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## SPECIAL EDUCATIONAL NEEDS POLICY

### Introduction and Compliance

The following policy outlines the provision for all pupils with either temporary or permanent Special Educational Needs and follows the SEND Code of Practice (2014) which can be read here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This policy and our SEND offer also comply with the following legislation:

- Children and Families Act 2014
- Equality Act 2010: Advice for Schools DFE 2014

King's Leadership Academy acknowledges the following areas of need as outlined by the Code of Practice:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional and Mental Health
- Speech and Communication

The Children and Families Act (2014, part 3) states:

“A child or young person has special educational needs (SEND) if he or she has 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 a 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.

In line with the above policies, King's Leadership Academy will make reasonable adjustments for students with SEND and will work hard to create a fully inclusive environment. The SENCo will monitor the progress of pupils with SEND and is responsible for record keeping. The SENCo reports directly to the Principal and Vice Principal.

Responsible People:

Mr Mike Ireland (Chair and SEND Governor)

Mrs Katie Sharp (Principal)  
Mrs Samantha Lawrence (SENCo)

## 1. SEND Identification

### **How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

King's Leadership Academy has a whole school approach to SEND, all staff members work collaboratively and effectively to ensure the needs of all students are met at all times. Where pupils have been identified with SEND, all necessary information, including support strategies are shared and immediately accessible for all staff.

Students are initially assessed by the Academy at the end of Y6, this provides us with detail on each child's cognitive abilities. We also gather information from the primary schools during transition visits in the Summer term, this ensures that the SENCo can respond proactively to additional needs. Students, who are identified as below the expected level in English and Maths, are not automatically highlighted as having special educational needs but are provided with the teaching they require to close attainment gaps. It is only after internal strategies of support (including but not exhaustive of intervention, scholar support, behaviour support) that a child may be identified as SEN.

The SEND Code of Practice (2014) makes it clear that all teachers are responsible for identifying young people with SEND. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. Teachers, in collaboration with the SENCo, will ensure that those young people requiring different and/or additional support are identified at an early stage.

The class/subject teacher's responsibilities in identifying special educational needs include: observation, monitoring, assessment and evaluation. Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Identification strategies used include:

- Observation
- Teacher assessment
- Discussions with parents/carers
- Discussions with young people
- Results of standardised tests e.g. reading tests, KS2 SAT's, spelling tests etc.
- Evidence from teacher observation, transition information, assessments from primary school
  - Reports from other professionals or educational agencies such as the Ophthalmic Clinic (Warrington NHS), Speech & Language Therapy Department, Social Care and CAMHS, where required

At this point other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments. This will involve a graduated approach which draws upon the four part cycle outlined in the Code of Practice. □  
Assess



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- Plan
- Do
- Review

If you believe your child to have a SEND issue, parents /carers are encouraged to pass on information and concerns about their child's health and background by contacting the school and speaking to the SENCo.

## 2. Support

It is a whole school responsibility and priority to ensure that the needs of all SEND learners are met during their time at King's Leadership Academy. Teachers have been given the necessary training and information to understand how to meet the needs of every student within our setting. Students are also supported by the whole school approach to SEND through department and pastoral systems on a regular basis. Progress is carefully monitored and regular support is offered to all learners.

The class teacher is responsible for providing a suitable education for all. The class teacher may also be responsible for differentiating work for students and making the curriculum more easily accessible for the student with SEND. In some cases the class teacher will be the first to notice a student has a

special educational need. It is their duty to notify the SENCo using the referral form. Curriculum Leaders are responsible for the provision of a curriculum that all students can study. The curriculum leader will ensure that all student needs can be catered for as far as possible.

The SENCo alongside the trust must try to ensure the necessary provision for all SEND learners. Where a pupil has been identified with SEND and requires additional support, the offer to each pupil will be tailored to meet their needs, but may include:

- Additional small group literacy and numeracy support
- One to One teaching
- Teaching Scholar support in lesson time
- Lexia (or another phonic based) Intervention
- Reading intervention
- Speech and Language programmes
- Support from external providers such as CAMHs and Educational Psychologists

The SENCo will also ensure:

- The academy follows procedures of the Code of Practice January 2014 and ensures that there are clear and staged protocols for identifying, assessing and reviewing SEND provision for students.
- Records are kept up to date
- All staff are aware of the importance of identifying needs and providing support for such students.
- Report to parents 5 times per year on the progress of their child. □ Provide a suitable education for all students.
- That all student needs can be catered for as far as possible.

