

Special Educational Needs and Disability

Policy and Guidance Notes

DATE FINALISED - September 2021

DATE TO BE REVIEWED – September 2022

Kings Leadership Academy Liverpool



Section 1: Front Page

Name of SENCO – Ms McCarthy

National Award for SEN Coordination (NASCO) Status – Passed 2013

Contact Details of SENCO – 0151 727 1387

r.mccarthy@kingsliverpool.com

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENCO at Kings Leadership Academy Liverpool is a member of our Senior Leadership Team. The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Mr O'Hagan advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Mrs Robina Crowe

Section 2

Aim : The aims of the SEND Support Policy cannot be separated from those of the whole school teaching and learning expectations. King's Leadership Academy Liverpool remains committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad, balanced and differentiated curriculum. Every teacher at King's Leadership Academy Liverpool is a teacher of students with special needs.

All members of staff within the school community have a responsibility to ensure that every student has an equal opportunity to attain their maximum progress in all aspects of the curriculum.

These aims ensure that the outcomes of all students with special educational needs are improved by having high aspirations and expectations to ensure they:

- Achieve their best;
- Become confident individuals living fulfilling lives; and,
- Make successful transition into adulthood, whether into employment, further education or training

Objectives To achieve our aims King's Leadership Academy Liverpool will:

- Identify and provide for students who have special educational needs and additional needs;
- Work within the guidance provided in the SEND Code of Practice, 2014;
- Operate a holistic, whole school approach to the management and provision of support for special educational needs;
- Provide a Special Educational Needs Coordinator (SENCO) who will lead the implementation of the SEND and Inclusion Policy and provide support and advice for all staff working with special educational needs students.

Section 3: Identifying Special Educational Needs and Disabilities

At Kings Leadership Academy Liverpool we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child’s primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4: The Graduated Approach

Combining an initial concerns and the LA/SIL Graduated Approach Windscreen pupils will be placed on or begin the graduated response. The Graduated Approach recognises that students require varying levels of support to achieve their learning outcomes.

- No additional support
 - Some additional support
 - Lots of additional support
 - Exceptional support
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. The majority of students at King’s Leadership Academy Liverpool learn and progress through the high standards of teaching practice. The cycle of planning, teaching, assessment and evaluation ensures the vast majority of student achievement using in class differentiation
 - All students receive high-quality personalised teaching. Teaching is carefully planned, taking into account prior learning. Lesson structures have clear objectives that are shared with the students and revisited throughout the lesson. Teachers use lively, interactive teaching methods and make maximum use of different learning styles. Inclusive Quality First Teaching focuses on a student-centred approach and aims to create a purposeful and enjoyable learning experience. Personalisation is paramount.
 - King’s Leadership Academy Liverpool regularly and carefully assesses and reviews learning progress to inform decisions around adapting the curriculum and learning environment for all students, including those at risk of underachievement. Teachers continuously monitor and evaluate progress in lessons. Interventions are implemented by staff as appropriate.
 - Initially students receive support through quality first teaching and expertise in the classroom using appropriate and relevant differentiated resources and materials.
 - Additional provision may be used to support students learning these could include:
 - Additional, small group literacy/numeracy intervention sessions;
 - Reading groups; 1:1 sessions in social interaction and communication, specific literacy/numeracy

difficulties, cognitive behaviour therapy, nurture sessions, mentoring and counselling.

