



KADER ACADEMY
**Special Educational Needs and
Disabilities Policy**

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1 Introduction

- 1.1 This policy provides information on the SEND Code of Practice 2014 and how it is implemented at Kader Academy.

2 Scope

- 2.1 This policy shall be implemented by all staff employed at Kader Academy
- 2.2 The Principal shall report to governors on the operation of this policy.
- 2.3 The document is subject to review as required.

3 Aims

- 3.1 The aim of this policy as outlined in the SEND Code of Practice 2014 is;
All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

A pupil has Special Educational Needs when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age and is within the four broad areas of need.

- communication and interaction
- cognition and learning,
- social, emotional and mental health difficulty
- sensory and or physical need

4 Policy Review

- 4.1 The policy will be reviewed annually and discussed with SLT and Governors.

5 Objectives

5.1 At Kader Academy we endeavour to:

- Identify and provide support for pupils who have SEND and additional needs
- Work within the guidance provided in the SEND Code of Practice 2014
- Provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
- Create a support structure to enable individuals to achieve

6 The role of the SEN Co-ordinator

The SENCo will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Attend termly meetings with each year group to review progress
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment, firstly from the Learning and Language Advisor (where appropriate) and ensure parents are informed
- Liaise with external agencies e.g Educational Psychologist, Health and Social Services, Visually and Hearing Impaired.
- Work with Principal, SLT and Vice Principal (LAC lead and designated person) and SEN Governor, evaluating information and informing them of any issues.

Identification, assessment and provision for pupils with SEN

- 6.1 In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at Pupil Progress Meetings.
- 6.2 We also identify SEN needs through;
 - information directly given by parents
 - data gathered from in school assessments
 - recommendations from other professionals; Health and Social Care
- 6.3 There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

7 Levels of identification of SEN need

Level	Triggers	Process
Monitor	<p>If a child has been identified by the Class teacher and year group team as failing to make progress they will monitor the child (Assess-plan-do-review cycle).</p> <p>Discussions will be held at Pupil Progress meetings.</p>	<ul style="list-style-type: none"> • Areas of difficulty will be established • <i>Discussions with parents</i> • Some strategies and differentiation of the curriculum will be initiated
Vulnerable Pupil	<p>As above but the cause of lack of progress is believed to be due to;</p> <ul style="list-style-type: none"> • poor attendance and punctuality • LAC • medical needs • behaviour issues 	<ul style="list-style-type: none"> • Staff will discuss support around the child and parents. Support may include; • Parent support • Play Therapy • CAF • Behaviour contracts
SEN Support	<p>After a period of monitoring, If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which cause substantial barriers to learning. <p>Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEN register.</p>	<ul style="list-style-type: none"> • Specific targeted support intervention will be initiated • Further assessments may be arranged • Referral to outside agencies e.g Educational Psychologist with parental support.
EHCP	<p>If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress in relation to specific targets, • continues to work at curriculum levels substantially below their expectations • requires specialist equipment or regular specialist support <p>It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for EHCP.</p>	<ul style="list-style-type: none"> • Plan and track targets • Work with support services • Work with parents

8 Vulnerable Pupil Review Meetings

- 8.1 Each term a meeting is held with the Principal, Vice-Principal, the SENCO and SLT with every year group team to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for specific interventions to help raise their attainment. (see Intervention strategies) Discussions are shared on progress and any continuing concerns where the SENCO offers advice and support. Discussions are also held with parents to detail support that their child is having in school and additional meetings are held with the SENCO to discuss progress where necessary.
- 8.2 Teachers discuss progress in these Meetings and any concerns over individuals are discussed again with the SENCO to see if additional support is to be implemented. Assessments are carried out throughout the year which informs these meetings and targets are put in place for individuals.
- 8.3 Individual Education Plans (IEPs) are put in place for children with specific additional needs, such as:
- Physical aids/interventions
 - Visual/Hearing impairments
 - Behaviour contracts
 - 1:1 support
 - Medical needs
- 8.4 Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to if they need to remain on the SEN register.

9 Children with Education Health Care Plans

- 9.1 Where the SENCO makes a referral for EHCP to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to.[See EHCP Pathway Appendix 2]

Monitoring

- 9.2 The SENCO evaluates the school's SEN provision as part of the School Improvement Plan. Regular meetings are held between the SENCO, Principal and SLT.
- 9.3 The SENCo is given half-day release each week and can spend some of the time monitoring teachers planning and delivery of Maths and English looking specifically at targets and progress.

