

Special Educational Needs Policy

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Definition of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age;
- b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or in mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them.

(Section 20 Children and Families Act)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language, in which they will be taught.

The Children and Families Act 2014 September 2014. A new SEND Code of Practice accompanies this legislation.

Details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that the Statement of Special Educational Needs, for those children with the most complex needs, is replaced with a new Education, Health and Care Plan. (EHC) plan

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services that are available to both those families in Cheshire East, Cheshire West and Trafford that have an Educational Health and Care Plan and those who do not have a plan, but still experience some form of special need.

The school's local offer is available to view on our website.

www.knutsfordacademy.org.uk

Mission Statement

Knutsford Academy and Studio School will provide an inclusive learning environment in which all students are supported and nurtured to reach their full potential through personalised learning.

Learning is a lifelong journey and at the heart of everything, we do at Tytherington. Learning enables us all to grow. It promotes success and stimulates an even greater thirst for knowledge. Staff and students at Knutsford Academy and Studio School learn together.

We are committed to excellence in all areas of our curriculum. We are passionate about learning and aim to provide first-class personalised learning experiences where students enjoy learning in a modern, well-resourced environment.

Positive relationships are the key to success. We strive to develop strong partnerships with students, staff, parents / carers, business, learning networks and the local community

1. Aims and Objectives – “Every Teacher is a Teacher of SEND”

Aims:

- Provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality, and consideration for others.
- Ensure that we celebrate the wide range of our students’ achievement.
- Support all student to excel by offering multiple pathways for progression.
- Equip students with skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents/carers.

Objectives:

- **Staff members seek to identify the needs of students with SEND as early as possible.** This is most effective when information is available from parents/carers, education, health and care services, and feeder primary schools prior to the students’ entry into Knutsford Academy and Studio School. Where needs have not been previously identified staff have an obligation to report observations to the Hub Manager and SENDCo.
- **Monitor the progress of all students in order to aid the identification of students with SEND.** Continuous monitoring of those students with SEND by their teachers will help ensure they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning** and ensure students with SEND have full access to the National Curriculum. This will be coordinated by the Hub Manager and the SENDCo and will be carefully monitored and regularly reviewed in order to ensure individual targets are being met and all students’ needs catered for.
- **Work with parents/carers to gain a better understanding of their child** and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child’s progress.

Work with and in support of partner agencies when the students' needs cannot be met by the school alone. Knutsford Academy and Studio School receives further support from the Speech and Language Service, CAMHS, School Nurse, Statutory Assessment Team, Educational Psychology Service, Changing Education, Youth Support Service and CEAT.

Create a school environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions.

This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student participation is promoted across the school within the security of their form groups. The form groups help to build a sense of belonging, respect, and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. affiliation with sports teams and a variety of clubs).

2. Responsibility for the co-ordination of SEND provision.

- The person responsible for overseeing the provision of SEND is Mrs Eloff (SENDCo)
- The person responsible for coordinating the day-to-day provision of education for pupils with SEND is Ms M McKay (Learning Support Manager).

3. Arrangements for co-coordinating SEND provision

The department holds all details of all SEND Support Records, such as the Additional Needs Register, First Concerns Register, Pupil Passports, EHCP documentation and Annual Reviews.

All staff can access the following documents on the shared area:

- Knutsford Academy and Studio School SEND Policy
- Additional Needs Register
- Pupil Passports
- Medical Needs Policies
- Access Arrangements
- School Local Offer is available on the school's website
- Information on individual students' special educational needs including student profiles and strategy sheets where applicable
- Practical advice, teaching resources and information about SEND

By accessing all the above, every member of staff will have complete and up-to-date information about all students with special needs and their requirements, enabling them to provide for the individual needs of all students. The policy is accessible to all staff and parents/carers in order for the effective coordination of the school's SEND provision to take place.

4. Admission arrangements

Please refer to the information contained in the Knutsford Academy and Studio School website for our full admissions policy.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health, and Care Plans, and those without.

Where appropriate during the transition process children with identified needs will be supported through liaison meetings with parents/carers, key staff from both settings and support agencies. An individual plan of action to aid transition will be put together.

5. Specialist SEND provision

Knutsford Academy and Studio School is an inclusive school. For more information on our provision for inclusion, including our involvement in specialist programmes to aid inclusion, see Section 10.

In our school, we support students with a wide range of needs. We are committed to whole school inclusion and we will seek support and training from SEND services where appropriate.

