

Kentmere Academy and Nursery

SEND and Inclusion Policy 2018/2019



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Introduction

Name of Inclusion Manager: Zoe Horton

Qualifications: fully qualified SENCo with the NASENCo Award (MMU 2018) and B.Ed, Bury College SENCo Award. The SENCo is also a member of the Senior Leadership Team (SLT).

New to Post: September 2016

Name of SENCO Admin: Autumn Harbour

Name of link Inclusion Governor: Tuseef Ahmed

Kentmere Academy is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs (SEN), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. All teachers at Kentmere are teachers of children with SEN.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Kentmere Academy is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners. Such as:

- girls and boys,
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the Local Authority

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Kentmere Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Kentmere Academy sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We aim to promote equality for all through our Single Equalities Duties (Single Equality and Community Cohesion Policy 2016-2019).

All information used in our policies is in accordance with the Data Protection Act 2018 and General Data Protection Regulations (GDPR).

Objectives

1. To ensure that the SEND Code of Practice 2014 and Single Equality and Community Cohesion Policy are implemented effectively across the school.
2. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
3. To celebrate progress in wider areas, including social, emotional and ability to make successful transition into adulthood.
4. To enable all our children to become fully integrated and valued members of the society, fostering skills of independence and responsibility.
5. To operate a graduated response to meet the needs of children with SEN. This response will involve a variety of different strategies and interventions, which will be reviewed regularly to assess their impact, the child's progress and the views of the child, their parents and teachers.
6. To ensure that all children have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.
7. To ensure parents are supported and are informed of their child's special educational needs and to encourage regular and effective communication to enhance learning opportunities for the child.
8. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at **SEN Support level**.
9. To involve parents and children fully in the SEN process: "No decision about me, without me".

Roles and Responsibilities

The development and monitoring of the school's work on SEND and Inclusion will be undertaken by the Inclusion team which works very closely, and includes the Pastoral Care managers and EAL coordinator. The SEN Coordinator is Miss Zoe Horton and is accessible to all members of staff and parents. Miss Autumn Harbour is the SEN/Inclusion assistant.

Arrangements for coordinating SEN provision

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review Individual Education Plans.
 2. At other times, the SENCO will be alerted to newly arising concerns through the cause for concern form.
 3. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
 4. Where necessary, reviews will be held once a year for children with an EHCP (Education Health Care Plan).
 5. The SENCO monitors planning for SEN supports year group teams with curriculum planning.
 6. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
1. To enable all our children to become fully integrated and valued members of the society, fostering skills of independence and responsibility.
 2. To operate a graduated response (plan, do, review) to meet the needs of children with SEN. This response will involve a variety of different strategies and interventions, which will be reviewed regularly to assess their impact, the child's progress and the views of the child, their parents and teachers.
 3. To ensure that all children have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.
 4. To ensure parents are supported and are informed of their child's special educational needs and to encourage regular and effective communication to enhance learning opportunities for the child.

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Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

Identification

- Class Teachers fill in a referral form
- Children may be added to the school 'watch list'
- SEND clinics (1:1 meeting with class teachers and SENCo three times a year)
- Weekly phase meetings to discuss children's progress and any concerns

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class/ weekly 'watch list' update
- Additional support through **SEN Support** provision
- Additional support through **Statement/ EHCP**

Assessment

This can take many forms, including the reading, writing and maths option SATS tests, rising stars tests, assertive mentoring tests, reading and spelling ages and half termly assessment week.

Differentiated Curriculum Provision/ Quality First Teaching

At Kentmere Academy and Nursery, we believe:

- That high quality teaching that is differentiated and personalised will meet the needs of the majority of children.
- The SEN provision is under-pinned by quality first teaching and is compromised by anything less.
- That all teachers should have high ambitions and set stretching targets towards these goals.
- That all teachers should keep under review the additional or different provision made for children.
- That all teachers should know precisely where children with SEN are in their learning and development.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The SENCO will coordinate provision for children with SEND.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap from growing wider.
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- Matches or better the child's previous rate of progress.
- Ensures full access to the curriculum.
- Demonstrates an improvement in self-help or social or personal skills.
- Demonstrates an improvement in the child's behaviour.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

SEN support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions.
- Additional support is required to develop literacy or numeracy skills.
- Additional support is required for emotional, behavioural or social development.
- Additional support is required for sensory or physical impairments.
- Additional support is required for communication or interaction needs.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs as well as maintaining provision on a one to one basis, support that is 'additional' or 'different' may be provided in these ways.

Children who are working on a personalised curriculum, and are unable to access an age-appropriate curriculum, are assessed using a Learning Journey. These children are identified by The Inclusion

Manager, Head Teacher and Assessment Manager. Their Learning Journey will monitor the child's progress, relative to their starting point and relative to their personal targets on their Individual Educational Plan.

Involvement of other agencies

This is where SEN support in school includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress and a running record of outside agency visits will be maintained by the SENCO.

This would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern.
- Continues working at the National Curriculum levels substantially below that expected of children of the same age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at SEN Support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to write an EHCP.

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs / EHCP

A child who has a Statement of Special Educational Needs/ EHCP will continue to have arrangements as for SEN Support and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement/ EHCP or to the funding arrangements for the child.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate. We welcome and encourage parental engagement at every stage of the SEN process.
- We make sure that all parents/carers are given information about Supportive Parents/carers for Special Children, which is our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- All parents and carers of children with SEN are informed of their child's targets during parents' evenings. The school also holds a SEND parents' coffee morning in school every term. This aims to update parents and give them a voice within school.

Signed: 

Sarah Isberg (headteacher)

Date: November 2018

Agreed by the Governing Body: 

Simon Day –Chair of Governors

Date: November 2018

Review: November 2019

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