- If students do not make adequate progress during intervention sessions or a concern is raised regarding a specific barrier to progression advice will be sought from outside agencies to further assess students' needs and provide specific, individual recommendations for support. This may include 1:1 in class support.
- The recommendations will be followed for the time advised. If concerns remain the school will seek a statutory assessment for an Education and Health Care Plan (EHC plan) from the local authority.
- If a student receives an EHC plan, a multi-agency response to the needs of the student will be implemented to ensure appropriate provision and adequate progression and achievement.
- Small group intervention programmes and one to one sessions are available to provide continuous support and meet a diverse and wide range of student need.
- Personalised provision is monitored and evaluated to the needs of the student, with high expectations of reaching full potential.
- All provision encourages engagement, is challenging and takes account of ability, aptitude and interest of the student.
- All programmes are designed to develop socially and emotionally, whilst building student self-esteem.
- Parents and students will be fully involved at all levels of the graduated response plan.
- Teachers and SENCo will consider all of the information gathered from within the school, alongside national data and expectations of progress and will subsequently make special educational provision where appropriate. Parents and students will be included in this process through face to face and telephone contact, Parents' Evenings and Annual Review Meetings. All confidential documents are stored securely.
- For students identified as having SEND, King's Leadership Academy Liverpool will take action to remove barriers to learning and will put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four part cycle:
 - Assess
 - Plan
 - Do
 - Review
- This cycle will be implemented using Liverpool SEND guidelines, <http://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-reforms/>
- Parents and students will be fully involved at all levels of the graduated response plan.
- For students with high levels of need, King's Leadership Academy Liverpool draws on a more specialist approach. This may include use of Pastoral Support Plans, PPPs, Provision Maps and face to face teacher meetings. The Learning Support Team has the responsibility to regularly review and update information about individual students.
- At Kings Leadership Academy Liverpool we have a structured team of support staff, which includes SENCo, Family Engagement Manager, Learning Mentor for Additional needs, Learning mentors, HLTA's, Level 2 & 3 Teaching Assistants, Attendance Manager and Assistant Progress Leaders for each year group.
- Support staff will be deployed as appropriate to the needs of individuals. Guidance will be taken from statements of SEN and the Education and Health Care Plans regarding individual support.
- A request for an Education, Health and Care Plan assessment will be made by the school when additional support and funding are needed from the LA High Needs Block. The request is made to the Local Authority after substantial evidence has been gathered and in consultation with parents. Following a request for an EHC assessment, the EHC Referral Group will consider the application.
- Senior Leaders and Governors monitor and evaluate the impact of the school's SEN provision through reports delivered by the SENCO at annual Governors meetings. The SEN Governor takes an active role in decisions regarding policy, procedures and SEN practice by attending regular Link Teacher meetings
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- Additional intervention and support cannot compensate for a lack of high quality teaching.
- School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The teacher and SENCO and parents whilst considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, describe your school's arrangements to draw on more specialised assessments from external agencies and professionals.
- The role of the SENCO requires that they hold QTS. The Headteacher and Governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

The role of the SENCO

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Section 5: Managing Pupils Needs On The Send Register Through The Graduated Approach And Exit Criteria

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP)

which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

- Twice a year a meeting will take place between the SENDCo and Deputy SENDCo will review with using a range of data and decide on whether or not progress has been made in relation to the child's IEP. New targets will be set and reviewed at the next point for progress. Parents will receive a copy of the review and will be asked to contribute to the review as will the child.
- Decisions on removal from the SEND register will be discussed at these meetings as will next targets and provisions allocated using Provision Maps.

Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception (<https://www.kingsliverpool.com/local-offer-2/>) and is updated regularly. We guide parents towards the LA Local Offer <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy (<https://www.greatschoolstrust.org/wp-content/uploads/2019/12/Admission-Arrangements-19-20-GST.pdf>)
- Our links with other agencies
- Our arrangements for examination and assessment access (This testing is completed by the SENDCo)
- An extensive programme is implemented for transition for children between Key Stage 2 and 3.
- King's leadership Academy Liverpool works closely with primary schools to ensure that all information regarding students with special educational needs is received to ensure consistency and continuity of support
- Where appropriate children with complex needs will have a transition arrangement that is planned with primary school, parents, student and King's Leadership Academy Liverpool.
- Where appropriate the student will meet their Key Stage 3 keyworker in the familiar surroundings of primary school to eliminate any anxieties.
- Throughout Year 6 students will have numerous visits and taster days at the school to enable them to be familiar with a new environment and gain confidence to transfer to Key Stage 3.
- Many students with special educational may be gifted and talented in other areas. These talents are identified and students are actively encouraged to develop their existing skills.
- During transition to further education or training the decision of parents and students are valued and supported. The King's Leadership Academy Liverpool's Admission Arrangements are available.
- The SENDCo and the Learning Support team will work closely with parents, students, careers advisors, colleges and training providers to ensure all relevant information is shared for continuity of support and to ensure the students receive the best possible start into adulthood.
- Careers advice is offered throughout Key Stage 4 and students are encouraged to visit future establishments/placements to gain a clear understanding of their options.
- All students will undertake assessments that will be evaluated to receive access arrangements for

examinations, where appropriate. *Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way awarding bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. <http://www.icq.org.uk/> .

