



Kensington Junior Academy
Special Educational Needs and Disability Policy
September 2023

SENDCo: Miss V Powlson

Vision

In accordance with the SEN Code of Practice (September 2014), our vision at Kensington Junior Academy is to recognise everyone is a learner and everyone is committed to supporting learning in all its forms. At Kensington Junior Academy, we strive for inclusion, rather than integration. For us, inclusion is about how we adapt to our children's needs. A child is 'included' when they are viewed as an equal partner in the academy community and they truly sense their own 'belonging'.

We are proud of our tradition of providing all pupils, whatever their needs and abilities, with a rich and broad curriculum. We seek to remove barriers to learning, and make all reasonable adjustments to ensure the widest possible access to our creative curriculum.

Children who have SEND are those for whom individualised educational provision has to be made for a period of time (that which is additional to or different from the educational provision made generally for children of their age).

Aims and Objectives

- There will be a whole-academy approach to special needs, where staff work as a team co-operating, collaborating and co-ordinating for the benefit of all children
- We will identify children with Special Educational Needs and Disabilities (SEND) as early as possible to support their learning. Parents will be notified.
- Parents/carers will have a vital role to play in decision making and supporting their child's education.
- The view of the child is considered and taken into account at every appropriate opportunity.
- To provide additional support and/or resources to enable all children to achieve to the best of their ability.
- Children with SEND will be offered full access to a broad, balanced and relevant curriculum.
- All children will be encouraged to actively participate in their learning process.
- We will promote effective partnership and involve outside agencies in meeting the needs of our children

Identification and Assessment of SEN

Kensington Junior Academy recognises it has a statutory duty to identify vulnerable children. Children are identified as early as possible through a mixture of parental information, concern, observation by school staff, and/or internal and external assessments.

Graduated Response

When a parent or teacher becomes concerned about a child, a discussion is held amongst relevant staff and parents/carers. Support will be put in place to monitor the child's progress.

If there continues to be concerns after appropriate support from school and home, then this should be communicated with the SENDCo. The SENDCo then discusses with parents/carers and relevant staff what action needs to be taken.

There is a graduated response (Waves) to intervention, depending on the level of need.

The waves of intervention:

Wave 1 – All children receive quality first inclusive teaching.

Initial concerns about a child will be monitored for an appropriate amount of time.

Wave 2 – At this point the child will be added to the School's Special Educational Needs and Disability (SEND) Register. They may receive small group interventions and/or in class TA support. Interventions will be recorded via a provision map. Strategies to support the child at home will be discussed.

Wave 3 – At this point a child will receive a more intensive and individualised approach. In consultation with parents/carers, school will access support from appropriate external agencies/provision. Interventions will be recorded via a provision map and children will have a child portrait that shares inclusion strategies with all members of staff. An Education and Health Care Plan (EHCP) may be applied for if the child's needs are increasingly complex.

Where it is felt that a variety of agencies are required to meet a child's needs, a Common Assessment Framework (CAF) might be instigated, if one is not already in place.

Agencies involved might include Behaviour Support Team, Inclusive Education Service, Child and Adolescent Mental Health, Community Educational Psychologist or the Children's Centre.

Provision

All teachers are teachers of children with Special Educational Needs and Disabilities. The SENDCo is responsible for co-ordinating the schools' provision for children with SEND. The strategic overview of SEND provision is shared with the Senior Leadership Team (SLT) and the Governing Body.

The SEND co-ordinator is Miss V Powlson and the SEND link governor is Mrs J. Sparks.

At Kensington Junior Academy, we believe that the needs of the children are a shared responsibility of the whole staff, and that everyone involved in the teaching of SEND children should be made aware of their needs. The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including SEND provision.

The role of the Special Educational Needs & Disabilities Co-ordinator (SENDCO) is:

- The day to day operation of the school's SEND policy
- Liaising with and advising teaching staff
- Co-ordinating provision for children with SEND

- Maintaining the school's SEND register and overseeing records
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with other stakeholders to update the access plan as necessary
- Liaising with external agencies, including the educational psychology service and other support agencies, medical and social services, the parent partnership and other voluntary organisations
- Representing the school at family SENDCo meetings
- Keeping abreast of training and new initiatives and implementing them as appropriate
- Liaising with the governors via the governor who has responsibility for SEND
- Writing appropriate funding bids
- Maintaining and purchasing resources as necessary.

