



King's Academy
Rowner

Rowner SEND Policy

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| Approved by: | Local Governing Body | Date: | 20 November 2024 |
| Maintained by: | Sarah Knoll | Next review due: | September 2025 |



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Introduction

At King's Academy Rowner, you can contact the SEND Leader (SENDCo fully accredited), Mrs Sarah Knoll, via the school office, by telephone (01329 280299) or emailing her at: sknoll@kgarowner.uk

Rationale

We are committed to providing an inclusive curriculum which promotes high aspirations and excellent outcomes for each and every child. We believe that working in partnership with pupils and parents/carers, we have a responsibility to ensure all children are able to access, enjoy and achieve at King's Academy Rowner. This policy should be read in conjunction with the SEND Information Report which is published on our website.

Introduction – School Context

King's Academy Rowner, which is part of the King's Group Academies, is a two form entry mainstream school for 7 to 11 year olds with a Published Admission Number of 240. The school is supportive and inclusive and aims to meet the needs of all children with Special Educational Needs and/or Disabilities (SEND). Children with SEND are given opportunities and encouragement to learn through a broad and balanced curriculum, in an inclusive learning environment. We recognise that every pupil is an individual and that some learners require additional support in order to be able to make good progress and attain to the best of their abilities. The school strives to work in partnership with parents/carers and, where necessary, to involve other agencies for the benefit of pupils.

Aims

We aim to work in partnership with pupils and their families at every stage of the SEND process;

- To ensure that the special educational needs of pupils are identified quickly, accurately assessed and planned for from well-resourced provisions;
- To recognise the diversity of childrens' needs and meet these needs through flexible and varied provision;
- To ensure pupils have access to a broad, balanced and appropriate curriculum (enabling all pupils to have full access to all elements of the school curriculum and the facilities provided for others);
- To provide target support which meets the special educational needs of each child (focused intervention to secure progress for children with SEND);
- To involve children and parents/carers in reviewing progress, provision and identifying need/s.
- To work with external agencies, where appropriate, to provide additional support for childrens' needs;
- To take the graduated response, four-point approach outlined in the SEND Code of Practice 2015 of assessing, planning, doing and reviewing SEND provision.

What is SEND?



Children have special educational needs if they have a learning difficulty or disability that calls for special education provision to be made for them. Children have a learning difficulty if they:

- Have significantly greater difficulty learning than the majority of children of the same age which calls for special educational provision to be made for him or her.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision is not made for them (SEND Code of Practice, September 2015).

Identification of SEND

Children who have a Special Educational Need or Disability (SEND) are included on the SEND Register.

The four broad areas of need are:

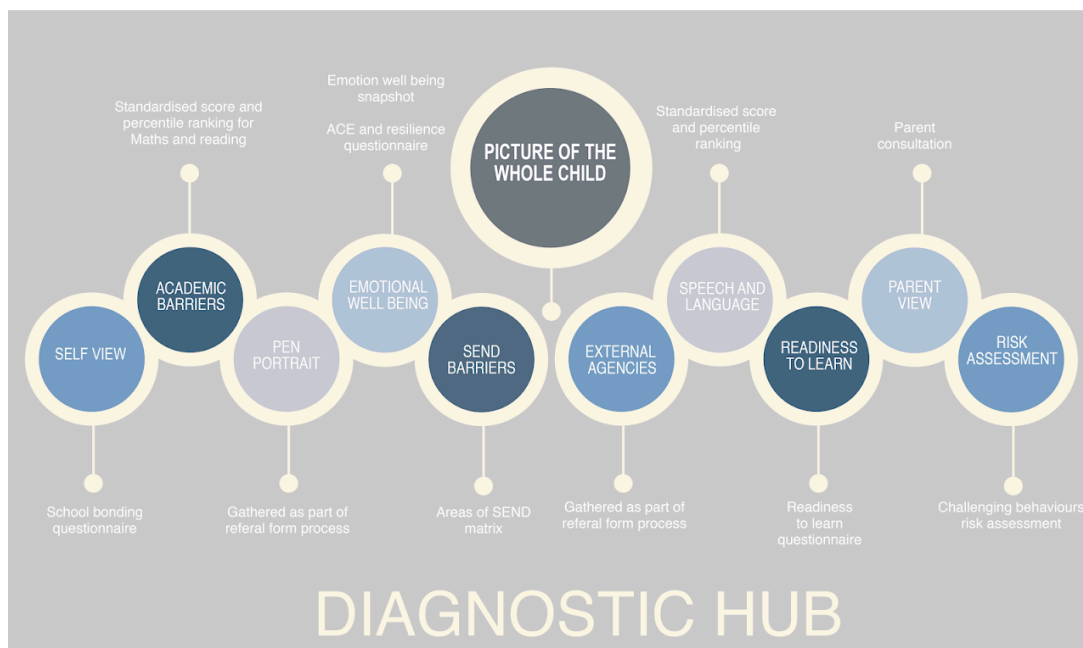
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and / or Physical needs