Intervention strategies to support children with SEN

- 9.4 The school organisation allows for each year group to have a 'team around the child' with both teachers and teaching assistants. Work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions. As is highlighted below, there are numerous strategies that are used throughout the school. There is also flexibility to provide support across year groups if it would benefit an individual child or group.

Stages of Support	Support Strategies
Quality First Teaching	Daily in-class support with TA/Teacher Differentiated work within all lessons. ALS (Additional Literacy Support) ELS(Early Literacy Support) BLAST Direct Phonics Numeracy Interventions eg The Power of 2 Speech and Language Therapy
Wave 2	PSA Support Outreach Support eg The Beverley School SENCo support CAMHs Play Therapy Bungalow Support
Wave 3	Educational Psychologist Hearing/ Visual Services Overfields Speech and Language Occupational Therapy

10 External Support Agencies

- 10.1 When children require additional support the SENCO may also seek advice from other professionals. These include;
- Educational Psychologist
 - SEN Support Team
 - Speech and Language Team
 - Outreach support from other schools eg The Beverley School and Daisy Chain
 - Counselling support services
 - School Nurse
 - Hearing/Visual services
 - Physiotherapy/OT
 - Bungalow Support
 - LEA –in order to access extra funding from the Higher Matrix
- 10.2 These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

Supporting pupils with medical conditions

- 10.3 Kader Academy recognises that pupils at school with medical conditions should be properly 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 schools will comply with its duties under the Equality Act 2010.

Supporting pupils with disabilities

- 10.4 Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the Curriculum and assessment arrangements.
- 10.5 Facilities currently in school are; disabled toilet and shower, hand rails near stairs and ramp for wheelchair access in Key Stage 2.

English as an additional language (EAL)

- 10.6 Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

- 10.7 The SENCO will keep staff updated on any changes concerning SEN and encourage personal development in this field.
- 10.8 SENCO and SLT will budget appropriately for SEN priorities outlined in the School Development Plan.
- 10.9 In partnership with Middlesbrough Schools Teaching Alliance, Kader Academy continues to be part of the SEN Network, having access to training and support from schools in the alliance.

Partnership with parents

- 10.10 The school will endeavour to;
- Provide clear and accurate information about the child's SEN and purpose of any assessment, targets or intervention
 - Ensure that parents have the opportunity to talk with SENCO, and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
 - Outline provision in the Local Offer [Appendix 1]
 - Inform parents before involving outside agencies for additional advice or assessments
- 10.11 Arrangements for considering complaints about SEN provision within school
- 10.12 Initially, complaints should be discussed with the class teacher.
- 10.13 Depending on the outcome of the meeting the SENCO and Principal should be informed.
- 10.14** If no agreement can be arrived at, the parent can then approach the Principal or Vice Principal or the school's named governor with responsibility for the monitoring of the school's SEN policy.

APPENDIX A

KADER ACADEMY OFFER FOR PARENTS AND CARERS OF CHILDREN WHO HAVE SPECIAL EDUCATION NEEDS / DISABILITIES (SEND)

IDENTIFICATION OF NEEDS

How does the school identify children with special educational needs?

Kader Academy assesses pupils termly and tracks their progress against national expectations and prior attainment. Pupils who do not meet their expectations are identified by teachers as needing extra support. They may receive this help in the classroom through differentiated work, or may receive small group, or individual support through focussed intervention programmes. The pupil will be given an Individual Education Plan (IEP) which will contain a maximum of four targets specific to their needs. In cases where the teacher continues to have concerns or where pupils are not making progress despite interventions, they may be assessed by the school's Learning and Language Teacher (LLT). For children who are experiencing speech and language, visual /hearing impairment and/or social/behavioural problems the teacher will refer them to the Special Educational Needs Co-ordinator (SENCo) who will then contact the appropriate outside agencies.

How do we involve parents in planning for those needs?

Teachers meet with parents /carers formally three times a year to discuss their child's progress. If any concerns arise in the meantime either party may request a meeting at any time to discuss their child, often with the SENCo present. At the parents' evenings the parents are given their child's targets and can discuss with the teacher ways in which they can support them. Parents of children assessed by the Learning and Language teacher are also given the opportunity to meet with the LLT and the SENCo to discuss the assessment, a copy of which is always sent home. The IEP is shared with parents and a copy of the reviewed IEP and the new one are given to the parents.