6. Facilities for students with SEND

We have two designated inclusion rooms, an office, and the Hub which acts as the base for students with SEND. The school makes every effort to make reasonable adjustments to ensure its facilities are accessible. Students with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments. Where required the school makes reasonable adjustments to the auditory and visual environment for those learners with sensory needs.

7. Allocation of resources for students with SEND

All students with SEND have access to Element 1 and 2 of a school's budget, which equates to £6,000. (9 hours of support per identified student). For those with the most complex needs, the local authority retains additional funding (HLN or High Level Needs).

This is accessed through individual applications from the SENDCo to a multi-agency panel, which is administered by the Local Authority. This panel will determine whether the level and complexity of needs meet the threshold for this funding.

It is the responsibility of the SENDCo and Hub Manager to agree how the allocation is used.

Some SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of programme(s) offered.

8. Identification of students' needs

Identification:

See definition of Special Educational Needs at the start of the policy.

A graduated approach: "Every Teacher is a Teacher of SEND"

Quality First Teaching: "The baseline of learning for all students"

1. Any student who is falling *significantly* outside of predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as possibly having SEND, staff will closely monitor them to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the students' academic progression and enable the teacher to have a better understanding of the provision and teaching style that need to be applied.
4. The SENDCo/Hub Manager will be consulted as needed, for support and advice and may wish to observe the student in class.
5. Through the above actions, it can be determined which level of provision the student will need.
6. If a student has recently been moved from the SEN Register, they may still need support so continued monitoring will be necessary.
7. Parents/carers are informed fully of every stage of their child's development and the circumstances under which they are monitored. Parents/carers are encouraged to share information and queries with the school.
8. Students are monitored if a parent/carer or teacher raises a concern, but this does not automatically place the student on the school's SEN Register. Concerns are discussed with parents/carers. Any referrals are recorded by the school as an aid to further progression, intervention and for future reference.

9. Student progress meetings, Annual Reviews, and Parents Evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress

SEND Support:

Where it is determined that a student does have a SEND, parents/carers are formally advised of this before the inclusion of the individual on the Special Education Needs Register. The aim of formally identifying a student with SEND is to help school ensure that effective provision is in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a student as needing SEND support, the subject teacher, working with the Hub Manager and SENDCo, should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers' and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual student are always considered. Advice from external agencies such as Speech and Language and the Sensory Inclusion Team will help formulate intervention work.

This analysis will require regular review to ensure that support and intervention matched to need; barriers to learning identified and challenged and that the interventions used are developing and evolving as required. Where external support is already involved, their work will help inform the assessment of need. Where they are not involved contact may be made if this is appropriate following discussion and agreement with parents/carers.

Plan

When it is decided to provide a student with SEND support, parents/carers are informed of this in writing. Planning will involve consultation between the teacher, Hub Manager and SENDCo and, if required, the pastoral team. Parents/carers would agree the adjustments. It would then be decided which interventions and support are required, the impact on progress, development and/or behaviour that is expected and a clear date for review. Parent/Carer involvement may be further sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is

being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

DO

The form tutor, Head of Year and subject teachers remain responsible for working with the student on a day-to-day basis. They will retain responsibility even when interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. On-going assessments coupled with the interventions of the Hub Manager and the SENDCo will provide the template for the planning and implementation of future support.

Review

Student Progress is reviewed half -termly when the monitoring grades are published. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support in light of student progress and development, making any necessary amendments going forward, in consultation with parents/carers and subject teachers.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by school although parents/carers can also request it. This will occur where the complexity of need or lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education Health and Care Plan is taken at a progress review meeting involving parents/carers, SENDCo/HUB Manager, external agencies, if involved, and the Head of Year if applicable. The application for an Education Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- Teaching Assistants
- SENDCo/Hub Manager
- Social Care
- Health Professionals

It may be decided that a student is eligible for an EHC plan. This would only be recommended when a thorough review of the current provision and any action points leading from that review were taken into account. Views from a range of professionals would therefore contribute to any final

decision. Parents/Carers have the right to appeal against any decision relating to EHC planning and implementation.

Further information about EHC Plans can be found on the websites below:

Cheshire East

http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/special_educational_needs.aspx

Cheshire West

<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3967>

Trafford

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=ENwJu8LY550>

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, Cheshire East Local Authority will provide an EHC Plan, if the decision is that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved in developing and producing the plan.
2. Parents/Carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it is kept as part of the student's formal record. Staff, parents/carers and the pupil review this at least annually.
4. The **Annual Personal Review** enables provision for the student to be evaluated and, where appropriate, for changes to be made.