A child is identified as having SEND through a variety of ways, including the following:-

- Liaison with the child's infant school/previous school
- Information sharing through TPA or Annual Reviews (if the child is already on the SEND register or has an EHCP)
- Concerns raised by parent/carer
- Concerns raised by teacher (e.g. if the child is performing well below age related expectations or if behaviour, self-esteem and generally well-being is affecting the child's performance)
- Diagnostic screening and assessment carried out in school:

Since September 2020, an 'ISEND Matrix' has been completed by the class teacher to identify whether a child has a SEND. The ISEND Matrix identifies the child's broad area of need/s as well as the specific areas of need/s within the broad areas of SEND, whilst giving instant strategies for the class teacher to use in order to support an individual child.

Since June 2021, we have used a wide range of tools, which form our Diagnostic Hub, to determine specific barriers to learning, including academic, and emotional well-being and how connected the young person feels to their own educational setting and self-view.



Renaissance Star Assessments (Star Maths, Star Reading and Star Early Literacy) are completed by all children at the start of the academic year, as a baseline, as well as at the end of each half term. The standardised scores and targets provided are used to identify specific need/s.

- Liaison with external agencies (e.g. Specialist Teacher Advisory Service, CAMHS, physical health diagnosis through a paediatric consultation, Educational Psychologist)

A child's specific need, or needs, are recorded and shared with parents and carers, the Senior Leadership Team (SLT) and other relevant members of staff. 'Provision Mapping' is used to record the profiles of children on the SEND register. These SEND profiles include the individual's broad areas of needs, their specific areas of need, the key workers involved in school, outside agency involvement, key areas of strengths and key areas of need/s, pupil and parent/carers views, the interventions they are completing, as well as their small step targets. All reports, assessments and screening relating to the child are also attached as files on the individual's SEND profile in order to gain a deeper understanding of the 'whole child.'

If a child has complex SEND they may be part of a Transition Partnership Agreement (TPA) or have an Educational Health Care Plan, which means that formal arrangements to support the child are agreed and are recorded in writing. In addition, meetings will take place with parents and anyone else involved in the child's learning to discuss the child's progress. There will also be an annual review.

If a parent or carer has concerns that their child may have a special educational need, they should share their concerns with the class teacher in the first instance. If they still have concerns they are welcome to make an appointment to meet with the Special Educational Needs & Disabilities Leader (SEND Leader), Sarah Knoll.

Special Educational Provision means:

The SEN Code of Practice, September 2015 states,
'For pupils aged 2 or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children in the same mainstream school.'



It is important to note that a pupil must not be regarded as having learning difficulties solely because the language or home language is different from the language in which they are taught.

King's Academy Rowner will take due regard to the Special Educational Needs Code of Practice and ensure that parents/carers are notified when SEND provision is being made for their child. We believe that the needs of every child is best served by parents/carers, teachers and pupils working together.

Transition

All new children are encouraged to visit the school before starting, to be shown around the building and grounds and to see children and adults working together.

If it is anticipated that the transition to King's Academy Rowner could be stressful for a child, extra support will be provided.

Occasionally it may be appropriate for a child to join King's Academy Rowner on a managed move. This is a gradual, time-specific move which involves close liaison between parents or carers, the current school and King's Academy Rowner as the receiving school. Hampshire County Council admission protocols are adhered to strictly in order for the process to culminate in the best outcomes for all concerned.

When children with a SEND are preparing to leave to go to a new school, a meeting is arranged with a member of staff from the receiving school, the parents and the child to develop a Transfer Partnership Agreement. The agreement details the provision already in place and sets out the new arrangements to be made by the next school.

The school endeavours to liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Arrangements for the Admissions of Disabled Pupils

Under the Equality Act 2010, pupils are disabled if they have 'a physical or mental impairment that has long-term and substantial adverse effect on their ability to do normal daily activities.'

The SEND definition may also include those affected with:

- Sensory impairments such as sight or hearing loss;
- Long-term health conditions such as asthma, diabetes, epilepsy and cancer.

King's Academy Rowner has eight classrooms which are located in a two-storey building. There are wheelchair access points and there is a separate disabled changing area and toilet. In addition, the school has a wet room and toilet facility which includes a hoist and bed.

