



King's Norton Boys' School

# Special Educational Needs and Disability Policy

**Adopted by the Governing Body: June 2018**  
**To be reviewed by: June 2019**

This Policy has been adopted by the Governing Board of King's Norton Boys' School:

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

### **Our vision and values for SEND in our setting**

King's Norton Boys' School is committed to delivering the right provision in order to meet the needs of every student so that they can reach their potential. Every teacher is a teacher of every student including those with special educational needs or a disability (SEND).

### **Links to statutory legislation and other school policies**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Keeping Children Safe in Education, September 2016
- Teachers Standards 2012

The principles embedded in this policy link to other school policies:

- Admissions Policy
- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Complaints Procedures
- Looked After Children
- Supporting Children with Special Medical Conditions Policy
- Equality and Diversity Policy.
- King's Norton Boys' School SEND Information Report Sept 2017 (available on the school's website)

### **Creation of the policy and access**

This policy was created by the school's Special Educational Needs Co-ordinator in liaison with the SEND governor, the Senior Leadership Team and staff.

### **Roles and responsibilities**

<b>Position in School</b>	<b>Name / Contact Details</b>
SENCO  <i>(Special Education Needs Co-Ordinator)</i>	Mrs H Clegg h.clegg@knbs.co.uk
Assistant SENCO	Mrs L Millward l.millward@knbs.co.uk

## **Definition of SEND**

According to the SEN and Disability Code of Practice 0 to 25 years (2015)

*“A child or young person has SEND 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 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.”*

DfES: Special Educational Needs and Disability code of practice: 0 to 25 years, January 2015 p15-16.

## **Our aims and objectives**

### **Aims**

- To provide an environment in which all students are able to reach their potential
- To raise the aspirations of and expectations for all students with special educational needs resulting in improved outcomes
- To ensure that the special educational needs of students are identified, assessed and provided for
- To identify the roles and responsibilities of staff in providing for a student's special educational needs
- To ensure students are partners with school and parents in the decision making about their education
- To ensure that parents are able to play their part in supporting their child's education

### **Objectives**

- To implement the SEN and Disability Code of Practice 0 to 25 years (January 2015)
- To respond to the requirements of any Statement/ Education and Health Care Plan (EHCP) relating to a student in school
- To adhere to the Birmingham Local Authority (LA) guidelines for Inclusion
- To implement the Equality Act 2010
- To maintain a register of students with special educational needs and disabilities (SEND Support and Statement/EHC Plan)
- To liaise with outside agencies to assist in making appropriate provision for children with special educational needs and disabilities
- To monitor, record and evaluate the progress of students
- To establish a good communication system, both within the school and between school, external agencies, governors and parents/carers.
- To work closely with senior staff, pastoral staff and subject teachers, providing information on students and their needs

- To ensure that a wide variety of teaching strategies are used for students with special educational needs, including the use of information technology to support learning
- To ensure that students with special educational needs are as far as possible fully included in all aspects of school life
- To ensure that SEND students make effective transition at the end of KS4 into college, training or employment.
- To encourage parents to become partners with the school in their child's education
- To regularly review the policy and provision for special educational needs and disabilities (SEND)

### **Our graduated approach to SEND identification and provision**

Subject teachers are responsible for the progress and development of all SEND students in their class, including the support given by Teaching Assistants or external agencies. The universal provision of High quality teaching, differentiated for students' needs, is the main way we respond to students with SEND. Additional intervention and support will be provided if students experience a significant difficulty in learning; further assessments will be carried out and targeted or specialist intervention will be implemented.

King's Norton Boys' School uses the recommended graduated approach to SEND of: Assess, Plan, Do and Review.

- The SENCO organises the **assessment** of the student's needs.
- The SENCO, Assistant SENCO and subject teachers in consultation with parents and the student **plan** the adjustments, interventions and support that will be put into place.
- Teachers **do** plan lessons to meet the individual student's needs, teaching assistants may be deployed to meet the specific needs of a student on the SEND database.
- Any targeted or specialist interventions are **reviewed** termly against expected impact on progress

Clear procedures exist within school to identify a student's special educational needs under the broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and or physical needs.

Records for students with SEND from primary schools are used to identify those students already on the SEND Register. SENCOs from feeder Primary schools are invited into the school to discuss the needs of the students and the provision that may be required. This is used in conjunction with our testing to determine whether students will be on our SEND register.