- Ensure that curriculum Leaders are responsible for the provision of a curriculum that all students can follow.
- Ensure that staff who identify any concerns over a student's needs pass these onto the SEND department using the referral form.
- Liaise with outside agencies and monitor progress of students with SEND.

The SENCo reports directly to Katie Sharp, Vice Principal. The SENCo is also responsible for keeping the Principal and other colleagues informed on students with SEND.

The Special Needs Coordinator has responsibility for the day-to-day delivery of SEND.

### **3. Matching the curriculum to a child's needs**

The results from our baseline tests and learning cycle assessments inform our in class teaching strategies and group setting. Half termly decoding and vocabulary tests determine our reading intervention programme. Students identified as requiring additional support are placed in the appropriate teaching set. These pupils receive the same curriculum content as other students but teachers focus more on personalisation and the consolidation of learning.

Teaching Scholars provide in class support for pupils with Special Educational Needs, they also provide pastoral feedback to the SENCo on a day to day basis. In lessons, teachers make use of robust assessment to identify the extent of pupils' understanding. Teachers and Scholars monitor pupils with slower processing speeds and low literacy levels and feedback to the teacher and SENCo as appropriate so that changes can be made if necessary.

If students fail to master the teaching content they receive additional support, under these circumstances the SENCo may establish a Pupil Support Plan (PSP) which records: recommended strategies to be used in the classroom, other agency involvement, interventions proposed by the academy to support and maximize learning, a pen-portrait of the student and a list of the student's strengths and difficulties as well as resources which should be used. The PSP is set up with input from school, parents and the pupil. Both school and home keep copies of the PSP, which is shared with all teaching staff.

### **4. Consulting parents and students at the academy**

The Academy reports to parents throughout the year. Parents have access to staff and professionals through a variety of different mediums and understand how important parental collaboration is in securing the child's full potential.

Parents and students are consulted when 'Individual Learning Plans' are deemed necessary. Students with more complex needs may require support through an Education, Health and Care plan (EHCP). Progress of pupils with EHCPs is closely monitored by the SENCo, who reviews this in consultation with the parent and child on a regular basis.



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Parents/carers are able to meet with the SENCo at parents evening, and as part of the Annual Review process. Throughout the year the SENCo can be contacted to discuss parental concerns about progress. Where a pupil requires additional support identified within their EHCP, provision plans will be provided for each child during the first term.

SEND students with a PSP have the opportunity to meet staff from the support team three times per year to review and set targets and to discuss progress.

## **5. Providing support for a student's overall wellbeing**

The Academy has a strong system of Pastoral Care and support. Young people have the support of their form teacher, year leader and Head of Achievement. They may also be allocated a key worker within the academy should additional support be required. Students with medical needs are supported through rigorous systems and policies within the Academy. Procedures are in place to identify and highlight anyone in need of support within this area. Further systems are in place for the administration of medicines and the writing and providing of care plans where appropriate. Students with SEND also receive additional support when moving between educational phases including transitions to and from the Academy. Further support is also given to help support pupils choose their academic options within the Academy and with their 'flightpaths' leading to further study or future careers.

## **6. Additional services and expertise available at the academy**

It is a whole school responsibility and priority to meet the needs of pupils with SEND. For those with greater difficulties further support strategies may also include intervention from Local Authority Services such as: Speech and Language Therapy Department; Educational Psychologist; Child and Adolescent Mental Health Service and other medical provisions such as the school nurse.

Where necessary, individual learning plans are created for pupils in need of the highest levels of support. These are created in consultation with parents and pupils and are tailored to individual child.

## **7. Staff training to assist children with SEND**

All teaching and support staff receive regular professional development to inform them of the latest strategies for supporting students with additional needs. The school has adopted a 'quality first teaching approach' to ensure pupils with additional needs are included in the mainstream curriculum. If pupils join the academy with complex or medical needs, staff are also supported by relevant external professionals.

## **8. Including students with SEND in activities which occur outside of the academy's normal programme**

Students have full access to all curriculum areas; teachers and scholars prepare for this in their planning. When necessary amendments are required they will ask the advice of the SENCo or Year Leader to ensure inclusion. At this point, parental input will also be requested. Additional risk assessments will be completed where necessary.

