



# King's Academy Binfield and King's Academy Oakwood SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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## 1. AIMS OF THE POLICY

The purpose of this policy is to describe our practices with regards to children with special educational needs and/or disabilities and the principles upon which these are based and specifically:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the academy alongside students who do not have SEND
- To use our best endeavours to secure special educational provision for students for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory/physical
- To request, monitor and respond to parent and students' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development
- To support students with medical conditions to achieve full inclusion in all academy activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students
- To work in cooperative and productive partnership with Bracknell Forest and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners

## 2. GLOSSARY OF TERMS

KAB: King's Academy Binfield  
KAO: King's Academy Oakwood

SENCO: Special Needs Co-ordinator.

SEND: Special Educational Needs and Disabilities. At KAB, we use the definition for SEN and for disability from the SEND Code of Practice (2014) which reads as follows:

### *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.*

### *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’. This definition includes sensory impairments such as those affecting sight or hearing, and long term-health conditions such as asthma, diabetes, epilepsy, and cancer.*

*It is our duty to ensure that we do not directly or indirectly discriminate against disabled children. We will ensure we promote equal opportunity in every aspect of school life. It is our duty to make reasonable adjustments to ensure that disabled children are not placed at a disadvantage and is anticipatory in nature.*

EHCP: Education Health Care Plan

Code of Practice: 0-25 special educational needs and disability (SEND) code of practice

EHA: Early Help Assessment  
Parents: Includes any adult with a duty of care

## 3. OUTCOMES OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Our core belief is that every single student deserves an outstanding education that not only provides the academic qualifications essential for long-term success but also gives them the skills, experience, opportunities and networks to become global citizens with the very best life chances. To this end we aim to provide an education which encourages every student to work towards achieving their full potential. At the School, therefore, we:

- Will provide a broad and balanced curriculum, which conforms to the requirements laid down in the form of the National Curriculum. This is seen as an entitlement and should be accessible to all students regardless of their abilities;
- Will get to know our students early to ensure all planning is student-centred;
- Will, where possible, give the opportunity for all students to have their particular learning needs met in teaching groups together with their peers;
- Will have the highest expectations of all students regardless of abilities, difficulties or disabilities;
- Recognise that all staff have a responsibility for all students including those with learning difficulties and will respond to the challenge of meeting these needs;
- Will clearly and concisely define procedures so that all staff, teaching and support, and particularly new staff, are supported and informed of the practice of the School in implementing statutory requirements in relation to special educational needs and disabilities;
- Will develop and review policy and practice which will identify students with special needs and disabilities, describe what those needs are, and determine what interventions need to be set up with these students, as specified in the Children and Families Act 2014;
- Will ensure that systems are in place to enable a consistent approach to monitoring, assessment and record keeping and that this information is communicated as defined in the policy;
- Will use members of the Learning Support Department to provide specialist support to colleagues who have students with identified special educational needs or disabilities and to facilitate the delivery of the curriculum;
- Will work closely with parents and external agencies to accurately identify students with special educational needs and disabilities and then to provide the necessary interventions as soon as possible;
- Will actively promote all students with identified needs to have equal access to opportunities within the wider community and ensure provision is in place to support them beyond KAB and KAO (as part of the move from 'birth to 25')
- Will develop strategies to monitor the effective implementation of this policy

#### **4. ASSESS, PLAN, DO, REVIEW**

The SEND Code of Practice encourages an 'assess, plan, do, review' graduated approach to support students with SEND.

##### **4.1 Assess**

The class teachers and tutor, working with the SENCO and the Learning Support faculty, should carry out a clear analysis of the student's needs. This will include drawing on the teachers' and tutor's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour.

##### **4.2 Plan**

The teachers and SENCO will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The SENCO may decide to seek advice from external agencies in agreement with the parent.

