

# The Khalsa Academy Wolverhampton



## Special Educational Needs and Disabilities Policy.

Approved by Governing Body:

Review Date: July 2021

## Contents

1. Our Ethos .....	3
2. Aims.....	3
3. Legislations and guidance .....	3
4. Definitions .....	4
5. Roles and responsibilities.....	4
6. What is an EHCP, and how they are provided for?.....	6
7. How do we identify students who need support?.....	6
8. How are the needs of the students met? .....	6
9. How do we evaluate the support we give to the students? .....	7
10. What about the student’s voice?.....	7
11. What training are the staff supporting SEND had or having?.....	7
12. How accessible is the academy to students with physical disabilities?.....	8
13. Who can I contact? .....	8
14. Arrangements for consulting and involving parents/ Carers? .....	8
15. How is the decision made about what type and how much support my child will receive? .....	9
16. How does the academy secure external expertise and services? .....	10
17. How Does the governing board support the work of the SEND department? .....	10
18. Links with other policies and documents .....	10
19. LA local offer: .....	10

## 1. Our Ethos

The Khalsa Academy Wolverhampton (TKAW) is a fully inclusive mainstream school. We believe we have a duty to raise the aspirations of and expectations for all students with Special Educational Needs and Disabilities (SEND) and the school provides a focus on outcomes for students and young people and not just hours of provision and support. The school is committed to providing an ethos, environment and culture that are sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with SEND. The school accepts that all students have an entitlement to the greatest possible access to a broad and balanced education and should be integrated fully into all aspects of school life, without stigma, prejudice or discrimination. We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEND and vulnerable or disabled students to a balanced and broadly-based curriculum.

## 2. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## 3. Legislations and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

## 4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 5. Roles and responsibilities

**The SENCO** is Miss Amy Evans

They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the principle and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

**The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- Work with the principle and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **The Assistant Principal**

The Assistant Principal will:

- Monitor the SENDCO in the day to day management of the SEND Department
- Assist in CPD for TAs
- Have an overview of the SEND Cohort to ensure they make progress
- Liaise with parents in case of dispute

### **The Principal**

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **Teaching Assistants**

Each Teaching Assistant will:

- Report any concerns to the SENDCO
- Provide in-class support for pupils with SEND
- Keep records of in- class support and feedback to SENDCO
- Complete interventions with guidance from SENDCO
- Keep up to date records of pupil interventions

## 6. What is an EHCP, and how they are provided for?

The Children and Families Bill identified changes to how children and young people with SEND will be supported in future. There is now a new assessment process with a single, integrated Education, Health and Care Plan (EHCP) replacing the statementing process. An EHCP looks at all the needs a child has in education, health and care. Professionals from each area, along with you as parents, will consider what outcomes you would like to see for your child and the EHCP will identify what is needed to achieve them. EHCPs will have the same protection in law as a Statement of SEND. An EHCP assessment will usually only apply to children with the most complex needs in a mainstream school, or children who require a specialist school or setting. If a child is in receipt of an EHCP then as an Academy we will work with you to create an individualised programme of support. This support will be monitored to make sure progress is being made in partnership with parents and any other agencies involved with the individual. If your child continues to have significant difficulties, the Special Educational Needs Co-ordinator (SENDCO) will request additional support.

## 7. How do we identify students who need support?

*On Entry;*

- Close liaison with the primary Head teachers, year 6 class teachers, and primary SENDCOs
- Additional visits to The Khalsa Academy for students identified with Special Educational Needs and Disabilities
- Parents are welcomed to make pre-arranged contact and visits with the SENDCOs

*If your child is already a student at the Academy:*

- If your child has received a recent diagnosis from a health care professional
- If despite 'Quality first teaching' progress is very limited
- Changes in behavioural presentation

## 8. How are the needs of the students met?

We have a growing number of teaching assistants who have specialist knowledge in different areas

We have targeted, planned interventions which may be facilitated on a 1.1 or small group basis

Current interventions offered are:

- A spelling intervention using Spellzone.
- Reading intervention using accelerating reader, small group reading and Guided Reading.
- Emotional literacy using 'Talkabout' resources.
- Handwriting
- Behaviour reports.
- Time out cards
- Toe by Toe
- MyMaths
- Mentoring

- Teaching assistants are deployed within classrooms to support identified students
- A breakfast club runs from 8:30 – 8:45 for vulnerable students
- There is an opportunity for some KS3 and KS4 students to follow an alternative curriculum which has a focus on work based skills

## 9. How do we evaluate the support we give to the students?

Progress of all students is tracked every half term and the data is used to show who needs further intervention.

