



SEND Policy

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Maintained by:	Sarah Knoll	Next review due:	November 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, whilst recognising the varying needs of children and young people (CYP) within its universal offer. 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 provides details on how King's Academy Rowner aims to work in partnership with CYP with SEND, their families., the Local Authority (LA) and extended services, to identify, plan for and meet needs at every stage of a CYP's educational journey. 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.

Aims

Our aim is to provide a mainstream education which removes barriers to learning, so that all CYP can:

- Achieve their best through an accessible and inclusive curriculum and environment.
- Become positive, confident and valued individuals living fulfilling lives , and make a successful transition into adulthood, whether into employment, further education or training.
- Access a full and varied curriculum suitable to their needs.

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).

Principles and Values

King's Academy Rowner values these core principles:

- Compliant adherence to legislation set out in the SEND Code of Practice (Jan 2015).
- Early identification of the needs of CYP's to facilitate appropriate and suitable intervention.
- Commitment to enabling access to high quality provision, which meets diverse need and a variety of SEND by reducing barriers to participation and engagement, through reasonable adjustments and adaptations.
- Equity of access to a well rounded education for CYP, regardless of requiring something more something different in order to be involved.
- Regard and support given to the wishes and feelings of CYP and their designated guardian.
- A commitment to forging strong partnerships which value contributions from CYP, parents/carers, education and external support services, to improve provision.
- A commitment to collaboration between education, health and social care services.
- Inclusive schooling which is positive and ambitious in its aspirations for every CYP.

Intent

Our **INTENT** is to ensure that CYP with SEND are provided and supported with appropriate educational provision to enable inclusion and success within a mainstream school, as per the statutory guidance provided in the SEND Code of Practice 2015, which includes changes introduced by the Children's and Families Act 2014.

Have high ambitions and expectations for all CYP.

Gather appropriate information and facilitate access to services, to enable identification of all the CYP who may have SEN or a disability; ensure that all CYP with SEND are identified to the LA.

Provide high quality teaching that is differentiated and personalised to meet the individual needs of CYP. Understand that special educational provision within this mainstream school is underpinned by high quality teaching and is compromised by anything less.

Enable inclusion of the vast majority of CYP with SEND, so they are able to learn and achieve within the MAT; ensure effective transition to alternative provision if identified to be more suitable for a CYP.

Ensure the successful academic success of a CYP with SEND, within and beyond their schooling in the MAT.

Fully involve parents, carers and CYP in decisions about a CYP's individual support for their SEND and actively supported to access local provisions.

Ensure parents and CYP are involved in reviewing and consulted when reviewing and improving the local SEND offer.

Promote and facilitate joint planning and commissioning of services to ensure close co-operation between education, health and social care.

Ensure the parents/carers of the CYP with SEN or disabilities are fully included in EHC needs assessments and are consulted about the content of any plans.

Enable successful preparation for the future; including the next phase of education, adulthood, independent living and employment of a CYP with SEND.

Implementation

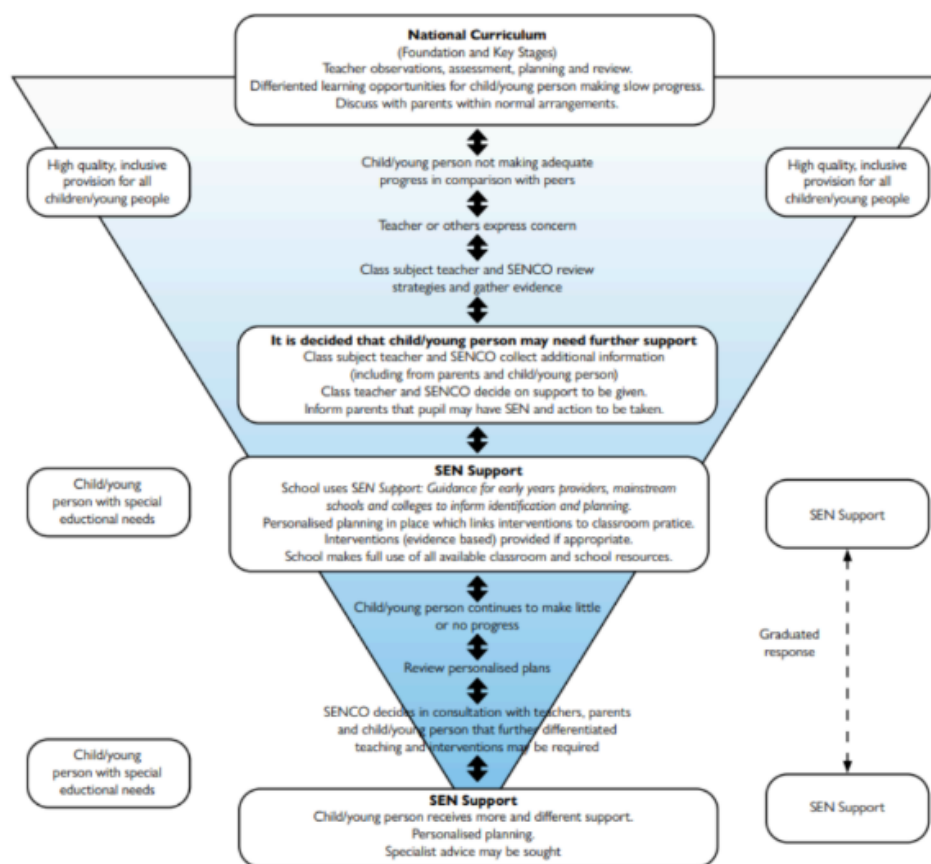
Our IMPLEMENTATION

A graduated approach to identifying and supporting CYP with SEN, where:

“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.”
(Paragraph 6.36 SEND Code of Practice)

Special educational provision, which is additional to or different from that made generally for other CYP of the same age, is applied as appropriate to the individual.