### **4.3 Do**

The class teachers and Learning Support department are responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions

### **4.4 Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. If adequate progress has not been made, revisions will be made to the plan and this 'plan, do, review' cycle will continue

Where a student is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register and continued to be monitored at a lower level, parents will be informed of this decision

## **5. RESPONSIBILITY FOR COORDINATING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Although overall responsibility for special educational needs and disabilities provision rests with the Local Governing Body and Executive Principal, the person responsible for the day-to-day operation of the School's special educational needs and disability policy is the SENCO (Special Educational Needs Co-ordinator).

### **5.1 Roles and Responsibilities**

#### **The SENCO will:**

- Co-ordinate the identification and assessment of students with special educational needs and disabilities including students on an Education, Health and Care Plan (EHCP) and those requiring SEN support;
- Apply for EHCPs where required and lead / attend Team around the Family (TAF) meetings as required;
- Focus tightly on student outcomes and putting provision in place to support the students in achieving those outcomes;
- Coordinate provision for students with special educational needs at all levels as specified in the Children and Families Act 2014;
- Maintain the school's Special Educational Needs and Disabilities Register, oversee the records of all students with special educational needs and disabilities and disseminate relevant information to everyone involved;
- Liaise with parents and external agencies in reviewing interventions and communicating outcomes;
- Share information on student needs succinctly and regularly with colleagues;
- Lead on Annual Reviews of all students with EHCPs attending the school, liaising with external agencies as required;
- Lead the training of colleagues in personalising the curriculum to meet the needs of all students.

#### **The Board of Governors will, in cooperation with the Executive Principal**

- Determine the School's general policy and approach to provision for students with special educational needs and disabilities;

- Establish the appropriate staffing and funding arrangements and maintain a general oversight of the School's work;
- Hold the Executive Principal and the SENCO to account in terms of outcomes for students on the SEND register.

**The Inclusion Governor will:**

- Take a particular interest on behalf of the Local Governing Body in the way the Academy manages its provision for SEND;
- Liaise with the SENCO;
- Visit the area by arrangement with the SENCO;
- Question any Local Governing Body decisions which have implications for SEND;
- Attend training sessions where appropriate;
- Report regularly to the Local Governing Body on matters relating to SEND.

**The LSAs will:**

- Ensure adherence to initial identification procedures for students with special educational needs;
- Contribute to reviews of students both on the SEND register and with EHCPs;
- Contribute towards effective differentiation for students with SEND.

**The Curriculum/Phase Leaders will:**

- Be responsible for ensuring that the Schemes of Learning, teaching methods and teaching materials offer the greatest opportunities for providing a broad and balanced curriculum to all students, including those with SEND;
- Ensure lesson plans reflect the needs of all learners including those with SEND;
- Ensure that adequate levels of differentiation have been applied to ensure that all learners are able to access the mainstream curriculum;
- Ensure initial identification procedures for students with SEND are adhered to;
- Monitor the progress of all SEND students and intervene appropriately where required;
- Contribute to SEND reviews as required.

**All teaching staff will:**

- Ensure full access to the curriculum for all students including those with SEND by providing learning opportunities suitably differentiated to meet individual needs;
- Ensure lesson plans reflect the needs of all students;
- Set curricula targets that help the student understand how to make progress;
- Review the curricula targets regularly and ask for guidance and support from the Learning Support team when the students are not making the expected progress;
- Contribute to reviews of SEND students as required;
- Identify SEND students on all seating plans;
- Implement strategies suggested by the Learning Support team and feedback on the effectiveness of these.

