

A large, stylized owl logo in a light gray color, centered on the page. The owl has large, round eyes and a simple beak. The entire page is framed by a thick purple border.

KADER ACADEMY

**SEND Inclusion
Policy**

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SEND Inclusion Policy

Date reviewed:	Approved by:
September 25	Governing Body

POLICY FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITY

SECTION 1

INFORMATION ABOUT THE SCHOOLS' SEND PROVISION

Kader Academy aims to develop little people who feel safe and happy. We want them to develop a strong sense of pride, not only in themselves, but of their local area and its heritage. We value the importance of strong relationships with our families and our sense of community is at the heart of all we do. We know that our diversity is our strength and we will strive to ensure that the children's compassion and kindness makes the world a better place. We will inspire curiosity through engaging experiences that promote a profound love of learning. We want them to know that their learning knows no bounds and with self-belief and determination, anything is possible.

AIM

We believe in inclusion for all. At Kader Academy, inclusion is at the heart of everything we do. Guided by our school values of **Kindness, Ambition, Determination, Excellence, and Respect**, we are committed to ensuring every child feels safe, happy and valued with an equal right to an education, which enables them to fully develop their personal, social and intellectual potential. As a two-form entry school with a richly diverse community we embrace diversity as a strength and ensure equity of opportunity for all.

We believe that children learn best when they feel a strong sense of belonging, pride in their school and local community, and when they are supported by positive relationships with staff, peers, and families. Our bespoke model of inclusion ensures that every child can access the curriculum, thrive socially and emotionally, and achieve academically.

At Kader Academy, we embed high-quality, measurable inclusive practices across leadership, teaching and provision. Inclusion is not seen as an add-on, but as a central driver of our school's ethos, curriculum, and improvement strategy.

Inclusion is the golden thread that runs through every aspect of our curriculum and teaching offer. We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access a rich, ambitious and meaningful education that enables them to thrive.

Our curriculum is underpinned by three key drivers: Ambition, Relationships and Identity. Through these, we ensure that every child is supported to achieve highly, feel a strong sense of belonging, and develop a confident understanding of themselves and their place in the world.

In order to realise this vision, our pedagogical approach is built upon three core principles: oracy, effective assessment and inclusive excellence. We prioritise high-quality talk to support understanding and expression, use responsive and purposeful assessment to inform teaching, and maintain a relentless focus on inclusive practice so that barriers to learning are identified and removed.

Together, these drivers and approaches ensure that inclusion is not an add-on, but is embedded at the heart of teaching and learning, enabling all pupils to participate, achieve and succeed.

OBJECTIVES

1. That our school vision as outlined above underpins all of our actions and is actively promoted by all members of the school community;
2. To deliver Quality First Teaching (QFT) as the foundation of inclusive practice, inclusive of excellent adaptive and responsive teaching,
3. To identify needs early and provide targeted, bespoke support;
4. That all children whatever their gender, ability, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum;
5. That we have high expectations of all children in all areas of school life;
6. That we promote positive partnerships with:
 - parents, involving them in their children's learning and achievements;
 - children, so that where possible they are aware of their personal targets and receive positive reinforcement. Ensuring pupil voice is central to decision-making and planning;
7. That our policy and procedures for special educational needs are known, understood, and followed by all members of staff;
8. To provide relevant and up to date training opportunities for all members of staff;
9. To provide the SEND team with non-contact time to monitor children's progress;
10. To provide a clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff);
11. To produce SEND Support Plans which are consistently formulated using Edu key, manageable and implemented as an integral part of planning, teaching and learning.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or***
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

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

A child shall not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he / she is primarily taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop a functional use of the language.

ADMISSION ARRANGEMENTS

With due regard to parental choice and accessibility of the school building all children with SEND who apply will be accepted by the school in line with the admissions policy.

CURRICULUM ACCESS AND PROVISION

All children will be taught a broad and balanced curriculum. Where children require additional or specialist support, specialist resources or extension materials these will generally be provided by the school or the school will make an application for assistance to the relevant services.

SECTION 2

ROLES AND RESPONSIBILITIES

Within Kader Academy the person given responsibility for the overall coordination of SEND support provision and for high and or/complex needs is Laura Yendall. working very closely with Victoria Emms and Rosie Smith.

