

Thomas Knyvett College

SEND and Inclusion

Thomas Knyvett College respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At our school, every teacher is a teacher of every student, including those with SEND with a focus on bringing out the best in all.

Date created: Jan 2015

Governors Committee Responsible: Curriculum and Pastoral

Implemented: March 2016

Senior Manager Contact: AHT Inclusion SEND

Review period: Annual

Last reviewed:

Last re-written:

Next due for review: January 2017

We define special educational needs and disability (SEND) using the SEND Code of Practice 2014.

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.¹

Disability: Many children and young people who have SEN may have a disability under the Equality Act (2010) – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’²

Key Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) has the day-to-day responsibility for the operation of SEND policy and is responsible for the co-ordination of specific provision made to support individual students with SEND, including those with an education, health,

¹ Code of Practice 2014

² Equality Act 2010

care plan (EHCP). Part of the role of the SENCo is to co-ordinate arrangements with the class teachers/tutor/ year leader regarding those students with SEN and/or disabilities.

SENCo name: Claire Willmott Assistant Headteacher

Contact details: willmott_c@thomasknyvett.org

National Award for SENCO: gained in March 2012 (a necessary qualification for any SENCo new to role since 2009)

Details of staff in school with specific roles:

SEND Governor: Rob Davy

Designated Safeguarding Lead: C. Willmott, Assistant Headteacher

Teacher responsible for managing Pupil Premium funding: F. Thantrey, Deputy Headteacher

Medical needs of students: C. Willmott, Assistant Headteacher

How was this policy put together?

This policy was created in partnership with all stakeholders, including the Headteacher, the SEND Governor, SENCO, representative staff, parents and pupils with SEND across both key stages in the college.

The policy reflects the statutory guidance set out in the SEND code of practice 2014.

This policy can be accessed through the school website at <http://thomasknyvett.org/> and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014³ and had been written with reference to the following related guidance and documents:

- Equality Act (2010)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- SEN and Disability – a guide for parents and carers (2014)
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Aims and Objectives

³ SEND Code of Practice 0-25 (2014) section 3.65

Aims

At Thomas Knyvett College, all students, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

- We expect that all students with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give students with SEND the support they need⁴
- Ambitious educational and wider outcomes will be set for them in conversation with the student and parents
- Our aim is that all students become confident individuals who will be able to make a successful transition on the next phase of their educational journey and into adulthood.

Objectives

These objectives will be updated on a yearly basis and will be based on the key priorities from the school and inclusion development plans. The objectives for academic year 2015-2016 are:

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing support for students who have SEND, working with the student and their parents/carers⁵
2. To deliver a programme of training and support for all staff working with students with SEND, to ensure that they have the necessary skills to be effective teachers of these students.
3. To implement the changes associated with SEND14 ensuring effective provision for identified students and value for money.
4. To further develop whole school provision management to ensure that there is universal, targeted and specialist support for students with SEND.
5. To audit provision on a regular basis to ensure quality first teaching for all students, including those with SEND.
6. To develop a parent forum to ensure effective communication and co-production of policies and practice relating to students with SEND.

Identification of Needs

Within SEND, there are four areas of need⁶:

- Communication and interaction – this includes speech, language and communication needs (SLCN) and autistic spectrum disorders (ASD).
- Cognition and learning – this includes moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLD encompasses dyslexia, dyscalculia and dyspraxia.

⁴ SEND Code of Practice 0-25 (2014) section 6.2

⁵ SEND Code of Practice 0-25 (2014) section 6.14

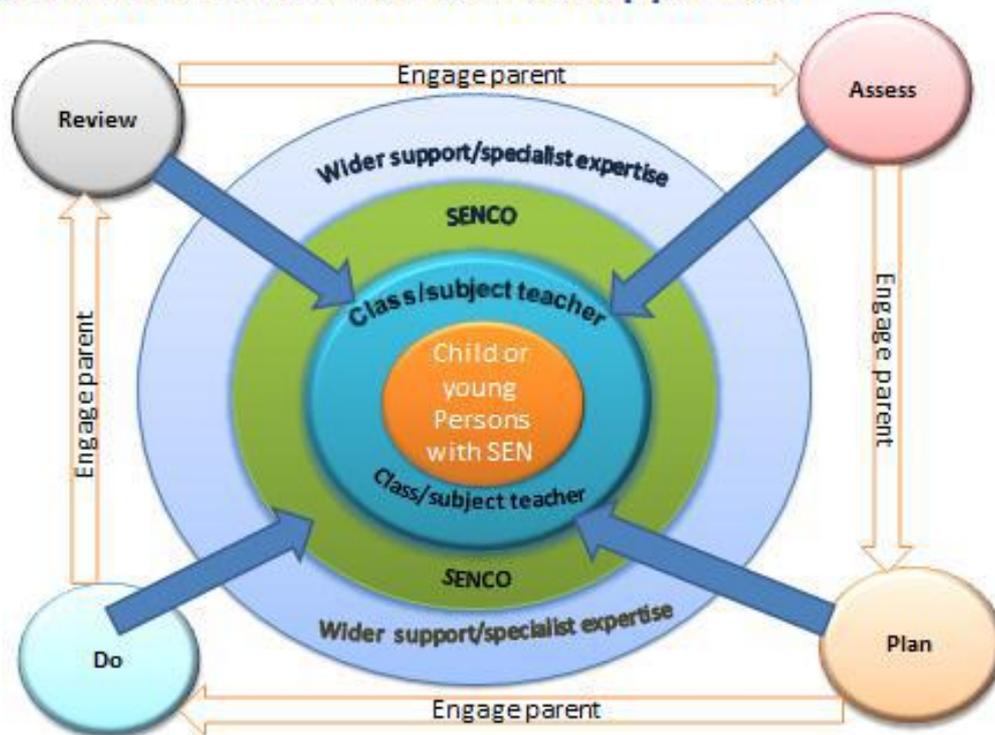
- Social, emotional and mental health – this includes students that are withdrawn or isolated, those that display challenging, disruptive or disturbing behaviours, those that are diagnosed with attention deficit disorder (ADD) or attention deficit hyperactive disorder (ADHD), those with an attachment disorder, anxiety or depression.
- Sensory and/or physical – this includes hearing impaired, visually impaired, cerebral palsy, multi-sensory impairment and physical disability.