- Individual and group support at unsupervised times is available for students that require additional support. During break time and lunchtime there are many supervised clubs for students to attend. The vast majority of curriculum areas have extra-curricular activities on offer and there is an extensive range of opportunities outside of normal curriculum hours such as competitive team clubs, educational visits and residential trips.
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- The Learning Support Faculty has clubs available before, during and after school for students to attend. These clubs will offer support for homework, social skills and revision and teambuilding activities.
- If any student requires support to attend extra-curricular activities this will be available. We readily encourage students with special educational needs to participate in extra-curricular clubs.
- Teachers, Keyworkers and support staff are on duty at break and at lunchtime to provide support for students to encourage interaction with peers within the school environment, while encouraging independence.

All students receive high-quality personalised teaching. Teaching is carefully planned, taking into account prior learning. Lesson structures have clear objectives that are shared with the students and revisited throughout the lesson. Teachers use lively, interactive teaching methods and make maximum use of different learning styles. Inclusive Quality First Teaching focuses on a student-centred approach and aims to create a purposeful and enjoyable learning experience. Personalisation is paramount.

During the review

Parents views are captured and put directly on the review document if requested. Pupils views are recorded when new IEP's are produced or reviewed.

Section 7: Supporting Our Children/Young People with Medical Needs

At Kings Leadership Academy Liverpool, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website. <https://www.greatschoolstrust.org/wp-content/uploads/2019/12/Medical-Care-Policy-GST.pdf>

Section 8: Monitoring and Evaluation of SEND

The provision of SEND is carefully monitored and evaluated by using timetabled events that assess the quality of provision and measured outcomes we offer all pupils. We do this by carrying out audits of the numbers and type of interventions undertaken and their impact on pupil progress, analysing outcomes of

pupils with SEND and comparing these to non-SEND pupils and taking account of parent, pupil and staff views.

To ensure that all pupils reach their full potential we place them in sets across the curriculum according to need and ability and lessons are appropriately scaffolded. These sets are reviewed regularly and pupils may be moved during KS3 as appropriate. This is supported by regular continual professional development for staff.

The quality assurance of teaching and learning is embedded in the school review schedule. Work is regularly scrutinised by heads of department and the senior leadership team. Data is analysed through the learning cycle review by the senior leadership team and additional support is then put in place when necessary.

We aim to ensure that the pace and challenge in all lessons supports every pupil to achieve good outcomes and realise their true potential. Teaching assistants and Assistant Progress Leaders may also support learning in lessons.

