



Special Educational Needs and Disability (SEND) Policy

Date of Review: September 2019

Reviewed by: Gareth Davies

Agreed by Governors: 2 October 2019

Frequency of Review: Annually

Date of Next Review: September 2020

Headteacher: Neil Clayton

SENCo: Gareth Davies

SEN Governor: Mike Moseley



COMPLIANCE

President Kennedy School's SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- **Equality Act 2010: advice for schools DfE February 2013**
- **The Children and Families Act 2014**
- **SEND Code of Practice 0-25 January 2015**
- **Schools SEN Information Report Regulations (2014)**
- **Statutory Guidance on Supporting Pupils in School with Medical Conditions April 2014**
- **The National Curriculum in England: Key stage 1 & 2 Framework (December 2014)**
- **Teaching Standards (2012).**

INTRODUCTION

- 1 President Kennedy School is an outstanding school that is committed to Building Brighter Futures for its students. We are proud of our “no barriers” approach to education, ensuring children of all abilities and from all backgrounds are encouraged to set high goals and work hard to achieve them.

AIMS OF SEND POLICY

- 2 The aims of the SEND policy and practice in this school are:
 - **To ensure high aspirations for every SEND student.**
 - **To ensure that all students meet their individual progress milestones, which will allow them to achieve appropriate educational outcomes and move onto further education and employment.**
 - **To ensure that parents of SEND students are kept fully informed of their child’s progress and attainment.**
 - **To ensure that all students have access to a broad and balanced curriculum through high quality inclusive teaching.**
 - **To ensure their schools provision for SEND students is based on a careful analysis of needs and is monitored.**
 - **To provide an appropriate curriculum with at least good teaching.**
 - **To ensure the identification of all students requiring SEND provision as early as possible in their school career.**
 - **To ensure that SEND students are engaged with the full range of activities on offer.**
 - **To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision.**
 - **To ensure the school’s leadership team consider how to make the best provision for SEND students and effectively respond to the changing landscape.**
- 3 Also, in light of The SEND Code of Practice and requirements of The Equality Act 2010, which places a duty to promote disability equality on all public bodies, President Kennedy School has due regard for the need to:
 - **Eliminate direct or indirect discrimination**
 - **Eliminate harassment or victimisation related to a disability**
 - **Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require**

and what adjustments might need to be made to prevent that disadvantage

- **Promote equality of opportunity between disabled people and non-disabled people**
- **Promote good relationships between disabled and non-disabled children and young people**
- **Encourage participation by disabled people in public life**
- **Take steps to take account of disabled people's disabilities even when that involves treating disabled people more favourably than non-disabled people.**

- 4 These duties combine to ensure access to education and the inclusion of disabled students in every area of President Kennedy life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEND framework provides auxiliary aids and services.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

- 5 A child or young person has special educational needs 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.**

ADMISSIONS

- 6 The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that it has "adopted fair practices and arrangements that are in accordance with the Schools Admission Code for the admission of children without an EHC plan." (Code of Practice 2014).
- 7 The school also has regard to the Equality Act 2010, and does not discriminate against students with a disability.

CODE OF PRACTICE FOR SEND

IDENTIFICATION OF SEND

8 The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. SEND students will have additional needs in one of the four areas listed below, as described by Coventry City Council:

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

9 President Kennedy is a fully inclusive mainstream school. The school's management information system, (which corresponds with the descriptors published by Coventry City Council), captures information about the students who have been identified as having significant needs using the following sub categories:

- **Autistic Spectrum Disorder (ASD)**
- **Hearing Impairment (HI)**
- **Moderate Learning Difficulty (MLD)**
- **Multi-sensory Impairment (MSI)**
- **Other Difficulty/Difficulty (OTH)**
- **Physical Disability (PD)**
- **Profound & Multiple Learning Difficulty (PMLD)**
- **SEND support but no specialist assessment of type of need (NSA)**
- **Severe Learning Difficulty (SLD)**
- **Social, Emotional and mental Health (SEMH)**
- **Specific Learning Difficulty (SpLD) which includes Dyslexia, dyscalculia and dysgraphia.**
- **Speech, Language and Communication Needs (SLC)**
- **Visual Impairment (VI).**

EARLY IDENTIFICATION

10 Early identification of students with SEND is a priority. The school requests relevant information from feeder schools and also uses a range of relevant screening and assessment tools to identify students experiencing difficulty with progress and access to learning.