At Thomas Knyvett College, we will identify the needs of each student by considering the needs of the whole child. These will be broader than focusing on the special educational needs and/or disabilities of the young person and due to the complexity of needs of each individual the area of support may not be confined to one category. This in turn will lead to setting out the arrangements which will be put in place to address the identified needs. These arrangements may be in class, with a focus on quality first teaching. The school's provision map identifies these arrangements in more detail.

A Graduated Approach to SEND Support

At Thomas Knyvett College we take a whole school approach to SEND support:

The new vision: A whole school approach



All teachers provide quality first teaching in lessons. If a student has SEND, the teaching is adjusted to take account for this, ensuring personalised teaching based on individual need. This is the first step in responding to students with SEND.

All teachers are responsible and accountable for the progress and development of all students in their class, including where students access additional support from teaching assistants (TAs) or specialist staff.

We monitor students' progress on a termly basis and use this information in conjunction with teacher feedback to identify the need for additional intervention. Additional intervention and support cannot compensate for a lack of good quality teaching and we ensure, through regular observations and learning walks, that our teaching meets the needs of all students, including those with SEND.

The school's SEND Information Report, which can be found on the website <http://thomasknyvett.org/> provides additional information about how we support students with SEND to achieve their full potential.

Any decision to make special educational and/or disability provision is taken involving the teachers and SENCo, considering all of the information gathered from within school about the student's progress based on their age and starting points. This is then compared to national data and expectations of progress. This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Provision management outcomes
- Specific assessments, as required

Where students have higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need. This includes the educational psychologist, learning and language support, behaviour support, traveller support service, physical support service and speech and language service. This information will also be taken in to consideration when developing special education or disability provision for a student. The views of the parent/carer and the student will also be taken in to consideration when developing special education and/or disability provision for a student within the college.

Special Educational Needs Register

Where a student has been identified as having special educational needs, Thomas Knyvett College will take action to remove barriers to learning and put effective provision in place. If, as a result of quality first teaching, the young person's progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the young person's previous rate of progress
- Fails to close the attainment gap between the young person and their peers
- Widens the attainment gap⁷

the decision will be taken whether or not the young person needs to be placed on the SEND register under the category of **SEND Support**. This SEND support will take the form of a four-part cycle (see the diagram⁸ below):

⁷ SEND Code of Practice 0-25 (2014) section 6.17



Assess

We will ensure that we regularly assess all students' needs so that each young person's progress and development is carefully tracked. We will listen to the views and experiences of the young person and their parents/carers. In some cases we will draw on assessments and guidance from other educational professionals.

Plan

Where SEND Support is required the teachers and SENCo with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. Targets for the young person will be shared with them using appropriate language. All staff who work with the young person will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any learning at home.

Do

The subject teacher is responsible for working with the young person on a daily basis. They will liaise closely with any staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher and the additional adults working with the young person. All adults working with the young person will encourage them to be individual learners, developing their ability to deal with difficult tasks.

Review

The plan, including the impact of the support and interventions, will be reviewed termly by the teachers, SENCo, parent/carer and young person. Decisions will be taken in partnership with all involved. The termly review will inform the planning of next steps or where sufficient progress has been made, removal of the young person from SEND Support. For students with an EHCP, the local authority must review the plan at least annually.

SEND Support can take many forms and could include⁹:

- A tailored learning programme for the young person
- Extra help from a teacher or learning support assistant
- Making or changing materials and equipment
- Working with the young person in a small group
- Observing the young person in class or at break and keeping records
- Helping the young person to take part in class activities
- Making sure that the young person has understood things by encouraging them to ask questions and to try something they find difficult
- Supporting the young person at break times
- Supporting the young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.
- Time bonded interventions
- Parents/carers reinforcing learning at home

The school's SEND Information report details how the needs of students with SEND will be met in more detail.

Students with Medical Conditions

Our school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Reviewing the SEND Policy

In line with all school policies, the SEN policy will be kept under regular review by Claire Willmott, SENCo, Rob Davy, SEN Governor and the Governing Body.

If parents have comments, compliments or concerns that they would like to share, these should be addressed to the SENCo in the first instance.

⁹ SEN and Disability – a guide for parents and carers (2014) p.30