## **6. ADMISSION ARRANGEMENTS**

- All students are admitted to the school according to the admissions criteria (see admissions policy)

- The Governors and Executive Principal will ensure that students with SEND admitted to the academy can fully participate in the activities of the academy together with other students so far as that is reasonably practical and is compatible with the efficient education of the other students. They will oversee the appeals process and work with the SENCO and Case Worker to ascertain whether the academy can fully meet the needs of EHCP students applying to the academy
- Students' successful transfer to the academy is supported by:
  - information from feeder primary schools/previous schools indicating details of the nature, extent and effectiveness of any previous support for special educational needs and identifying students' stage;
  - attendance at Annual Review meetings prior to the students joining KAB where possible;
  - results of standardised tests;
  - family meetings, where required
  - available information relating to any relevant medical condition or attendance difficulties
  - liaison with external agencies (advisory teachers, EP, EWO etc)
- This information is then disseminated to relevant staff and used to ensure the most appropriate groupings, which will enable students' fullest access to a broad and balanced curriculum
- **Bracknell Forest is required to consult with the parents' preferred school before the School is named in a student's EHCP.**

## 7. SPECIAL FACILITIES

King's Academy Binfield and King's Academy Oakwood are fully accessible for a range of SEND from September 2018 including fully accessible toilets, hygiene facilities, lifts, ramps and hearing loops.

## 8. ALLOCATION OF RESOURCES

- The resources for special educational needs are included within the overall budget of the academy.
- The academy will ensure that all monies which are allocated to resource SEND students are used for this purpose.
- The funding is utilised as follows:
  - to provide adequate levels of staffing for students with EHCPs;
  - to develop a personalised educational programme for the student as specified in the plan ;
  - to deliver any educational programmes for the student as specified in the plan;
  - to monitor and review any educational programmes as specified in the plan;
  - to liaise with and procure external agencies as specified in the plan;
  - to purchase materials and resources to meet the student's identified needs;

## 9. IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES

- The early identification of students with SEND is desirable to minimise difficulties later on. The process is on-going but concerns may be identified at any time in the student's school career from any of the following sources:
  - information gained at primary/secondary transfer;
  - in-class observations by the Learning Support team;
  - concerns raised by external agencies;
  - concerns raised by students themselves;
  - concerns raised by parents;
  - referrals from class teachers, tutors and Learning Support staff;
  - regular, on-going teacher assessments;
  - Standardised tests
- Once concerns about a particular student have been raised the SENCO will begin to assess the student's learning needs, requesting external advice if required.
- Assessment outcomes are discussed at regular team meetings. The following decisions are possible:
  - No SEND – refer to relevant middle leader / teachers
  - SEND – Wave 1: Upon identification, advice is offered to assist in quality first teaching of all students and ways to accommodate to the needs of the SEND student. This is school based and it is expected that the majority of students with SEND will fall within this stage. Students' needs are addressed in the context of mainstream classrooms, through high quality planning, teaching and assessments
  - SEND – Wave 2: Where Wave 1 is not having the desired impact and the student is not progressing in line with expectations, students will receive support from the Learning Support department in one of the following ways:
    - In-class curriculum / behaviour support;
    - Small-group support;
    - One-to-one intervention;
    - Work with outside agencies;

*The new code of practice explains that the needs of the majority of SEND students are adequately met by the support outlined above. However, for those students who are making inadequate progress given their age, starting point and particular circumstances further support is required.*

- STATUTORY ASSESSMENT: The school will work with the SEN Team at Bracknell Forest to consider the need for an EHCP.
- The SENCO will:
  - Make a request for an EHCP assessment via the SEN team, if this is successful, work with the SEN Case worker and external specialists to provide evidence of student need;
  - Provide evidence of the following to enable the Local Authority to consider a request for an EHC needs assessment:
    - Relevant and purposeful intervention. This will include details regarding the drawing up, implementation and review of at least two individualised education plans and provision maps;
    - Involvement of parents/carers and child;
    - Involvement of Local Authority targeted/specialist services i.e. the Educational Psychologist and/or Specialist Teachers, e.g. Child Development Centre Officer, Support for Learning Service (SfL), Autistic

Spectrum and Social Communication Team (ASSC), Behaviour Support Team (BST), Children and Young People's Integrated Therapies (CYPIT) etc. Schools will need to demonstrate how this professional involvement has informed the development and implementation of the special educational provision for the child/young person;