SEND REGISTER

- 11 The school's management information system, which includes the details of all SEND students, is filtered to create the SEND Register using the coding shown below:
- **K = SEND support**
 - **E = Education, Health and Care Plan**
- 12 The criteria used by President Kennedy School to determine whether a student will be entered onto the SEN register and coded as 'K' are as follows:
- a) **Student has a diagnosed SEND or disability or is on a recognised pathway to a diagnosis and also meets one of the criteria below.**
 - b) **Student has been on the Monitoring Register for two terms with a co-ordinated support plan with targets, however inadequate progress is still being made.**
 - c) **Student has two or more external agencies involved.**
- 13 Decisions about placement on the SEND Register will be communicated to parents and carers in writing.

MONITORING LIST

- 14 In addition to the SEND Register a 'Monitoring List' will be operated, and used to maintain a record of students who teachers have identified as not making adequate progress, despite high-quality teaching targeted at their areas of weakness. The criteria used to determine whether a student will be entered onto the Monitoring List is as follows:
- a) **Students whose attainment level is just below age related expectations, despite having several interventions**
 - b) **Students not making progress, despite receiving appropriate targeted teaching**
 - c) **Students who have a Standardised Score of 84 or below in 2 or more areas.**
- 15 Following a review, it may be agreed that a student no longer needs to be included on the SEND register. This may be based on information from subject teachers and outside agencies that show that the student is making expected levels of progress and that their needs can be met through quality-first teaching. When this happens, the student's name will be removed from the SEND register. They may then be placed upon the monitoring list for some time to ensure regular monitoring of progress. Parents will be informed and the student will continue to be monitored by the process of assess, plan-do-review.

STAFFING

- 16 All staff have a role to play in ensuring that students are able to achieve and progress. Government guidance and legislation makes it clear that teachers are responsible for the progress of all students in their classes, and therefore they are all teachers of SEND:

“High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.”

Code of Practice, 2014

- 17 Teaching staff at President Kennedy School are encouraged and supported, to develop the skills required to meet the needs of all SEND students.
- 18 The team of people with specific responsibilities around SEND provision includes:
- **The Special Educational Needs Coordinator (SENCo)**
 - **Specialist teachers**
 - **Teaching Assistants.**

THE ROLE OF THE SENCO

- 19 The SENCO plays a crucial role in the school’s SEND provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:
- **Ensuring that students with SEND are making required – or better – progress**
 - **Realising the school’s SEND policy**
 - **Co-ordinating the provision for students with SEND**
 - **Liaising with and giving advice to colleagues**
 - **Advising on the graduated approach**
 - **Maintaining the records of SEND students**
 - **Liaising with parents of students with SEND, primary schools, educational psychologists, health and social care professionals, and independent or voluntary bodies**
 - **Making a contribution to the continuing professional development of staff**
 - **Key point of contact for the local authority**
 - **Supporting SEND students post 16 transition**
 - **Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements**

THE ROLE OF THE GOVERNING BODY

- 20 The Governing Body's responsibilities to students with SEND include:
- **Ensuring that students with SEND make required - or better - progress**
 - **Ensuring that provision of a high standard is made for SEND students**
 - **Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting students with SEND about the students and their needs, with particular regard to EHCPs**
 - **Ensuring that SEND students are fully involved in school activities**
 - **Having regard to the Code of Practice when carrying out these responsibilities**
 - **Being involved in developing and subsequently reviewing SEND policy**
 - **Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.**

SEND CPD

- 21 All members of staff are encouraged to access relevant professional development opportunities that help them acquire the skills needed to work with SEND students. Part of the SENCO's role in school-based training is to develop awareness of resources and practical teaching procedures for use with SEND students.
- 22 The School's INSET needs will be included in the School Development Plan.
- 23 Teaching Assistants are provided with continuing professional development to ensure they are properly able to support teachers and students in the learning process. This may be delivered in-house or take the form of external courses.

PROVISION

- 24 Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENCO at President Kennedy School, all members of staff (both teaching and support) have very important day-to-day responsibilities in ensuring an appropriate curriculum for students with additional needs.
- 25 To ensure an appropriate provision (and curriculum) for students with additional needs, President Kennedy School operates within the Waves Model of Intervention, which is presented below:

WAVE 1 (QUALITY FIRST TEACHING)

- 26 Wave 1 at President Kennedy School is the effective inclusion of all students in high-quality everyday personalised teaching.