All students on entering Year 7 are given a reading test and a spelling test, the results from these determine if further assessment is required.

All students on the SEND Register are tested again at the end of the academic year. Progress is measured and reviews of interventions take place.

Students who need extra support may be placed on King's Norton Boys' SEND Register. Parents of those students will be informed by letter. If students are removed from the SEND register, parents are formally notified. Every endeavour will be made to make reasonable adjustments for students

who may have a disability under the Equality Act 2010. Students who need specialist help at a level which school is unable to provide, are referred to an appropriate outside agency.

It is important to consider the following that may impact on progress and attainment but are not special educational needs:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Parents are consulted and kept fully informed of the action taken to help their child, and of the outcome of the action.

If progress is not made against expected outcomes, then the SENCO liaises with external support services and professionals to provide appropriate strategies to support a student. The specialist services, together with the Learning Support Department staff, plan the provision together and provide support.

If expected outcomes are met, the level and type of intervention will be reviewed and modified. If, however, expected outcomes have not been met and the student still has a significantly greater difficulty in learning than their peers, then applying for statutory assessment will be considered. This does not automatically result in an EHCP.

### **Education and Health Care Plans**

The SENCO follows the process governed by the SEN and Disability Code of Practice 0 to 25 years (2015). See Appendix B: ‘statutory timescales for EHC needs assessment and EHC plan development’ from Code of Practice, 2015.

We ensure that students with SEND receive equality of entitlement to the National Curriculum and are integrated into all the activities of the school as far as it is practicable.

The Local Authority takes account of the following criteria when deciding whether a child or young person with a disability or SEN requires a statutory assessment or an [Education, Health and Care Plan](#):

1. The child or young person:
  - (a) has severe or complex long term needs that affect their everyday life;
  - (b) requires provision and resources that are not normally available within a mainstream educational setting;
  - (c) requires intensive help and support from more than one agency; and
  - (d) despite relevant and purposeful levels of support being provided by their educational establishment, they are making limited or no progress

### **Our partnering approach to involving parents/carers and links with Primary Schools**

We actively seek to work with parents of students with SEND, and this process begins when the students are in Year 6 through annual reviews of EHC Plans.

The Open Evening at the beginning of Year 6 is an occasion when parents of prospective students have the opportunity to meet with staff and look at resources in the whole school. Staff explain the work of the Learning Support Department to parents so that they are clear about the kind of support that is available to their child.

The SENCO and Assistant SENCO are involved in induction activities. Parents of students with SEND are encouraged to contact the Learning Support Department at any time. Annual Reviews, EHCP transfer meetings and EHCP meetings take place and parents and external agencies are invited to attend and contribute to the review. King's Norton Boys' School is working towards using more person-centred approaches.

Parents welcome the advice and information from members of staff from the Communication and Autism Team and the Sensory Support Service. For parents who are unable to attend any drop-ins or meetings, relevant information is emailed to keep parents and their children informed.

Where necessary, the SENCO provides parents with information about services that can support them including the SEND Information, Advice and Support Service (SENDIASS) and other voluntary organisations.

### **Supporting transition from Year 6**

In order to ensure students are prepared for joining King's Norton Boys' School. We ensure the following are in place:

- Close liaison with primary schools during the summer term

- Transfer visits to individual primary schools and a SENCO morning when primary SENCOs come in to school to share information
- Year 6 Welcome morning
- ASC (Autistic Spectrum Condition) transition programme

### **Training and resources**

Keeping all staff up to date with changes in SEND policy and practice is essential to achieving successful outcomes for students with SEND. The SENCO will ensure that all teaching and other relevant staff are aware of a student's specific SEND needs. The training is delivered by school staff with specialist knowledge and experience as well as by external agencies.

- School-based INSET is provided for teaching assistants.
- Teaching staff also attend in-service training organised by outside agencies to develop their skills and knowledge in working with students with SEND
- The SENCO attends courses to keep up to date with new policy and procedures and extend her expertise

The notional SEND budget is used to provide a high staffing ratio and resources for students with SEND. Funding for students with a statement of SEND/EHC Plan is accessed via CRISP funding route which is allocated to the school depending on the individual needs of the student. This can be accessed at: [www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)

### **SEND Information report and Birmingham Local offer**

Please view this policy in conjunction with the King's Norton Boys' School SEND Information report and the Birmingham Local offer found at [www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)