SUPPORT

Who in the school will support my child and how will this be monitored and evaluated?

The main support of pupils with SEND will be provided by the child's class teacher and the Teaching Assistants, through quality first teaching. The pupils are either set in ability classes for English and Maths each morning or provided with a differentiated curriculum in a mixed ability class. In both Key Stages there is a Higher Level Teaching Assistant designated to work with pupils with SEND. Some pupils with high levels of need can access individual 1-1 support as necessary. Teachers report on every pupil's progress termly. This is monitored by the SENCo, and members of the Senior

Leadership Team at termly assessment meetings. The progress made by pupils receiving specific interventions is analysed separately and IEP targets are reviewed four times a year to ensure progress and challenge.

Kader Academy is part of “The Bungalow Project”. Pupils with social /behavioural needs are sometimes referred to this for additional support. The Bungalow Project can offer support to pupils and their family. Staff from The Bungalow Project liaise with school, staff and parents regarding the progress of pupils with whom they are working.

How are the decisions made about the type and amount of provision a young person will need?

The SENCo ; working alongside the class teacher can suggest ways in which the pupils will be supported and the level of support which should be provided. Some children may receive short term interventions, some may require longer periods of support. Support may be within a small group or offered on an individual basis. The SENCo and class teacher will meet with parents to discuss how the parents can assist their child at home. If the intervention has not resulted in progress a different intervention may be tried and the targets on the IEP adjusted. The school’s Learning and Language teacher, following an assessment, will make detailed suggestions for both the class teacher and the parents. This advice may relate to details about gaps in learning or to specific provision which is needed. The progress made by each child is tracked carefully and from regular meetings between the SENCo and the class teacher a decision will be made whether the intervention has been effective. Parents are informed about their child’s progress as and when necessary and at parent consultation meetings. The SEND register is fluid and pupils are deregistered when deemed appropriate.

CURRICULUM

How will the curriculum be matched to the needs of the young person?

Teachers plan the curriculum so that all pupils are included; this involves clear differentiation which may support the child. Where pupils would benefit from it, aids such as: Alpha smart, overlays, pencil grips, enlarged print, IT programmes, visual aids etc. are provided. The curriculum is engaging and involves many creative, visual and practical activities.

ACCESSIBILITY

How accessible is the school environment?

There are accessible ramps leading into the building at the main entrance, lower school hall and upper school playground. The ground floor and grounds are accessible to all. There is an accessible shower and toilet.

PARENTAL INVOLVEMENT

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

Pupil progress is tracked termly. Parent/ Teacher consultation meetings take place in the Autumn, Spring and Summer terms. Parents also receive a written annual pupil report at the end of each academic year. Parents of pupils with SEND may discuss their child's needs at additional meetings with the class teacher, SENCo and Learning and Language teacher. Following the services of the Educational Psychologist parents are given the opportunity for feedback. The SENCo and the school's Parent Support Advisor (PSA) work closely with staff at The Bungalow, and the school offers counselling and practical advice. Parents involved with The Bungalow Project may also be offered parenting courses.

Pupils have weekly homework and a reading diary which parents can access. Pupils with behavioural difficulties may be given an individual behaviour book which is taken home daily so that parents can support targets set by school.

OVERALL WELL-BEING

What support will there be for the young person's well-being?

The school offers a range of pastoral support through the Parent Support Advisor (PSA) and The Bungalow Project which has access to a range of services such as: domestic violence counselling, play therapy and links with CAMHS. The school has a clear policy for medicines and has trained staff who administer first aid. Medicines are stored carefully and pupils needing medicines such as insulin or inhalers are given privacy to administer their own medicines. Other medicines can be administered by staff providing the necessary consent form has been completed by parents/carers. Health plans are devised in conjunction with the School Nurse. Staff receive regular training in the use of epi-pens and basic first aid. All educational visits have a first aider accompanying the visit.

SPECIALIST SERVICES

What specialist services and expertise are available at or are accessed by the school?

There are links with the Schools Nursing Service, Educational Psychologist, Speech and Language, Visually/Hearing Impaired Service and The Bungalow Project. The

school has access to Middlesbrough Support Services which offer inclusion support by trained workers. Pupils with specific learning difficulties are assisted by the Cleveland Unit and the school can, and does sign post pupils to the Infant/Junior Support Assessment Bases in Middlesbrough. Key workers from the Visual/Hearing Service offer 1-1 support in school and training for staff as and when required. The school's Vice Principal is the child protection (CP) lead. All staff have regular CP training.