Assessment, Identification and the Graduated approach



Leadership and Management of Provision for SEND

- The appointment of a qualified teacher as a SEND Leader for the school, who has achieved (or is in the process of achieving) the National Award in Special Needs Co-ordination (not required in special schools or Pupil Referral Units).
- Being a champion for SEND; to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled adults and CYP.
- Facilitating continued professional development to ensure all stakeholders are equipped with relevant knowledge and strategies to enable effective provision for those with SEND .
- An Executive Headteacher with oversight of King's Academy Rowner's arrangements for SEND who can regularly review expertise and resources for SEND as part of their approach to school improvement.
- Timely and well informed compliance regarding DfE SEND reviews, as and when they are published.
- Sufficient time and resources provided for the SEND Leader in each setting to be able to fulfil their responsibilities, as set out in the SEND Code of Practice 2015 (6.84 - 6.94).
- Publishing an up-to-date SEND Report for King's Academy Rowner, detailing how policy is being implemented in KARo, which includes links to The Local Offer from the LA and the MAT.
- Collaborating with other local education providers including cross-MAT to explore how different needs can be met most effectively, giving due regard to general duties to promote disability equality.
- Ensuring that children, young people (CYP) and parents are actively involved in decision-making throughout any additional SEND provision.
- Identification of need through the recognised assessment procedures, leading to application

and access to additional, specialist services as required.

- Close monitoring and tracking of CYP's individualised plans and their progress towards achieving targets set for them.
- Close working relationships with the MAT's and the LA's Extended Services Teams, to enable effective additional support as required to support SEND and inclusion through the MAT's and the LA's Local Offer.
- Commissioning of external specialist services for those with SEND or possible SEND. E.g. Educational Psychologists, therapists; including Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapists (OT) and Child and Adolescent Mental Health Services (CAMHS), to advise effective support and intervention.
- Providing an annual report (verbal or written) for parents on their CYP's progress through their SEND Learning Plans (on Provision Map) or Educational and Health Care Plan (EHCP).

Quality whole-school provision for SEND

- Unconditional positive regard for CYP with or without identified SEND.
- A clear, systematic approach to enable early identification and response to SEND.
- Inclusion of parents and carers in key decisions regarding their CYP's special educational provision and being included in school records as having SEND.
- A graduated approach to SEN support in the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP's needs and of what supports the CYP in making good progress and securing good outcomes.
- Application of a cyclical approach to support in the form of 'Assess, Plan, Do, Review', repeated as required until review identifies support no longer required.
- A SEND Leader who ensures teachers understand that they are responsible and accountable for the progress and development of the CYP in their classes - with due regard to the statutory requirement for this, as stated in 6.36 in the SEND Code of Conduct.
- Teachers who are all teachers of SEND - applying appropriate strategies and knowledge to their practice to enable all to thrive.
- Successful and high quality teaching which enables inclusive educational provision in a mainstream setting, so that CYP with SEND engage in the activities of the school alongside those who do not have SEND.
- Reasonable adjustments, including the provision of auxiliary aids and services for disabled CYP, to prevent them being put at a substantial disadvantage.
- Appropriate use of modern technology to enable accessible learning environments and/or help to remove barriers to learning.
- Identification and removal of barriers to learning; potential areas of difficulty will be identified quickly and planned for swiftly, to address specific needs.
- Intervention plans with personalised targets written for CYP with SEND which will identify the environmental, instructional, and assessment accommodations to which the student should have access to to be successful.
- Targeted interventions in addition to other lessons and/or focussed support or provision within lessons.
- Regular assessment of CYP to enable early identification of characteristics and circumstances which may demonstrate SEND (this should include identification of slower progress in areas other than attainment, which without support will prevent successful transition to adult life).
- Staff with a broad awareness and understanding of the range of SEND and are aware of how they present, in order to identify emerging needs and understand the next stage of action required for each CYP.
- Strong, effective and respectful adult to CYP and CYP to adult interactions.
- Allocation of additional resources to facilitate provision of specific services (in particular for those in receipt of an EHCP).
- Adapted systems and variation of procedures to meet individual needs (including additional transition plans and reduced hours timetables to support effective provision for SEND)
- Effective communication and reporting systems to ensure all parties are well informed of individual needs, current attainment / ability and specific intervention requirements and

active provisions.

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:

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.

We use a wide range of tools 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.

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PiXL (Partners in Excellence) assessments for reading and maths 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 assessments identify specific gaps for individual children, small groups and the whole class.

- 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.'

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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 Widgit 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
- Spires, 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 'Sett,' 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.

Impact

The IMPACT :
King's Academy Rowner has high aspirations for improving outcomes for CYP with SEND and is working alongside appropriate bodies and the MAT to ensure this is an embedded culture. King's Academy Rowner is compliant with the legal obligations set out in the Send Code of Practice 2015 and associated regulations, such as the Children and Families Act and will continue to amend based on any further updates from the DfE in a timely manner, to ensure robust and effective protocols for SEND provision are in practice.

CYP with SEND in King's Academy Rowner are not at a disadvantage when compared to others in their mainstream environment and the same high standards of education to best suit the individual are expected.

Outcomes for CYP with SEND demonstrate progress and enable successful transition into the next stage of learning or life.

CYP with SEND thrive in a highly personalised and inclusive environment in which they feel they belong. They achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Transition through phases of education and between alternative provisions is done so in a rigorous, highly transparent and considerate manner, alongside CYP and parents, to support successful continuation and development of educational support and provision.

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.