“All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response” (DfES - 2001 / Ofsted 2014)

- 27 At President Kennedy School we aspire to offer high quality teaching, as our first step in responding to students who have or may have SEND, which is called Quality First Teaching (QFT). The key characteristics of QFT are summarised by the Department for Children, Schools and Families (DCSF) as:

- **Highly focused lesson design with sharp objectives**
- **High demands of student involvement and engagement with their learning**
- **High levels of interaction for all students**
- **Appropriate use of teacher questioning, modelling and explaining**
- **An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups**
- **An expectation that students will accept responsibility for their own learning and work independently**
- **Regular use of encouragement and authentic praise to engage and motivate students.**

SUPPORTING STAFF

- 28 To facilitate effective inclusion, all students on the SEN register will be monitored by either a member of their college team (including Tutors) or by a member of the Hub (Student Support) team. These staff members will work together to support students in many aspects of their school life including academic and pastoral support. They will also act as an important link between school and home, with regular contact with parents/carers and Subject Teachers to ensure planned provision is appropriate to support the student. All staff involved with the student will contribute to reviews of progress and provision.

- 29 The supporting staff might:

- **Help new students to settle into the school and their lessons**
- **Help to establish good communication between students and the teaching staff and other learners**

- **Provide support for students who might be isolated or lack support and self-confidence**
- **Provide support in getting to know rapidly changing environments and the use of new technologies**
- **Offer appropriate advice and guidance**
- **Help students see the way ahead – progression opportunities and career pathways**
- **Give and receive constructive feedback**
- **Help students to manage time, plan and prioritise work, set goals.**

WAVE 2

- 30 Wave 2 interventions at President Kennedy School are targeted at groups of students with similar needs. Wave 2 interventions are designed to accelerate learning for particular groups that are expected to catch up with the performance of their peers.

ENGLISH AS AN ADDITIONAL LANGUAGE

- 31 To accelerate learning for SEND students who are at the early stages of learning English, specialist staff are trained to deliver bespoke lessons to meet their specific needs at Wave 2.
- 32 Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess the student's proficiency in English before planning any additional support that might be required at Wave 2.

WAVE 3

- 33 Wave 3 interventions involve increasingly individualised support programmes, based on independent evidence of what works. Expectations are to accelerate and maximise progress and to minimise performance gaps.
- 34 Wave 3 interventions involve support from a specialist teacher, Learning Mentor or Teaching Assistant who will offer students one-to-one support when working towards the achievement of very specific targets.

ENHANCED RESOURCE BASE FOR SPEECH AND LANGUAGE IMPAIRMENT

- 35 To meet the individualised needs of students at Wave 3, the school also houses a specialist Enhanced Resource Base for Speech and Language

Impairment. This provision is open to students with an Education Health and Care Plan for Speech and Language Impairment and places are allocated by Coventry Local Authority. The staff are employed and led by the Complex Communication Team (CCT), but are under the day-to-day management of the Headteacher.

REVIEWS

- 36 At President Kennedy School we have adopted a graduated approach to education, by implementing an 'assess, plan, do, review' cycle to monitor students' development. If it becomes apparent that an individual is not making the expected progress, then we will make educational provision which is additional to, or otherwise different from, that for others of the same age. Where necessary we will seek external help, for example, by having an outside therapist come into the school on particular days to work with an individual.

SEND STUDENT REVIEWS

- 37 At President Kennedy School the progress of all students, including those on the SEND register, is regularly reviewed by subject teams, college progress leaders and relevant support staff. These reviews take place within the weekly college OB2L (Overcoming Barriers to Learning) meetings, at RAP (Raising Academic Progress) meetings and through individual meetings or contact with parents. These meetings are to evaluate the success of day-to-day teaching and targeted provision on the progress and development of their child. Meetings or telephone contact with parents/carers may provide parent/carers with the opportunity to consider the following:
- a) **Has the child achieved the agreed targets?**
 - b) **Are the skills acquired through targeted support transferred back into class work?**
 - c) **How have the student and parents/carers responded to targeted provision?**
 - d) **What are the views of support staff, parents/carers and the student?**
 - e) **How will the outcomes of this review feed back into the analysis of the child's needs?**
 - f) **What changes to support, provision and targets are needed?**

PARTNERSHIP WITH PARENTS/CARERS

- 38 President Kennedy School firmly believes in developing a strong partnership with parents and carers, and the student; and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents and carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

- 39 The school considers parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision-making processes affecting themselves, particularly in regard to future education pathways.

COMPLAINTS PROCEDURE

- 40 The school's complaints procedure is available on the school website. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents and carers if required.

EVALUATION OF THE SEND POLICY

- 41 The Governing Body will report annually on the success of the school's SEND policy. In evaluating the success of this policy, the school will consider the views of:
- **Teachers**
 - **Parents**
 - **Students**
 - **External professionals.**