For further information, please contact the SENDCo/Hub Manager Learning Support Manager in school.

9. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school. As far as possible, it will take into account the wishes of parents/carers and the needs of the individual. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with

parents/carers for students to either access the SEND provision in school or for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND, and SEND teaching, are provided in-house along with external agencies providing training. Staff members are also encouraged to attend voluntary twilight training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Students with SEND:

The SENDCo is responsible for:

- Keeping staff fully informed of the special educational needs of any student including sharing reports, medical reports and teacher feedback.
- Providing learning opportunities for all staff on SEND and SEND teaching.
- Ensuring staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.
- Ensuring in-class provision and support are deployed effectively in order that the curriculum is appropriately differentiated where necessary.
- Individual or small group tuition being available, where it is felt that students would best benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best and celebrating achievement at all levels.

10. Inclusion of pupils with SEND

The SENDCo oversees the Knutsford Academy and Studio School Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and outside provision.

The school will seek advice for individual students from external support services when appropriate. Where a behavioural incident warrants exclusion the relevant Head of Year and members of the SLT will consider the incident in line with the school's exclusion policy.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and students during the academic year.

Student progress is monitored on a half-termly basis in line with the SEND Code of Practice. The SEND offer an open-door policy where parents can access the SENDCO/HUB Manager. Further feedback from parents/carers can be given at any time through email contact available via the school website.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report. The SENDCo, Hub Manager and SEND governor carry out the evaluation. Information is gathered from different sources including pupil/parent surveys/parent evenings/report feedback forms/consultation meetings. This evaluation is collated and published by the governing body of Knutsford Academy and Studio School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. In-service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The school seeks the support of the Local Educational Psychology Service, CAMHs, and Cheshire East Autism Team etc. when a need for specialist training is identified. The SEND Department considers the relevance of specific training carefully and aims to meet the needs of staff dealing with specific SEND issues.

The SENDCo/Hub Manager attends relevant SEND courses and facilitate/signpost relevant SEND external training opportunities for all staff. All teaching assistants receive in-house and external training.

We recognise the need to train all our staff on SEND issues.

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid inclusion.

Sharing knowledge and information with our support services is key to the effective SEND provision within our school. Any one of the support services may raise concerns about a student. This information is brought to the attention of the SENDCo, who will then inform the child's parents/carers. Fortnightly Pastoral meetings within HOY's/Safeguarding/Inclusion teams allow for current information about SEND students to be shared and then passed on to others when needed. This forum provides an opportunity to gather evidence, offer advice to staff and ensure the correct provision is put into place.

14. Working in partnership with parents/carers

The partnership between Knutsford Academy and Studio School with parents/carers and the student is vital in providing an effective provision. This ensures that students make the best progress they can, not only academically but also socially and emotionally.

Parents/carers are informed on progress and other issues.

Parent/carer views are always considered and valued.

When a student demonstrates a more complex need contact with parents/carers can be required on a more frequent basis. The SENDCo/Hub Manager may also direct parents/carers to the local authority Parent Partnership Service when specific advice, guidance and support is required.

If an assessment or referral indicates that a student has additional learning needs, the parents/carers are consulted concerning future provision. Parents/carers are invited to attend meetings with external agencies regarding their child; they are kept up-to-date and consulted about the provision of their child. The school's SEND Governor is available for contact by appointment in relation to SEND matters.

15. Transition

Where a student has a current statement or EHC plan, there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person-Centred Review or Formal Review. Transition plans made in accordance with parental/carer, student and staff views follow the actions of a review meeting. Students with funding (HLN/AFN), where appropriate, will also have an annual review.

16. Links with other agencies and voluntary organisations

Knutsford Academy and Studio School invites and seeks advice from external agencies in the identification, assessment, and provision of SEND. The SENDCo is the designated person responsible for liaising with the following:

- The Educational Psychologist
- CAMHs
- CEAT (Cheshire East Autism Team)
- School Nurse
- Cheshire East Youth Support Service
- Statutory Assessment Monitoring Team
- Sensory Inclusion Team
- SALT (Speech and Language Therapy)
- Occupational Therapy

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and keep staff up to date with legislation.

In cases where a student is under observation or a cause for concern, focused meetings are arranged with the appropriate agency. Parents/carers are invited, and informed about meetings held concerning their child, unless there are any over-riding safeguarding issues.