



**Cabot**  
Learning  
Federation

# Special Educational Needs Policy: King's Oak Academy

<b>Approved by:</b>	Chair of Academy Council	<b>Date:</b> Indicative review: 16.11.2023
<b>Last reviewed on:</b>	Pending final review: 16.11.2023	
<b>Next review due by:</b>	September 2024	

## **1. Introduction and Definitions**

### **Legislative Compliance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCOs) and the SEND information report.
- Equality Act 2010.

### **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **2. Aims and Objectives of this Policy**

The aims of our SEND Policy and practice in this Academy are:

- To ensure that the Academy complies with all relevant statutory legislation and guidance (e.g. the Special Educational Needs and Disabilities (SEND) Code of Practice).
- To provide every child with access to a broad and balanced curriculum. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To secure high levels of achievement and other positive outcomes for all.
- To meet individual needs through a wide range of inclusive provision.
- To attain high levels of satisfaction and participation from students, parents and carers.
- To carefully map provision for all SEND learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To promote independence, equality and consideration for others.
- To ensure a high level of staff expertise to meet students' needs, through well targeted continuing professional development.

- Support all students to excel by offering multiple pathways for progression.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote young people’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- To equip students with the skills and attributes necessary for adult life.

## **Objectives**

- Identify the needs of students with SEN as early as possible. Staff will endeavour to gather information from parents, education, health and care services (including partner primary schools or early years’ settings) prior to the child’s entry into the Academy. Where needs have not been previously identified, staff have an obligation to report observations to the SENCo.
- Monitor the progress of all students, especially those with SEND to ensure at least good progress for all students. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum and wider Academy life. This is co-ordinated by the Leadership Team which includes the SENCo. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students’ needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child’s education. This includes creating opportunities for parents to contact SENCo and pastoral team at subject parents’ evenings, alongside at the SEND Plan, Do, Review meetings (three times a year). It also includes supporting parents in terms of understanding SEN procedures and practices and providing regular feedback on their child’s progress.
- Work with and in support of outside agencies when the students’ needs cannot be met by the Academy alone. King’s Oak Academy receives further support from The Children and Young Peoples Service, Educational Psychology Service, The School Nurse and Local Health Partnership, Child and Adolescent Mental Health Services (CAMHS), South Gloucestershire 0-25 team and has access to a range of specialist expertise within the CLF.

## **3. Responsibility for the Co-ordination of SEN Provision**

- The Principal and Academy Council have delegated the day-to-day operational responsibility for the implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCo).
- The SENCo is responsible for reporting regularly to the Principal and the Councillor with responsibility for SEND on the on-going effectiveness of this SEND Policy.
- The SENCo has strategic responsibility for the inclusion of young people who have English as an Additional Language (EAL).
- The Designated Teacher for Looked After Children (LAC) has strategic responsibility for the inclusion of young people who are adopted or in Local Authority care or are care leavers, but this area is covered in a separate policy

- **All staff in the academy have a responsibility for maximising the achievement and opportunities for inclusion of all learners, including those who face particular barriers such as students with Special Educational Needs and Disabilities and EAL.** Staff will be made aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all students at all times.

Role	Name	Contact
SENCo	Lou Roscoe	<a href="mailto:Louise.roscoe@clf.uk">Louise.roscoe@clf.uk</a>
Deputy SENCo	Megan Redwood	<a href="mailto:Megan.redwood@clf.uk">Megan.redwood@clf.uk</a>
Designated Teacher (LAC)	Maria Cerepanova: Head of Lower School Emma Watts: Head of Middle School Andrea Marshall-Aherne: Head of Upper School	<a href="mailto:Maria.cerepanova@clf.uk">Maria.cerepanova@clf.uk</a> <a href="mailto:Emma.watts@clf.uk">Emma.watts@clf.uk</a> <a href="mailto:Andrew.marshall-aherne@clf.uk">Andrew.marshall-aherne@clf.uk</a>
Academy Councillor for SEND	Sonia Tibbatts	<a href="mailto:Sonia.tibbatts@virginmedia.com">Sonia.tibbatts@virginmedia.com</a>
Academy Councillor for LAC	Liz Gregory	c/o King's Oak Academy

#### **4. Inclusion Statement**

Our approach to SEND strives to be inclusive and person-centered. We put the student at the centre, and we collaborate with them, their parents and those that work with them.

Whilst we ensure we are compliant with our statutory responsibilities; our goal is always to work toward best practice and deliver an outstanding provision for our students.