Any interventions are evaluated by the SEND team and the child. These can be shared with the child's parents at their request.

Reading, spelling and numeracy ages are tested regularly.

Parents will be invited to give feedback on any support provided to their child.

## 10. What about the student's voice?

Students with identified SEND needs will each have a pupil passport. This will be an internal document, shared with students, teacher and parents upon request. The pupil passport details the students' individual needs and any adaptations to the school curriculum or environment they may require. Students will have the opportunity to create their pupil passport alongside their key team and have the opportunity to evaluate the effectiveness of any additional provisions they are in receipt of.

## 11. What training are the staff supporting SEND had or having?

The SENDCO is a qualified teacher, who holds the masters level national accredited SENDCO award. All SEND staff have received safe guarding training, FGM training and child protection, and epi pen training.

All SEND staff have access to, or received training at planned opportunities throughout the year.

Staff have received training on:

- Access tests
- Specific learning difficulties

- Mental Health
- Learning styles
- Toe by Toe

- If your child has a specific need please contact the SENDCO who will evaluate if there is a need for further staff training.

## **12. How accessible is the academy to students with physical disabilities?**

The Academy building complies with the standards and regulations outlined in the Discrimination Act 1995. There are a number of aspects of the Academy building which are accessible to all those with a physical disability, including lifts and disabled toilets.

## **13. Who can I contact?**

Mrs Charlotte Harding- Assistant Principal SEND and EAL

[c.harding@tkaw.org](mailto:c.harding@tkaw.org)

Miss Amy Evans – SENDCO

[a.evans@tkaw.org](mailto:a.evans@tkaw.org)

## **14. Arrangements for consulting and involving parents/ Carers?**

TKAW will conduct regular parent surveys, in the form of a questionnaire or using other methods, to canvas the views of all parents and specific groups.

All parents/carers have regular communication about their child's progress through their child's personal tutor. This includes progress checks, parents' evenings and meetings. In addition to this, children with identified special educational needs have access to regular meetings with the SENCO and SEND team.

SEND discussions will be led by the SENDCO. A record of these meetings will be provided for parents upon request and recorded on the school's information system.

Parents will be provided with information about and links with relevant outside bodies and any special arrangements for exams and transitions.

A range of formats will be used to support students and their parents to ensure they are able to access information effectively. These might include:

- Relevant contact details
- Web-links
- Blog sites
- Virtual learning environments
- Hand-outs
- Timetables
- Text books
- Information about school events
- Letters home
- Email
- Text messaging
- Phone calls
- Translations
- Enlarged print

## **15. How is the decision made about what type and how much support my child will receive?**

All students are in receipt of Quality First Teaching where their progress is carefully monitored and tracked. Targeted intervention for students not making adequate progress will then take place. The SEND department is then informed if progress is still not made and more specialised support may be required.

On entry to the Academy, information about any additional needs and prior attainment is shared with the SENDCO so that any relevant support can be put in place. All new students to the Academy will undergo baseline testing in reading, spelling and Numeracy. The results of these tests will be analysed and any concerns will be raised with parents/carers and the SEND department.

Students who are in receipt of an EHCP will be receive specialist support as outlined in this document.

Before joining the Academy, Year 6 students are met by the Academy's senior staff in their primary school. Following this, the Year 6 students attend one induction day to support the transition from primary to secondary school. Children with identified SEND are invited to participate in additional transition days. As a SEND Department we work particularly closely with Future Focus to ensure those students who have identified additional needs are further supported during transitions. This also includes the transition from Key Stage 3 to 4.

## 16. How does the academy secure external expertise and services?

When the Academy has used the expertise and resources available to it internally, we will seek the support of external expertise or resources. This may include the purchase of specialist services such as Learning Support Advisory teachers, educational psychologist, and counselling psychologists. In addition, we may also seek advice or support from occupational therapists, physiotherapists, inclusion mentors, counsellors, speech and language therapists, social services, specialist teachers of the deaf/visually impaired. The Academy has regular contact with CAMHS

## 17. How Does the governing board support the work of the SEND department?

The Governing Board nominate a named governor who will ensure the department meets all statutory guidelines for the provision of students with identified Special Educational Needs. The named governor will ensure that all funding is spent in the best interests of individuals and their needs.

The Governing Board will also deal with any concerns you may have about the provision for students with additional needs if you feel this has not been dealt with sufficiently by the SENCO, Assistant Principal for SEND or the Principal.

## 18. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Exam Access Arrangements Policy
- Child protection and safe guarding policy
- Assessment Recording and Reporting policy.

## 19. LA local offer:

Please visit <http://www.wolverhampton.gov.uk/localoffer> to access the SEND Local offer.