The car park has one designated disabled parking space. Several members of staff have first aid training and where appropriate, specialist training is given to support pupils who have a physical or medical SEND.

We have a sound understanding of the importance of access to the site, building and curriculum. No child is disadvantaged as a consequence of their disability and adaptations will be made possible, where required e.g. adaptations to PE equipment in order that full participation can take place. In the event of a child, with a physical disability being admitted to our school, we will seek specialist support to ensure reasonable and relevant adaptations are made.

Inclusion and Equality

We respect that pupils:

- Have different educational and behavioural needs and aspirations;
- Have a variety of abilities;



- Require different strategies for learning;
- Acquire assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences

English as an Additional Language

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

Our main aim is for all EAL pupils to become confident in speaking, listening and reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

Provision for pupils with EAL:

The SEND Leader will liaise with class teachers and EAL Aspect Leader if a new pupil has English as an Additional Language and specific provision can be made, based on the individual's needs.

Pastoral support for SEND (improving emotional and social development):

All children have lessons involving their Personal Development Learning (PDL), well-being and Commando Joe's (Character development curriculum, which follows a RESPECT framework). Children who have a social or emotional SEND are supported through interventions with our Trauma-Aware trained practitioner, Sharon Fuller, and our wider pastoral team, through their small step targets, if appropriate. In exceptional cases, temporary support is also available in our bespoke adjusted provision, the Hive, led by the SEND Leader, Mrs Sarah Knoll.

Expertise within the King's Group Academies from as well as other SEND Leaders, are also regularly utilised.

Stretch and Challenge:

Our aim is to stretch and challenge, pitching high, with appropriate access for all. Access strategies include the use of a range of question types, visual and concrete resources, word banks, scaffolds, dual coding, IT programmes such as Widgeit to support reading, tailored guided groups and additional adult support.

Planning and Progression

In our school:

- Planning focuses on inclusive practice by removing barriers to learning
- Access strategies are provided in class to meet the needs of all children based on both formative and summative assessments.
- Planning ensures Teaching Assistants (TAs) are used in class to add value, through high quality provision, to the inclusive teaching provided by class teachers.
- TAs and teachers deliver high quality, tailored small guided groups and one -to-one structured interventions, in addition to quality first teaching for those in the SEND group.
- Planned interventions are accompanied with structured supporting resources and planning.
- Participation of pupils and parents/carers in the decision making and planning process is supported.
- In very severe cases, where a child cannot remain in the classroom, highly structured interventions are put into place to ensure quality learning takes place alongside that planned for the mainstream classroom environment.



- Connections are made between the out-of-class interventions and classroom teaching with careful timetabling of TAs so they are able to make links between additional provision that has been delivered and other learning in class.
- Planning and progression for children with a SEND are tracked half termly using 'Provision Mapping.'

Monitoring Children's Progress

The school monitors children's progress in learning against national, and age related expectations. At King's Academy Rowner, children's progress is tracked from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum Age Related Expectations and assessments which indicate Age Standardised Scores in Reading, Spelling, Grammar and Mathematics. Renaissance Star Assessments are used for maths, reading and early literacy.

Every child is discussed at pupil progress meetings, held three times a year, between class teachers and senior members of staff. Actions are put in place to support children in their learning if they are not making the expected gains in progress.

In addition to the pupil progress meetings, children who have a SEND are monitored through SEND profiles on 'Provision Mapping,' where individual, smart small step targets, related to their specific area of need/s, are created by the class teacher in consultation with the child, teaching assistants and the SEND leader. They are shared with parents / carers so that children can be supported in reaching their small step targets. Small step targets are reviewed and updated regularly throughout the year.

Children with a SEND are taught in class by a qualified teacher who delivers lessons they have planned along with their year group colleagues. The learning is varied, personalised and resourced to provide challenge, progress and a sense of achievement for all. Where appropriate, access strategies are provided to ensure all children are successful in their learning. English and mathematics are taught daily, usually in the mornings, where there is a teaching assistant working in a supportive role in the classroom with different groups of children. Consideration and adaptations are made to the school environment where necessary.

When an intervention programme is used to accelerate progress for a child, it is delivered by a teacher, or teaching assistant, who has had quality training in the intervention they are delivering. The progress that is made by the child in the intervention is evaluated by the SEND leader and class teacher. Outcomes are shared with parents / carers and are reported to the Local Governing Body.

The school aims to work in partnership with parents and carers wherever possible as their views are valued. When planning activities outside of school, including school trips, children with a SEND are fully included. If appropriate, parents are consulted about arrangements for outside activities and may, in some instances, be asked to accompany their child on the visit.