We are reflective and continually Assess, Plan, Do and Review to ensure a graduated response that matches the support to each individual learning need.

#### **5. Roles and Responsibilities**

##### **The Principal**

The Principal is Katherine Ogden.

The Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn. The Principal and the Academy Council will delegate the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo) and Leader of Learning Support. Day to day monitoring of young people in Care will be delegated to the designated person for CiC, this is covered in the appropriate separate policy.

The Principal will be informed of the progress of all SEND learners and any issues with regard to the Academy's provision in this regard through:

- Analysis of the whole-academy pupil progress tracking system.
- Maintenance and analysis of a whole-academy provision map for vulnerable learners which will be devolved to the SENCo.
- Student progress meetings with individual teachers facilitated by the SENCo.
- Regular meetings with the SENCo and Vice Principal (SEND Line Manager).
- Discussions and consultations with students and parents/carers.

### **Special Educational Needs Co-Ordinator (SENCo)**

The SENCO is Lou Roscoe at KOA.

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- Ensuring that the Academy complies with its duties under the SEND Code of Practice and other relevant legislation and keeping up to date with examples of best and innovative practice, disseminating this information to other staff.
- Ensuring that the views, needs and aspirations of the child or young person with SEND are paramount and their support is child centred.
- Ensuring that the views of young people and parents and carers are taken into account in all SEND process and planning as required by the Code of Practice.
- Maintenance and analysis of whole-academy provision map for vulnerable learners.
- Identifying on this provision map a staged list of students with 'Special Educational Needs' – those in receipt of additional SEND support from the Academy's devolved budget, those in receipt of High Needs funding and those with Statements of Special Educational Need or Education Health Care Plans.
- Co-ordinating provision for young people with 'Special Educational Needs'.
- Ensuring that adequate assessments are undertaken of all young people with SEND and that action plans are agreed to support them.
- Ensuring that the needs of any young people with disabilities are assessed and plans are put in place to make any 'reasonable adjustments' to enable them to access the environment, information provision and the curriculum and exam experience.
- Liaising with, and advising teachers on appropriate strategies and interventions for all young people with SEND.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all young people with 'Special Educational Needs and Disabilities'.
- Contributing to the Continuing Professional Development of staff.
- Implementing a programme of Annual Review for all students with a Statement of 'Special Educational Need' and complying with requests from an Education Health and Care Plan Coordinator to participate in a review. Carrying out referral procedures to the Local

Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a 'Special Educational Need' which will require significant support.

- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.
- Ensuring that all young people with SEND have had appropriate Careers Education, Information Advice and Guidance (CEIAG) and have appropriate plans in place for their post-16 transition.
- Liaising with post-16 providers and transferring information on young people with SEND as required by the national guidance.
- Monitoring the Academy's system for ensuring that Student Profiles, where it is agreed they will be useful for a student with 'Special Educational Needs', have a high profile in the classroom.
- Evaluating the impact and effectiveness of all additional interventions for all vulnerable learners (including those with 'Special Educational Needs').
- Meeting regularly with each key worker of those identified on the Academy's provision map.
- Liaising and consulting sensitively with parents/carers and families of students on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENDCo network meetings and training as appropriate.
- Liaising closely with a range of outside agencies to support vulnerable learners.
- Reporting at least annually to the Principal and the Council on progress against this Policy and the Code of Practice.

The SENCo is also responsible for overseeing the day-to-day operation of the English as an Additional Language Policy (EAL) by:

- Working with the Principal to develop a culture where different cultures and languages and the skills of multi-lingualism are celebrated.
- Maintaining of a list of students with EAL, ensuring they are identified on the Academy's provision map.
- Advising on and coordinating provision for young people with additional needs relating to their ethnic or linguistic background.
- Ensuring all students with EAL are socially included and can access all aspects of school life including extra curriculum activities, student voice etc.
- Working collaboratively with teachers to plan for and teach young people with EAL as part of good mainstream teaching practice.
- Liaising with parents/carers of young people with EAL, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.

- Ensuring that all CEIAG support is accessible and positive action is taken to ensure students with EAL have the information they need about the educational system in the UK to make informed choices about future pathways.
- Taking positive action to ensure that parents/ carers who have English as an Additional Language can access all the information provided by the Academy and have the information they need to support their young people in making the right education choices.
- Ensuring students taking community language examinations have the right support in place and monitoring the outcomes.
- Ensuring that positive action is taken to ensure that students with EAL are able to have their views taken into account and are able to participate in all learner voice activities in the school.