## **9. Accessibility of the school environment**

The Academy has a lift from the main entrance to the first floor. There are disabled toilets on both floors and in each wing. Changing rooms for sports are situated at ground floor level. Should any further modifications be required, the SENCo, Principal and site management team would ensure that any reasonable adjustments were made so that students are not discriminated against.

## **10. Preparing for students who join the academy**

The Academy operates a multi stage transition programme to support students who join in Y7 or transfer midyear. Once a parent/child accepts their place at the Academy, the SENCo attends all appropriate review meetings prior to enrolment. Young people are also visited in their own school and are offered additional transition visits. Early links with parents/carers is encouraged during this time.

## **11. Matching resources to the needs of the young person**

Each year a proportion of the Academy's budget is allocated to the development of resources to support the provision for young people with SEND. This is inclusive of pupils with hearing/visual impairments and other medical needs.

## **12. Ensuring that each child receives the appropriate support**

The provision for individual students is overseen by the SENCo who will identify any appropriate interventions according to need. These will be reviewed on a regular basis following the recommended: Assess, Plan, Do & Review format. Parents/carers will be consulted where appropriate. Assessment data is scrutinised regularly by the SENCo and Lead Practitioners to ensure progress is being made. Provision will be modified if this is not the case.

### **13. Involving parents in the Academy setting**

In addition to the reports and face to face contact described above, the Academy also produces a fortnightly newsletter, which is emailed out & available for download from our informative website. Paper copies are also provided so that parents can stay up to date on important matters and developments.

This is also supported by a detailed parent handbook available for download, which explains the life and work of the Academy. The Academy also offers the 'Supporters of King's Group', consisting of parents and carers who are involved in the wider life of the school and learning community.

### **14. Supporting pupils with Medical Needs and disabilities**

The school recognises that pupils at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students at King's Leadership Academy may also have special educational needs and may have an Education, Health Care (EHC) plan. The EHC plan brings together health and social care needs, as well as their special educational provision.

It is of utmost importance that you inform school immediately if your child has any medical condition. Initially the student's head of year should be informed.

Students at school with medical conditions are properly supported and have full access to education, school trips and physical education. If your child has long term and complex medical needs and requires ongoing support, medication or care they will be allocated a keyworker who will help them manage their condition to themselves well.

The SENCo has responsibility to complete care plans for students. If your child requires a care plan a member of the SEND or pastoral team will meet with parents and children, get all the information needed and distribute copies to all staff raising awareness throughout the school. All relevant members of staff are made aware of the students' condition and will have copies of care plans. Care plans are also kept in allocated places across the school site. Parents are contacted regularly for care plan updates and are asked to contact school to inform relevant staff of any changes in your child's condition or medication.

Regular training for the emergency administration of medicines, refresher training for specific conditions and advice from health professionals is on-going for identified staff at King's Leadership Academy. If your child needs medication short term student services will be able to organise the administration of medicines and tablets with written consent from parents.



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## 15. Who can I contact for further information about SEND?

If you think your child has SEND or is struggling to access the curriculum please discuss your concerns with the SENCo, your child's Form Tutor or Head of Achievement. We will listen to your concerns and will always endeavour to investigate and provide support to students who may be struggling. Concerns can be raised by telephone, via email or through an arranged meeting.

*The SENCo at King's is Mrs Samantha Lawrence – [s.lawrence@kingswarrington.com](mailto:s.lawrence@kingswarrington.com)*

If a parent/carer is unhappy with any SEND provision/outcome and this cannot be resolved with the SENCo, further support is available via the Principal or the Governor responsible for SEND, Mr Mike Ireland.

Further information can be obtained below:

*Information can also be found here, at the Local Authorities web portal-*

[https://www.warrington.gov.uk/info/201152/children\\_and\\_families\\_with\\_additional\\_needs/435/special\\_educational\\_needs\\_and\\_disability\\_send](https://www.warrington.gov.uk/info/201152/children_and_families_with_additional_needs/435/special_educational_needs_and_disability_send)

*The SEND Code of Practice (COP) - <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>*

*Warrington Local Offer - <https://www.warrington.gov.uk/localoffer/>*