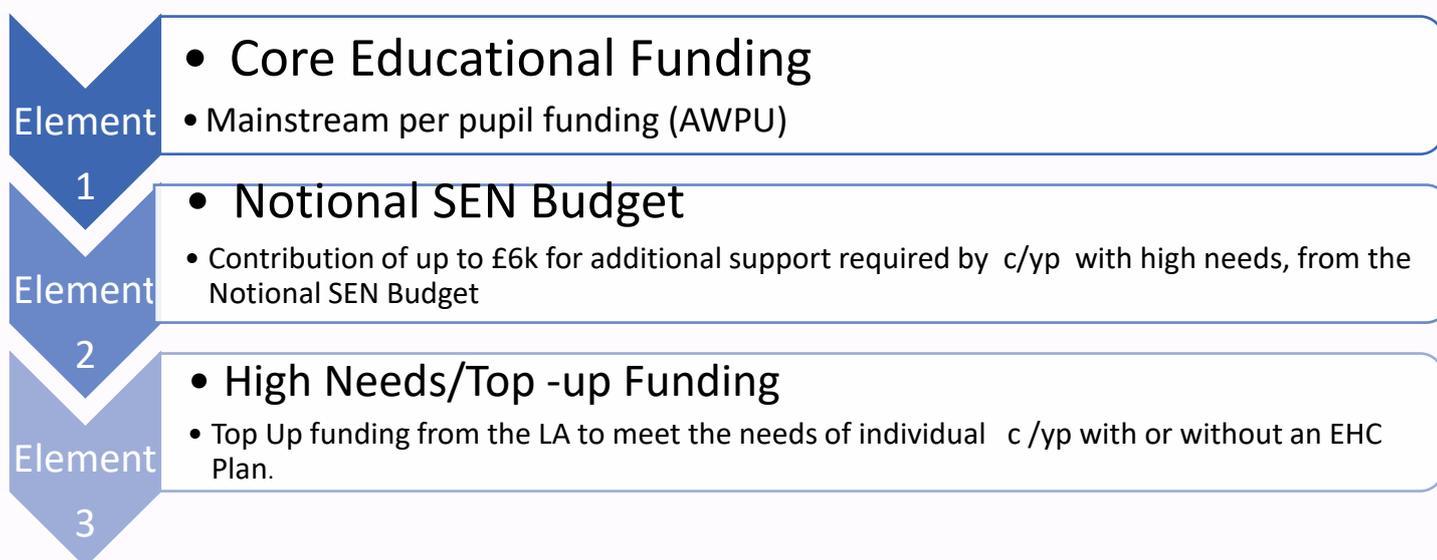
The SENDCo provides relevant and timely feedback to the SEND Governor. Monitoring of pupils will take place after each learning cycle.

Section 9: Resources and Training

a) Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans. Element 2 funding is used in school to provide pupils with specific interventions such as a HLTA for pupils who requires multisensory teaching, purchasing of programs such as IDL, Lexia

and read, Write Gold. Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3). Top up funding is applied for children who require more specialist provision or equipment such as an allocated teaching assistant.

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are required to access this. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools. The headteacher is part of the SEND Steering group. The SENCO attends training with the British Dyslexia Association.

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Kings Leadership Academy Liverpool these include;

- The SEN Governor is Robina Crowe she meets with the SENCO annually.
- The school employs 8 of support staff. They carry out a range of roles across the school to support children with top up funding and are line managed by R McCarthy. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is R McCarthy
- The member of staff responsible for Looked After Children is R McCarthy
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Cassy Morgan

Section 11: Storing and Managing Information

Information on pupils is stored via secure systems. School uses Bromcom, CPOMS and Provision Mapping to store information on pupils with SEND. Information is archived when pupils leave the school.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

Section 13: Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment

- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

The plan can be accessed via the school website.

Section 14: Other Policies Relating To SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Needs Policy

Section 15: Emergency Planning (e.g. Covid-19 Response)

In response to covid 19 school have ensured that all pupils have a chrome book device and provided internet access to pupils who do not have it. This is to ensure that pupils can access the remote learning during periods of lockdown.

School have provided online, live lessons that mirror the pupils current timetable. All pupils will be required to access 25 online lessons per week.

Contact with pupils who have EHCP and SEN Support will be contacted by APL's weekly to ensure support and advice is given regularly, to avoid gaps in teaching.

Additional support lessons in relation to literacy have been put in place for pupils to access on a 1-1 basis. Teaching assistants have also provided support in the school building for pupils who have EHCP and SEN Support when identified as vulnerable.

Online counselling sessions and mindfulness sessions have continued to take place for SEND pupils. This has been delivered by YPAS, KABS and Mrs Clarke.

Google classroom stores all lessons, so if a pupil is absent they can still have access to the work missed.

Section 16: Dealing with Complaints

Should a parent or carer wish to query the provision their child is receiving at the college, in the first instance they are encouraged to raise their concern with the relevant member of staff. Most concerns can be dealt with by the SENCO or his line manager, however, should any issues not be resolved parents/carers may refer to the Academy's Complaints Procedure which is available on the website or via application to the main office.

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authored by – R McCarthy

Contributions by – C Morgan