access. All out-of-school activities are planned to



ensure the participation of all pupils. Wheelchair access is possible in some areas of the school buildings. Accessible Parking is provided and safe routes around the building are provided and marked. Special arrangements in school to improve accessibility include:

- ❖ Advice from professionals disseminated and followed
- ❖ Use of any recommended equipment
- ❖ Corridors that are user friendly for pupils with physical difficulties
- ❖ Disabled toilets
- ❖ Ramps to enter the school on the ground level
- ❖ Disabled parking
- ❖ Medical room available

BULLYING

The school makes every effort to eliminate the risk of bullying of vulnerable learners within the school community. All pupils are aware that bullying is unacceptable and will not be tolerated. They are encouraged to seek help and support if bullying occurs. Any reported incidents of bullying are dealt with effectively and rapidly. Staff work closely with any pupils affected by bullying to support them. All instances of bullying will be recorded and responded to. Please refer to our school's [Anti-Bullying Policy](#).

COMPLAINTS

In the case of a complaint regarding special educational needs provision, then procedures outlined in the school complaints policy will be followed.

EVALUATING THE SUCCESS OF THE SEND POLICY

The following procedures provide evaluative points for assessing the effectiveness of the SEND Policy:

- ❖ Senior Leadership Team Meetings
- ❖ Pupil Assessments for review meetings
- ❖ Pupil and Parent/carer views recorded at review meetings
- ❖ Assessment data
- ❖ Pupil and Parent Voice
- ❖ Audit of SEN Provision by TKAT and/or LA
- ❖ Staff awareness of individual pupil need identified in planning documents
- ❖ Success of the identification process at an early stage
- ❖ Academic progress of pupils with SEND
- ❖ Records of behaviour incidents
- ❖ Pupil attendance data
- ❖ Number of exclusions of SEND pupils
- ❖ Pupils' awareness of their targets and achievements