

## **KHALSA SECONDARY ACADEMY**

### **SPECIAL EDUCATIONAL NEEDS, DISABILITY & INCLUSION POLICY (L16)**

Named SEND Governor	Sue Vig
Named SEN co coordinator	Simranjit Dosanjh
Date adopted	October 2014
Date reviewed	October 2015

This policy is based on the new legislation, which is the Children and Families Act 2014 and the SEN code of practice plus accompanying regulations 2014.

At Khalsa Secondary Academy, we are committed to offering an inclusive curriculum to secure the best possible progress for all pupils whatever their needs or abilities. This policy is intended to address students with special educational needs (SEN) and students who have disabilities.

#### **Basic information about our SEN provision**

The legal definition of special educational provision for children aged two or over is as follows: *'Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in School (other than special Schools).'*

At our Academy, we interpret this to be:

*'Students have SEN if they have a learning or behavioural difficulty which calls for special educational provision to be made for them.'*

*'Students with a disability have SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them that is anything that is additional to or different from what is normally available in Academy.'*

#### **Objectives**

The specific objectives of our SEN policy are:

- To identify students with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and Academy.
- To ensure that all students make the best possible progress.
- To ensure that students with SEN and disabilities join in with all the activities of the Academy.
- To ensure that students express their views and are fully involved in decisions which affect their education.

- To promote effective partnership and successfully liaise with outside agencies, especially in the cases of students who have an education, health and care (EHC) plan with health and social care providers.

## **Role of governors**

The efficacy of the Academy's SEN policy and practice is judged against the objectives set out above. The following procedures take place at least annually:

- Success criteria will be reviewed annually.
- Where appropriate, new success criteria will be determined by the Principal and governing body.
- The governing body will report annually on the successful implementation of the policy.
- The governing body will report annually on the effectiveness of the provision made.
- The governing body will ensure that appropriate special educational provision is made for all pupils identified as in need of it.
- The governing body will ensure provision maps detail the range of support made in the Academy each year in response to identified needs.

The governing body co-operates fully with the local authority (LA) admissions criteria. The governors' admission policy has due regard for the guidance in the code of practice.

## **SEN leadership**

The Principal will appoint a named SEN co-ordinator/inclusion co-ordinator for the Academy.

The governing body will appoint a named governor who takes a special interest in SEND.

The governing body as a whole is responsible for the provision for pupils with SEN.

Specific responsibilities of SEN leadership include:

- Overseeing the day-to-day operation of the Academy's SEN policy.
- Co-ordinating provision for all students with SEN.
- Liaising with and advising fellow teachers.
- Managing teaching assistants.
- Overseeing the records of all students with SEN.
- Liaising with parents.
- Contributing to in-service training of staff.
- Liaising with the LA in initiating and supporting students who already have or are in need of an EHC plan.

## **Admission arrangements**

We welcome students with SEN with an EHC plan in our mainstream Academy. We fully support the inclusivity principles underpinning the code of practice.

Applications from parents of students with SEN but no EHC plan will be considered on the basis of the academy's published admissions criteria.

## **Identification and assessment of students with SEN**

Our Academy is committed to early identification of SEN and adopts a focused response to meeting special needs in line with the code of practice. It is based on the assumption that students' SEN requirements fall into the following four broad areas:

- Communication and interaction.
- Cognition and learning.
- Emotional, social and behavioural difficulties.
- Sensory and physical difficulties.

A range of evidence is collated through teacher assessment and monitoring and consultation with the SEN co-ordinator, to decide whether additional and/or different provision is necessary or if an EHC assessment is needed.

## **Allocation of resources to and amongst students with SEN**

- We recognise the legal duty on governors to inform parents when special educational provision is being made at Academy for a student.
- We inform parents/carers when special educational provision is being made through face-to-face meetings with the SEN co-ordinator. If such meetings are not possible, then alternative arrangements are made including electronic conferencing.
- We encourage parents/carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them as part of our continuing dialogue.
- We ensure that the significance of individual education plans (IEPs) and EHC plans is carefully explained to parents and students.
- We allot additional resources from the pupil premium funding to any SEN student who is eligible.
- We make our best endeavours to provide for students with SEN by drawing up an IEP for each student. We adopt a graduated response in order to help students with SEN, recognising that there is a continuum of special educational needs.
- Where students' progress is not adequate, we confer with the student, parents and staff to request the LA for an EHC assessment. An EHC plan is then drawn up and jointly agreed. We then work with the other plan commissioners to ensure that it is followed, monitored and reviewed.

## **Arrangements for providing access for pupils with SEN**

We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEN and vulnerable or disabled students to a balanced and broadly-based curriculum.

(See accessibility plans.)

## **Criteria/methods for evaluating success of education provided for students with SEN**

Our policy provides clear and comprehensive evaluation criteria, which include:

- Successful integration of students at points of transition.
- Parental comments and feedback.
- Successful collaboration with external agencies for students with or without an EHC plan.
- The maintenance of accurate, up-to-date records by the SEN co-ordinator and other staff.
- Evidence from monitoring classroom practice by the Academy's senior management/SEN co-ordinator.
- Analysis of student tracking data and test results (for individuals and groups of students).
- Value added data for students on the Academy's SEN record of action (for example, to show a link between financial input and student outcomes, especially if the student receives the pupil premium).
- Monitoring of procedures and practice by the designated SEN governor.
- Academy's self-evaluation.
- Evidence from Ofsted inspection reports.
- Academy improvement plan.

## **Complaints procedure**

Our Academy's complaint procedures are set out on the Academy website. Each child's form tutor/year head works closely with parents at all stages in his/her education and should always be the first port of call in case of any difficulty.

Parents/carers of students with SEN or disabilities, whose concerns cannot be resolved by the usual Academy procedures, can request independent resolution. Any student with an EHC plan is entitled under the LA's Local Offer to receive information on action to take concerning complaints, disagreements and how to access mediation if needed. The Academy can make further information about the process available on request.

## **In-service training/continuous professional development (CPD)**

Our Academy makes an annual audit of the needs for all staff taking into account Academy priorities as well as individual professional needs. Academy uses funding each year to meet identified training

needs. Particular support is given to NQTs and other new members of staff. Our SEN co-ordinator has responsibility for prioritising the training needs of staff.

### **Arrangements for partnership with parents of students with SEN**

We recognise how essential it is to actively seek to work with parents and value the contribution they make in terms of their unique strengths, knowledge and experience.

Parents of any student identified with SEN, whether they have an EHC plan or not, may contact the Buckinghamshire's parent partnership service for independent support and advice.

### **Student welfare**

We endeavour to show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the Academy. This reflects the UN Convention on the Rights of the Child. We ensure that all students have a mechanism for expressing their views through the Academy council/student voice.

### **Links with other services such as health, social care and voluntary agencies**

We work jointly with health and social care professionals in supporting all our students with EHC plans. But we also liaise with these and other agencies as appropriate for all our students with SEN. For example, nominated education welfare officer (EWO) and educational psychologist (EP) for our area.

If needed we would liaise with specialist centres if we needed an autism specialist as well as contacting speech and language therapist to contribute to the reviews of pupils with significant speech and language difficulties. Multi-agency liaison meetings with the representation from social services and the health service would meet regularly, not only for our EHC plan students, but for all who need support to secure effective collaboration in identifying and making provision for vulnerable students.

We would seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.