The role of the class teacher is to:

- identify children with possible SEND and inform the SENDCo where additional support is required
- set suitable learning challenges and plan to overcome barriers to learning
- employ appropriate strategies to meet their needs with the help of the SENDCo
- monitor and record the progress of children with SEND
- liaise with teaching assistants (TAs) and other auxiliary staff
- keep parents informed with the SENDCo
- keep provision maps and other paperwork up to date
- contribute to reviews and liaise with the SENDCo
- pass relevant paperwork onto the next teacher/school

The TAs role is to support the child's learning as directed by the class teacher. At times, this will include working with children with SEND. The TA will use the information on the Individual Education Plans (IEP) to support the needs of SEND children and keep a record of relevant achievements and observations.

Full details of our SEND offer in APPENDIX 1

Effectiveness of SEN Provision

SEND provision is monitored through assessment data, intervention evaluations, teacher and teaching assistant observations, child interviews and meetings with parents and other agencies.

Evaluation evidence is monitored by SLT and governors.

Social and emotional well-being

We recognise that children with SEND may also need pastoral, social or medical support. Please see our School Offer (Appendix 1)

We recognise that children with SEND may demonstrate unwanted behaviour and/or have issues with attendance. Generally, this will be managed within the school Behaviour and Attendance Policies. In more complex cases, these children may have an Individual Handling Plan which has been discussed and agreed with parents/carers and appropriate outside agencies

We recognise the need to keep all children safe as outlined in our Safeguarding Policy. We also understand that nationally children with SEND are at a higher risk of harm and so work closely with outside agencies to ensure their safety.

Training in SEND

Training for SEND is part of our CPD cycle. We provide generic SEND training for all staff and more specific training to meet individual staff need and/or to meet individual children's needs.

Involvement of Parents

A yearly SEND meeting is held for all parents so that they are aware of the provision in place.

Parents of children with SEND will have the opportunity to meet staff in order to discuss their child's progress and the effectiveness of any interventions in place enabling them to be involved in planning the next steps. This may happen during parents evening meeting or, where necessary at additional points during the year. Clear records will be kept and shared of these meetings.

Involvement of Children

Wherever appropriate children will attend meetings or their views will be considered as part of the meeting. Child voice is a priority across Kensington Junior Academy and we seek to gain their ideas on what is working well for them and what needs to change at every possible opportunity.

Transition

Kensington Junior Academy recognises that successful transition planning is paramount to every child and even more key to children with SEND. We strive at every opportunity to ensure that information is shared with all partners in a structured considered and timely fashion.

Accessibility

Please see our Accessibility Plan.

Local Offer

We follow all guidelines as set out in the Derbyshire Local offer. Please see their website for more details. <https://localoffer.derbyshire.gov.uk>

Complaints procedure

We operate an open door policy and always encourage parents/carers to approach us with any concerns they may have at their earliest convenience. We will always listen and seek to reassure and resolve any issues. Parents seeking a more formal route to resolve outstanding issues should refer to our Complaints Policy.

Appendix 1:

Kensington Junior Academy **Special Educational Needs & Disability (SEND) offer**

The Derbyshire SEND Local Offer is a resource designed to support children, young people and their families with special educational needs and/or disabilities. It describes the services and provision that are available, both to those with a new Education, Health and Care Plan (EHCP), formerly known as a Statement, and those who do not. The SEND Local Offer includes details of public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

In Section 20 of the Children and Families Act 2014, pupils with SEND are defined as follows:

- Significantly greater difficulty in learning than the majority of children of the same age
- Or
- A disability which prevents or hinders a child from making use of educational facilities of a kind generally provided for children of school age within the local authority.

The area of special need will be identified as one or more of the following:

Communication and Interaction:

Speech and language delay, impairments and disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those on the autistic spectrum.

Cognition and Learning:

Moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those on the autistic spectrum.

Social, Mental and Emotional Health:

Pupils who may be withdrawn, isolated, show disruptive or disturbing behaviour, be hyperactive or lacking concentration. These should be seen as different to behavioural difficulties which, on their own, do not automatically mean that a child has SEND.

Sensory and/or Physical Needs

Sensory, multi-sensory and physical difficulties. We recognise that a physical disability on its own does not automatically imply an additional learning need, but provision may follow the same pattern of individualised support through reasonable adjustments.