STAFF TRAINING

What training have the staff supporting children and young people with SEND had or are having?

Staff have received safeguarding and first aid training, including CPR, the use of epipens, dealing with diabetes ,epilepsy and the use of inhalers.

ACTIVITIES OUTSIDE SCHOOL

How will the young person be included in activities outside the classroom including school trips?

All pupils can access schools educational visits. The relevant risk assessments are completed and where the child has a specific need sometimes parents may be asked to accompany them on a visit.

TRANSITION

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

Visits to Kader Academy prior to enrolment are welcomed. All parents are invited to a welcome meeting before entry to Nursery or Reception. In addition all pupils who are offered an infant/junior support base place are invited to visit the school offering the placement prior to enrolment. The school has close links with the local secondary schools and pupils take part in a transition week before moving to the school. Staff meet with colleagues from King's Academy, Acklam Grange and Macmillan to discuss individual cases and hand over all necessary files. SEND children who are transferring to Nunthorpe Academy and Stokesley School have their files sent to the school.

SEND RESOURCES

How are the school's resources allocated and matched to the young person's special educational needs?

The school endeavours to accommodate every child's individual needs no matter how diverse. The SEND budget is used to provide extra staffing, re-deployment and resources for pupils. Well-trained teaching assistants provide full time 1:1 support,

individual and small group support. Training is provided for staff and specific resources are provided when necessary.

FURTHER INFORMATION

Parents can discuss any concerns relating to SEND with the Principal, Mrs Chalk or with the SENCo, /Vice Principal Mrs Mitchinson. Both can be contacted via the school office.

APPENDIX B

SCHOOL OFFER FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

IDENTIFICATION OF NEEDS

How does the school know if I need extra help?

Your teacher looks at your work carefully and knows if you need any extra help to achieve your targets. Teachers track your progress carefully and know when you are not doing as well as you should be.

SUPPORT

What should I do if I think I need extra help?

You should tell your teacher or your parent/carer if you are having problems with your work or feel that you need extra help.

CURRICULUM

How will my school work be organised to meet my individual needs?

Your teacher will make sure that the work you are given is at the right level for you. You should be able to do the work if you try hard and do your best. Sometimes you will do something different from your friends. If you need any extra help or different resources they will be made available to you. You will be given your own folder with resources you can take with you to every lesson.

MY INVOLVEMENT

How will I be involved in planning for my needs?

You will be able to discuss your work with your teacher who will let you know what you are doing well and how you can improve (your 'next steps'). You will be assessed on the targets on your Individual Education Plan and your new targets discussed with you.

LEARNING

Who will tell me what I can do to help myself and be more independent?

Your teacher and/or Teaching Assistant and your peers will tell you how you can improve your work and behaviour. You may also be given a Y6 'Buddy' to help you.

How will I know if I am doing as well as I should be?

You will know how well you are doing when you get written and verbal feedback about your work, results from tests, and assessment of your own learning.

WELL-BEING

What should I do if I am worried about my school work?

If you are worried about your work you should talk to your teacher.

How can I get help if I am worried about things other than my school work?

If you are worried about anything you should talk to your teacher, teaching assistant, Miss Blackwood (PSA) or Mrs Mitchinson (SENCo). They can also help you with any problem you have either in school or at home. If you find it hard to behave in school they may organise for someone to come into school to support you. They will also meet with your parents to discuss how we can help you.

INVOLVEMENT IN ACTIVITIES OUTSIDE OF THE CLASSROOM.

How will I know who can help me?

You should talk to the member of staff running the activity and/or Mrs. Mitchinson (SENCo)

Who can I talk to about getting involved in student activities if I need extra help?

You should talk to the member of staff running the activity and/or Mrs. Mitchinson (SENCo)

If I have a disability or additional need how can I join in school activities?

You will be able to join all our clubs but if you need help speak to the member of staff running it and/or Mrs. Mitchinson (SENCo). Any special needs or additional help will be given to you.

TRANSITION

What help is there to get ready to start school?

Before you move to secondary school some of the teachers from your new school may come and talk to you in your primary school. Following on from this, in the summer term, you will visit your new secondary school for a few days.

How will I be prepared to move onto the next stage of my school life including employment and life-skills?

You will be taught how to organise yourself ready for secondary school and visit the school prior to your enrolment.