Roles Supporting SEND

The Role of the SEND Leader

The SEND Leader, Sarah Knoll, coordinates the SEND provision of the school. This involves working collaboratively with the School's Senior Leadership Team, the Leadership of the King's Group Academies and the Local Governing Body to determine the strategic development of the SEND policy.

The Role of the Governing Body

The Local Governing Body ensures that the resources are allocated wherever appropriate and practicable in order to provide SEND provision for all pupils requiring this and in meeting the objectives set out in this policy.



Inclusion Team

The school works closely with the Key Stage 3 and 4 SEND Leaders to ensure a smooth transition to secondary school as well as gaining advice and support about SEND matters. The SEND leader at King's Academy Rowner (Sarah Knoll) also works closely with the SEND Leader (SENDCo) at King's Academy Gomer to ensure high-quality provision and outcomes for SEND. There is representation at the KGA SEND forum too.

The school also works closely with the Key Stage 1 Leaders, from our feeder school, Rowner Infant School to ensure a smooth transition to King's Academy Rowner as well as gaining advice and support about SEND matters.

Partnership with Parents/Carers

The school believes that the involvement of all parties – teachers, parents/carers and the pupil enables pupils with SEND to achieve their potential and parents/carers are considered to be key partners in the process with a valuable contribution to make.

The School will work closely with parents/carers, pupils, secondary schools and agencies to plan out support transition arrangements towards further education.

External Agencies

The school works closely with any external agencies that are relevant to individual children's needs following identification and referrals within the school in order to meet the wide range of pupils' differing needs. We are supported by a number of specialised health and educational bodies. Those agencies most commonly involved in supporting pupils are:

Health

- The Occupational Health Therapy Service for Pupils (OTs)
- Child and Family Consultation Services (CFCS)
- The School Nursing Service
- Diabetic nurse (NHS)
- The Child Development Clinic (CDC)
- GPs
- Clinical Psychologist
- Paediatricians
- Speech and language therapists (NHS)
- Giraffe Speech and Language Therapist
- Physiotherapists
- Spire, Salisbury

Education

- Primary Behaviour Support (PBS)
- Educational Psychologist (EP)
- Outreach from Heathfield Special School
- Outreach from The Waterloo School
- Specialist Advisory Teacher Service
- Children's services including – Intensive Family Support and social workers
- Child and Adolescent Mental Health Services (CAMHS)



- Owl Centre

The 'Drey' and 'Set,' two large buildings separate to the main school building but located on the school site, are regularly used for outside agencies to meet individual children, parents / carers, the SEND leader and other professionals.

Making a referral

1. Before making a referral to a specialist service, the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstances, we undertake our statutory duty by making a referral to the Children and Young People's Services.
2. The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

Funding to Support Inclusion

- In a minority of cases and **only** when a pupil presents with needs which are so 'exceptional' and to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure an Educational Health Care (EHC) plan.
- Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil.
- Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The SEND Leader and often the class teacher attends this meeting. All professionals involved in supporting the pupil are also invited as well as the Inclusion Team and Fareham and Gosport SEN team, when appropriate.
- The SEND Leader takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
- The majority of SEND pupils will have their needs met through mainstream provision, however
- Parents are entitled to ask the Local Authority to conduct an Educational Health Care (EHC) needs assessment. If it is felt that this is necessary, the LA will follow the statutory guidelines and produce an EHC Plan.

SEND Professional Learning

SEND professional learning is provided on a regular basis for all staff and additional training is provided for new staff, newly qualified teachers and PGCE/SCITT, ensuring that they have the skills needed to work with children with SEND. The training of Teaching Assistants will be considered on a regular basis in terms of their role in supporting children with SEND.

Monitoring and Evaluation

The School Leadership Team will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations or further improvements.

The SEND Leader will report to the Local Governing Body to inform them about the progress of pupils with SEND and current provision being delivered. This report does not refer to individual pupils and confidentiality is maintained at all times.

The KGA Board agrees priorities for spending within the SEND budget with the overall aim that all pupils receive the support they need in order to make progress and barriers to their learning have been effectively removed.



Complaints Procedure

Where a parent/carer is concerned about the School's response to their child's special educational needs, the parent/carer will be encouraged to discuss their concerns fully with the SEND Leader, Sarah Knoll, in the first instance. If the matter cannot be resolved, a further discussion should take place with the Headship Team (Assistant Headteachers, Miss Kate Tuckley and Ms Debra Sewell, Associate Headteacher, Mrs Kerry Sharpe or Executive Headteacher, Mrs Georgina Mulhall). If a concern persists about the school's provision, a formal complaint can be made to the Local Governing Body.