- Advice from other relevant external professionals, e.g. Speech and Language Therapist's or Physiotherapist's etc., as appropriate;
  - Monitoring by the academy of the child's progress over a period of time (covering at least two reviewed individual plans and provision maps) including external professionals involvement and evidence of any changes in strategies and programmes as a result of that monitoring;
  - Evaluation of the impact of the strategies in place on the child's learning and/or behaviour.
- The Authority must be satisfied that the child's difficulties are exceptional, long-standing and have not been resolved, despite a range of interventions. Children with the most severe and complex special educational needs will usually have been identified before statutory school age.
- With children for whom English is not their first language, objective information about language proficiency in their first/home language should be provided.
- Guidelines have been produced for applying for an EHCP (see <https://www.bracknell-forest.gov.uk/sites/default/files/documents/guidance-on-requesting-an-ehcp-assessment.pdf> )
- EHCPs, once allocated, should be reviewed annually.

## 10. PROVISION FOR STUDENTS WITH SEND

- It is our intention at KAB and KAO to offer a broad and balanced curriculum, which promotes equal opportunities for all students whatever their gender, background, race, ability or special educational needs;
- We believe that SEND students should be educated in the mainstream classroom alongside their peers;
- Within our Specialist Resource Provision in KS1, it is our vision that students will access the mainstream classroom alongside more targeted and specialist intervention in order to meet the student's needs;
- All students who have been identified as SEND are placed on the SEND Register and parents are informed. They are monitored by subject teachers and tutors using increased differentiation of teaching methods and materials to meet their individual needs. All students' progress is reviewed and communicated with parents regularly;
- A profile is completed for SEND students with parental and student input and is shared with colleagues. This is done in conjunction with specialists from outside the school where relevant.
  - This includes:
    - The student's strengths;
    - The student's opinion;
    - The student's hopes for the future;
    - Areas of Concern;
    - Strategies that may be used to differentiate work / deal appropriately with behaviour in lessons;

- Reasonable adjustments that can be made in class to support students with SEND;
- Outcomes and targets.

## **11. HOW STUDENTS WITH SPECIAL EDUCATIONAL NEEDS ARE INTEGRATED WITHIN KAB and KAO.**

Students with special educational needs are fully integrated into school life. They hold positions of responsibility and represent the school in a range of extracurricular activities.

## **12. SUCCESS CRITERIA**

- Students with SEND are identified effectively.
- The School's SEND Register is updated regularly.
- Detailed files are kept for all students on the SEND Register.
- Provision Maps and Individual Education Plans are in place and are reviewed regularly.
- Staff are aware of individual students' needs and the provision available.
- Staff provide learning opportunities suitably differentiated to meet individual needs.
- SEND students are fully integrated and are able to access the curriculum.
- Students who are the subject of an EHCP receive the level of additional support to which they are entitled and have this reviewed regularly as agreed with the SENCO and SEN Case Workers from Bracknell Forest.
- Students make progress towards clearly specified targets.
- Students engage successfully in the curriculum.

## **13. COMPLAINTS**

Any complaint about SEND provision within the school should in the first instance be directed to the SENCO. If the issue(s) is/are unresolved contact should then be made with the Vice Principal. In the unusual circumstances that the issue is still not resolved it should then be referred to the Chair of Governors. Further information is available in the School's complaints policy.

## **14. IN-SERVICE TRAINING**

- All staff at the school are assisted with their management of SEND students through academy-based in-service training which may be in house or be provided by the following agencies:
  - Educational Psychologists
  - ASSC
  - Support for Learning Service
  - Behaviour Support Team
  - Children and Young People Integrated Therapies
  - Berkshire Sensory Consortium
  - Speech and Language Therapists
  - CAMHS staff
  - Occupational Therapy