The following are not considered to be SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- EAL (English as an additional language)
- Being in receipt of the Pupil premium
- Being a Looked After Child (Child in Care)
- Being the child of Service Personnel

Many SEND pupils join us in Year 3 with needs already identified. Some needs, often physical and sensory eg. hearing/sight impairments, have been apparent from birth, while learning needs may have only recently been identified or diagnosed. In these cases, we liaise closely

with all feeder schools and parents/carers as part of the transition process, and build on the levels of support previously provided.

Other needs may become apparent to staff or parents as pupils move through the key stage, and a Graduated Approach will be applied in order to determine the best level of support.

Additional Support from Derbyshire County Council: GRIP funding or EHC Plan.

GRIP (Graduated Response to Individual Pupil) funding can be applied for if the school feels that additional support is needed, above the 9 ½ hours already provided, and for a relatively short block of time. This could be to support during transition, to provide intense language support, or to carry out a specialist programme of work. School can apply for GRIP to 'buy-in' specialist help. Funding lasts for a year at a time, and may be continued following review.

Referral for an Education, Health and Care Plan (EHC Plan) may take place if a child has a life-long or complex difficulty. They may be referred for a Statutory Assessment of their needs (EHCNA) in order to be granted an EHC Plan. Evidence to support and EHC Plan referral will come from a variety of agencies including school and SSEN, parents, health professionals and educational/clinical psychologists.

EHC Plans will be developed and agreed by all parties eg. school, parents and other professionals involved in the child's care.

Once agreed, EHC plans will be subject to an annual child-centred review. They will also 'move' with the child if there is a change of school.

The decision as to whether or not a child is eligible for an EHC Plan is made by a panel of professionals from health, education and social care.

Parents have the right of appeal should an EHC Plan referral be unsuccessful.

Working in Partnership

Our school has strong, and well-established, links with a variety of external support agencies, so that we may fully support and include pupils with SEND:

- Educational Psychology
- Health – School Nurse, Community Paediatrician
- Speech and Language Therapists
- SSEN – Support Service for Special Educational Needs
- Services for the Hearing/ Physically Impaired
- Physio/Occupational Therapists
- Behaviour Support
- Autism Outreach
- Social Care
- Multi-Agency Teams

We also believe strongly that close working partnerships with parents/carers are crucial to success, and work hard to build relationships of mutual trust as soon as pupils join us.

Supporting Transition

Whilst we would hope that transition is seen as an exciting time of opportunities, we recognise that it can also be stressful, for pupils and parents alike, and aim to minimise concerns as follows:

When pupils join us from Y2, the SENDCos and Y3 staff will liaise with feeder schools to share relevant information. Extra transition visits will be arranged and wherever possible, the SENCO will attend the Y2 annual review. We meet with new parents in July, prior to transition, and will arrange extra discussion opportunities as necessary.

When pupils transfer to Y7, we pass on relevant details to secondary school colleagues, and wherever possible, invite new SENCOs to Y6 annual reviews. Again, extra transition visits will be arranged as needed, and transition 'passports' may be compiled by the pupil.

When pupils join us mid-Key Stage, we endeavour to liaise with previous schools as far as possible prior to admission. Records are passed on. We will liaise with other agencies who may be involved, and work closely with parents to ensure a smooth integration.

As pupils move up into new year groups, all relevant records are shared by the SENDCo and class teachers. Extra opportunities to meet new teachers are arranged for those who may need this.

Supporting Pupils with Medical Conditions

Kensington Junior Academy acknowledges its responsibilities in ensuring that pupils with medical conditions are properly supported, in order to achieve full inclusion.

We work closely with parents and health professionals to compile Health Care Plans and train staff accordingly. We also work with pupils to foster age-appropriate independence in managing their own medical condition.

We work in accordance with 'Supporting Pupils in School with Medical Conditions' DfE April 2014.

The Role of the Governing Board

SEND Governors will be familiar with our procedures and will receive regular updates on how the school meets its statutory duties. They will pay particular attention to progress and performance outcomes for SEND pupils. They will work with the Head teacher to ensure that all reasonable adjustments are made to support full inclusion for all pupils.

The Governing Board is responsible for ensuring that our policy and procedures are up to date, and comply with the most current legislation.

Governors may become involved in the investigation of complaints, or in the hearing of appeals.

Evaluation and Review

This policy will be reviewed regularly to ensure that:

- It remains up to date in terms of key personnel responsible, and in terms of any changes to local guidance or statutory duty
- It continues to support staff in providing for all pupils with SEND
- It continues to meet the needs of our pupils successfully
- It continues to support parents/carers of pupils with SEND

- It reflects any changes in wider school policy or practice

Mrs B Turner
September 2023