The SENDCO (Special Educational Needs or Disability Co-ordinator) – Mrs Laura Yendall

The SEND team:

Laura Yendall- SEND Lead, SENDCO (In training)
Victoria Emms – SENDCO (In training)
Rosie Smith- SEND support teacher
Linda Rahmani- SEND administrator
Gail Potter- Inclusion Support assistant
Laura Blackwood- In school counsellor

The SEND team are responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school;
- Ensuring that parents are:
 - Involved in supporting their child's learning;
 - Kept informed about the support their child is getting;
 - Involved in reviewing how their child is doing;
- Monitoring and evaluating the quality of teaching, learning and standards of achievement, setting targets for improvement;
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapist, Educational Psychologist etc...

- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are excellent records of progress and needs;
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible;
- Liaising with the local secondary schools in order to ensure the smooth and planned transition of pupils with Special Educational Needs.

For high needs children;

- Ensuring the provision for pupils with High and /or complex needs is of the highest standard
- Ensuring that parents are:
 - Involved in supporting their child's learning;
 - Kept informed about the support their child is getting;
 - Involved in reviewing how their child is doing;
- Monitoring and evaluating the quality of teaching, learning and standards of achievement, setting targets for improvement;
- Liaising with the Headteacher to ensure appropriate levels of funding/support are budgeted for and incorporated into the school development plan;
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapist, Educational Psychologist etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are excellent records of progress and needs;
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible;
- Liaising with the local secondary schools in order to ensure the smooth and planned transition of pupils with Special Educational Needs.

Class teacher is responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary;
- Using EDU-KEY to formulate plans and link provisions;
- Setting and reviewing targets with parents at least once each term and planning for these for the next term;
- Ensuring that all staff working with a child in school are helped to deliver the planned work/programme for a child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources;
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with SEND.

STAFF CPD

All staff have received safeguarding training and epi-pens training, dealing with diabetes, epilepsy and the use of inhalers. Different members of staff have received training related to SEND. All staff have received bespoke training from the 'Autistic Advocate' to raise awareness of Neurodiverse children and ways to support them in school. Some key staff have had additional training on:

- How to support children with dyslexia;
- How to support children with memory difficulties;
- How to support children with processing difficulties;
- How to support children with autism;
- How to support children with ADHD;
- How to support children with sensory processing difficulties;
- How to support children with social and emotional needs;
- How to support children with speech and language difficulties;
- How to support children using Makaton Sign Language;
- How to support children with hearing impairment;
- How to support children with physical and co-ordination needs;
- How to use Team Teach to de-escalate behaviours.

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Headteacher -Janet Donald is responsible for

- Supporting the SENCO in carrying out their remit to a high standard;
- The day to day management of all aspects of the school, this includes the support for children with SEND;
- Ensuring that the Local Council is kept up to date about any issues in the school relating to SEND.

SEN Governors responsible for

Mrs Moore and Mrs Hafeez

- Making sure that the SEND policies and procedures are followed and necessary support is made for any child who attends the school with SEND.

SECTION 3

INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SEND

The procedure at work within Kader Academy is in accordance with the current Code of Practice for SEND (2014).

We have a whole school approach to continually assessing, planning, implementing, and reviewing our approach to teaching all children. Teachers use a range of sources of information to identify a potential special educational need including:

- Teachers' assessment and experience of the child;
- Pupil progress, attainment and behaviour;
- The child's development in comparison with their peers;
- The views and experiences of parents;
- The child's own views;
- Advice from external support services e.g. Speech and Language Therapy, Visual /Hearing Impairment.

We follow an ASSESS/PLAN/DO/REVIEW cycle.

CAUSE FOR CONCERN LEVEL

Teachers have responsibility for the educational and pastoral care of all children within their class. The class teacher, is usually the first person to identify when a child is failing to make adequate progress or who is demonstrating behaviours that are a concern. The importance of the class teacher in readily identifying a concern and responding to it is paramount.

A class teacher with an initial concern will share the information they have gathered and discuss the pupil's needs with the SENDCO and then parents. Children will be included on a register as 'cause for concern'. Careful monitoring and a review of progress will be made each term and if necessary further action taken.

NURTURE GROUP SUPPORT

Children will be placed into a nurture group to provide tailored support and additional interventions. Their progress will be very closely monitored. If progress continues to be a concern then in conjunction with the SENCO they will be placed onto the SEND REGISTER. Parents will be kept informed at all stages.