- Physiotherapy
- Paediatric specialists in specific conditions.
- Within the academy budget constraints all staff are encouraged to attend national and local staff development activities and conferences, which focus on effective support. Furthermore: Beginning Teachers and Newly Qualified Teachers receive specific sessions on SEND as part of their school-based induction.
- Staff in the Learning Support department regularly update their knowledge and awareness of issues relating to SEND through attendance at relevant courses. Feedback is subsequently shared within the department either orally or in the form of a written report for wider cross curriculum distribution.
- Copies of relevant documents and literature are circulated to:
  - the Executive Principal
  - the Senior Leadership Team
  - Curriculum Leaders
  - Pastoral Leaders
  - Tutors and Subject Staff
- The school endeavours to facilitate the sharing of good practice within the Learning Support department and across the curriculum whenever possible

## **15. LINKS WITH OTHER AGENCIES**

The school may work in partnership with the external agencies listed below in supporting all students, but particularly those with SEND:

- SEN Case Workers
- Educational Psychologists
- ASSC
- Support for Learning Service
- Behaviour Support Team
- Children and Young People Integrated Therapies
- Berkshire Sensory Consortium
- Speech and Language Therapists
- CAMHS staff
- Occupational Therapy
- Physiotherapy
- Paediatric specialists in specific conditions
- Children's Services
- Educational Welfare Officer
- Advisors from Bracknell Forest
- Local and National Charities
- School Nurse
- Primary Mental Health service
- Other relevant agencies –where required

These services are used not only to provide information and advice about a range of SEND but also to provide direct support to students

The co-ordination of the deployment of these services within the school is the responsibility of the SENCO.

### **15.1 Educational Psychologists**

The school has access to the Educational Psychology Service through Bracknell Forest as a traded service.

### **15.2 Peripatetic Teaching Teams**

- These teams provide advice, assessment and intervention in relation to specific areas of SEND.
- The school has access to a range of Specialist Teaching Teams through Bracknell Forest as a traded service.

## **16. PARTNERSHIP WITH PARENTS**

- All staff at KAB and KAO strive to work in partnership with parents in supporting all students;
- Throughout the identification and assessment process the involvement of parents is vital;
- At all times, both in and out of school, parents are encouraged to share in the management of their own child's specific needs;
- Parents are informed as soon as their child is placed on the SEND Register. Parents of new students are contacted to discuss identified needs during the first term;
- When a concern is first expressed by a parent the SENCO will assess the learning needs of the student and inform parents of the outcome;
- The school seeks parents' support prior to involving outside agencies and will ensure meetings include parents and key staff. Parents are kept informed of progress and asked to contribute to reviews;
- Parental agreement is sought whenever it is thought necessary to proceed with an EHCP application. This is discussed at a meeting with parents, the SENCO and the Educational Psychologist. At this point the Council requests written parental views;
- Parents of students who are in receipt of a EHCP will:
  - receive a copy of the Educational Advice for Review Meetings;
  - be invited to contribute their views and to attend Review Meetings;
  - receive a copy of the Review Form;

## **17. LINKS WITH OTHER SCHOOLS**

### **17.1 Transition**

- Records on any student transferring between mainstream schools should be received within 2 weeks of the student's transfer. Should any student with SEND transfer to or from another school, records are requested and passed on in the usual manner
- Arrangements relating to the secondary transfer of students with SEND are as follows:

- The SENCO liaises with Primary SENCOs, nursery SENCOS and Head Teachers to ensure that the appropriate SEND information is transferred from primary schools;
- Members of the Learning Support department may arrange visits to primary schools to discuss individual needs with staff and to meet students whenever possible;
- If a review is scheduled during the student's final term in primary school, a member of the Learning Support department attends whenever possible;
- The SENCO liaises with Bracknell Forest in order to obtain a copy of the student's most recent EHCP.

### **17.2 Special Schools**

The school will use as relevant the special schools within the Council as resources for advice, support and guidance on working with students with SEND.

### **17.3 Other links**

With the focus in the most recent Code of Practice on the years of 0-25, the School will ensure all SEN students have an appropriate pathway post-16 through close work with local providers and careers advice.