### **Class Teacher**

The particular responsibilities of the class teacher are:

- Liaising with the SENCo to agree:
  - a. Which students in the class are SEND learners.
  - b. Which students are underachieving and need to have their additional interventions monitored on their provision map.
  - c. Which students (also on the provision map) require additional support because of a 'Special educational Need' and need to go on the Academy's SEND list.
  - d. Students may require a Provision Map, intervention or advice/support from an outside professional to address a 'Special Educational Need' (this would include students with statements/EHC Plans).
  - e. Which students have a disability and require 'reasonable adjustments to the way information is provided, to the curriculum or the physical environment.
- Securing inclusion, good provision and outcomes for all groups of vulnerable learners by:
  - a. Providing differentiated teaching and learning opportunities in line with the advice in the 'Provision Map', including differentiated work for SEND learners to allow access to a broader curriculum.
  - b. Analysing data and identifying any gaps in outcomes for any groups in their class and working with curriculum leaders to address these.
  - c. ensuring that all vulnerable students have equal opportunities for social inclusion, having their views heard, and involvement in extra-curricular activities
  - d. ensuring there is adequate opportunity for students with 'Special Educational Needs and Disabilities' to work on agreed targets, as outlined in their 'Provision Map', which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2014).



## **Heads of Year**

The pastoral team are responsible for:

- Monitoring the behaviour and attendance of all students including those with additional needs.
- Planning, in collaboration with the SENCO and Curriculum Leaders strategies to support students whose behaviour is a barrier to progress.

## **Teaching Assistants / Teaching Partners**

TA/TP's will:

- Jointly plan with teachers.
- Support students with additional needs within the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Student Passports.
- Assist with drawing up individual plans for students and supporting Provision Map development.
- Contribute to the review progress for individual students with additional needs.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on educational visits, as required.

## **All Staff**

All staff in the Academy should be aware of this Policy and their responsibility for promoting the educational and social inclusion of young people covered by this Policy, and training and briefings will be provided for them on best practice.

All staff have a legal duty to advance equality of opportunity for all students and to challenge discrimination, harassment or bullying of any student (or staff member, parent/ carer or visitor) on grounds of their protected characteristics (e.g. their ethnicity, 'race', religion or belief, disability etc.). They also have a responsibility to promote good relations between different groups of students.

## **The SEND Academy Councillor**

The SEND Academy Councillor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy Council on this.
- Work with the Principal and SENCo.

## **Parents / Carers**

- Communicate regularly with the school and alert appropriate staff to any concerns they have about their child's learning or provision.
- Engage fully in learning and taking an active role in establishing and meeting appropriate individual learning targets.

## **Monitoring**

The Vice Principal through the SENDCo will monitor this Policy termly. An annual report will be presented to the Council on its implementation. An annual update on the School Offer on SEND along with a separate Annual Report relating to the inclusion of Children in Care as required by the Local Authority will also be provided.

## **Data Protection Implications**

The Academy uses and stores data related to student's SEND needs. All data use is in line with CLF Data Protection Policy.

## **Links with other policies and documents**

This policy links to our policies on:

- CLF Equality, Diversity and Inclusion Statement
- CLF Data Protection Policy
- Medical Policy
- Behaviour and Safety Policy
- Anti-Bullying Policy
- Accessibility Plan
- Positive Mental Health Policy
- Learning Support at Bristol Brunel Academy – User friendly document

## **Links with Other Services**

King's Oak Academy recognises the need to link with other agencies to provide effective support for vulnerable students and to have a coordinated approach to meeting their needs.

Effective working links will be maintained with:

South Gloucestershire Education:

<https://www.southglos.gov.uk/education-and-learning/schools-and-education/>

Supportive Parents:

[www.supportiveparents.org.uk](http://www.supportiveparents.org.uk) / 0117 9897725

HOPE Virtual Academy for Looked After Children:

<http://www.bristol.gov.uk/page/children-and-young-people/children-careeducation>

South Gloucestershire Council Local Offer:

<https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

Bristol Hospital Education Service:

<http://www.bristol.gov.uk/page/hospital-education-service>

Bristol Educational Psychology Service:

<http://www.bristol.gov.uk/page/educational-psychology-service>

South Gloucestershire Access and Response Team (Safeguarding Concerns):

<https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/>