SEN SUPPORT

When a child is identified as having a special educational need it may be due to teacher or parental concerns about a child (underpinned by evidence) who, despite receiving adapted learning opportunities:

- Make little or no progress even when teaching approaches are targeted particularly at an area of weakness;
- Shows signs of difficulty in developing core literacy and numeracy skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school;
Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

SEND Support is the school and early years based category for additional support for children with special educational needs

Special educational needs and provision fall under four broad areas:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

Once a potential special educational need is identified, four types of action is taken by the school to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support. Classroom teachers are at the heart of the SEND Support system driving the movement around these four stages with the support and guidance of the SENDCO and specialist staff. 'Every teacher is a teacher of SEND'

The focus and contents of a SEND support plan:

- Outcome-focused;
- Collaborative (involving parents, pupils and school staff);
- Clear and concise;
- Entry data on the pupil (prior to him/her receiving additional support);
- Expected outcomes for the pupil;
- Actual outcomes for the pupil;
- The pupil's participation in any interventions;
- Comments;

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The teacher supported by the Sendco is responsible for determining provision – teachers are best placed to know the kind of adaptations that children require and whether additional intervention is needed to sustain or improve their progress. Some children may receive short term interventions, some may require longer periods of support and support may be within a small group or offered on an individual basis. The progress made by each child is tracked carefully by the teacher, SENCO and other senior leaders. The class teacher will keep parents informed as to the impact of targeted provision, what has worked well, and what has not worked or has ceased to make an impact during review and planning meetings. Key progress is built to create a file for the children. Progress will be monitored as a team using this. Team chat is a main focus of our SEND support strategies.

Some interventions may take place in in a small groups,

- Run in the classroom or in a small group room.
- Run by a teacher or a teaching assistant who has had training to run these groups;

For the child this could mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress
- A teacher/teaching assistant will run these small group sessions using the teacher's plan;
- He/she may access additional support for opportunities to talk through barriers to learning which may stem from outside of school;
- He/she may access additional support for specific issues relating to low self-esteem, self control, behaviour strategies, anger management etc.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

BESPOKE INCLUSION SUPPORT

At certain times the inclusion support assistant will be booked to observe a child. Working closely with the SEND team an inclusion support plan will be created. This will be shared with all staff members working with the child. Outside agency advice will also be pivotal in this plan and the provision assigned. Resources will be matched to the child's needs and this plan will be regularly reviewed for impact.

At Kader Academy, we are proud to have a dedicated Inclusion Support Assistant as part of our SEND and Inclusion Team. This bespoke role, held by Miss Potter, was created to focus solely on maximising inclusion and ensuring the success of some of our most vulnerable children.

Because Miss Potter is based within school full-time, she is able to carry out regular in-house observations, identifying needs early and providing timely, tailored interventions. This proactive approach means barriers to learning are addressed swiftly and effectively, ensuring children remain fully engaged in the curriculum.

Her consistent presence in classrooms and across the wider school community allows her to build trusted relationships with pupils, families, and staff. As a result, children receive bespoke support that reflects both their academic and social-emotional needs. The success of this role demonstrates the school's commitment to inclusion as a lived reality, not just a policy, and highlights how strategic investment in staff can transform outcomes for children with the greatest needs.

SPECIALIST PROVISION DELIVERED BY OUTSIDE AGENCIES

Individual support for a child in school or at another location may involve:

- Outside agencies such as the Sensory Teaching and Support Service and Speech and Language Therapy; Bungalow therapy, The Link.
- Attendance at a Support Unit e.g. Speech and Language Unit, Beverly Park or another agency e.g. Child and Adolescence Mental Health Service (CAMHS).

For a child this would mean:

- A child will have been identified by the class teacher/SENCO/parent or specialist professional as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups;
- Permission from parents/carers will have been given in order that the school can refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school understand a child's particular needs better and be able to support them effectively in school;
- The specialist professional will work with a child to understand their needs and make recommendations, which may include:
 - Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better;
 - Support with setting targets which include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group;
 - A group or individual work with outside professional.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

SPECIFIED INDIVIDUAL SUPPORT

Substantial, targeted support for a child in school usually provided via High Needs Funding.

For a child this would mean:

- A child will have been identified by the class teacher/SENCO and other professionals as needing a particularly high level of individual or daily small group teaching because their needs are severe and complex;
- It might mean that a child has an Education Health Care Plan (EHCP) though it is not necessary. Eligibility for High Needs Funding is based on needs and provision rather than whether a child has an EHCP;

Individual support and strategies will be tailored to a child's needs, with progress monitored and shared with parents.

EHC PLAN OR HIGH NEEDS FUNDING

Where a child demonstrates a **specific, significant and long-term needs**, they may require more specialist provision or access to a higher level of adult specialist support. This additional support and provision will be sought through application to the Local Authority via High Needs panel or through Education and Health Care Planning.

The key factor indicating the need for this level of support is the complex nature of a child's needs or rate of progress. It may then be necessary to address this with **additional** or **different** provision to enable them to learn more effectively.

Any professional working to support a child can request that the LA carries out an Education Health and Care assessment (EHC assessment). Parents can talk to Mrs Yendall about the EHC assessment, discuss whether an assessment is needed and if so complete the request form.

CURRICULUM

Ensuring all children access a high-quality curriculum through quality first teaching strategies and adaptative provision is our ultimate aim. By employing effective strategies and adaptations, we provide a high quality, engaging and challenging curriculum offer for our pupils who have additional needs which does not reduce our expectations for their progress and achievement.

Our Inclusion support assistant is trained to work alongside staff and children to create bespoke plans and provision to assist children within the curriculum. A detailed plan will be actioned and monitored by the SEND team. It is important that the plan is followed for the time stated.

ASSESSING AND TRACKING PROGRESS AND ATTAINMENT

The progress of each child included on the SEND register is tracked as a vulnerable group each term using the whole school assessment system and provides the SENCO with relevant assessment information in the subjects of reading, writing and mathematics.

PIVATS performance criteria is used where appropriate. This allows teachers to facilitate the planning and assessment of learning for pupils who are significantly below age related and making small steps of progress.

Further information regarding school assessment and tracking can be obtained from the school assessment policy.

Other areas such as Personal and Social Development and Speech and Language Development will also be closely monitored. These are used specifically with SEND registered children who exhibit problems in these areas namely: behaviour, self-organisation skills, attention levels, use of spoken language, understanding of language etc. It is vital these areas are considered as they are often a barrier to learning for many children.

SECTION 4

INFORMATION ABOUT PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

LINKS WITH OTHER SCHOOLS

Where appropriate the school has endeavoured to forge links with local specialist schools and high need bases. Particular success has been in establishing links with The Cleveland Unit, Hemlington Hall High Needs Base, Discovery Special Academy, Holmwood, King's Academy and Pennyman Primary Schools. The school also has built working relationships with Beverley School and Beverley Park that typically offer provision for children with Autism.

LINKS WITH OTHER SERVICES

The school endeavours to ensure positive links between themselves and a range of other services and providers in order to meet the varying needs of the SEND children within the school.

The agencies used by the school include:

- School Nurse;
- Educational Psychologist;
- Speech and Language Therapy;
- Sensory Teaching, Advisory and Support Service;
- CAMHS;
- South Tees Getting Help Team (CAMHS)
- Neurodevelopmental Assessment Service
- The Bungalow Project;
- Paediatric Physiotherapy;
- Paediatric Occupational Therapy;
- Children's Services;
- The Cleveland Unit;
- Early Years Specialist Support Service;
- Outreach and Inclusion Service;
- Sunflower Sensory Service;
- Beverley School for Autism;
- Beverley Park;
- Holmwood Primary School;
- Overfields Speech and Language Unit.

PARTNERSHIPS WITH PARENTS AND CHILDREN

The school will endeavour to:

- Provide clear and accurate information about the child's SEND and the purposes of any assessment, targets or intervention project;

- Ensure that the child and parents understand the agreed outcomes of any intervention and are aware of how parents can support progress towards targets at home;
- Put parents in touch with local support or advocacy services for children as appropriate.

THE LOCAL OFFER

Middlesbrough LA produces a local offer, setting out in one place information on services across education, health and social care and from birth to 25; how to access specialist support; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal.

THE SCHOOL SEND REPORT

The SEND School offer is available on the school website and the LA website and includes information on:

- How the school identifies children with SEND;
- Support available and how it is evaluated and monitored;
- How decisions are made about the type and amount of provision a child may need;
- How the curriculum is matched to the needs of SEND children;
- How accessible the school environment is;
- How the school and parent know how a child is doing;
- How the overall well-being of the child is supported;
- Specialist services used;
- Staff training;
- Activities outside school;
- Transition to the next stage of education and life.

