



King's Academy
Rowner

SEND Policy

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Maintained by:	Sarah Knoll	Next review due:	December 2026

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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

King's Academy Rowner (KARo) provides an inclusive education, which recognises the varying needs of children and young people (CYP) within its universal offer. This policy provides details on how KARo aims to work in partnership with CYP with SEND (Special Educational Needs and Disabilities), 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. The policy clarifies the expectations and responsibilities for all staff, to continuously refine their SEND Support and provision, applying the guidance in the SEND Code of Practice, regulations and any updates in legislation to ensure a robust offer. 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 or 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.

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.

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.

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 Transition meetings (if the child is already on the SEND register) and Annual Review meetings (if the child has an EHCP).
- Child is performing well below age-expected levels

- Concerns raised by parent/carer
- Concerns raised by teacher (e.g. behaviour, self-esteem and general well-being is affecting the child's performance)
- Liaison with external agencies (e.g. Specialist Teacher Advisory Service, Educational Psychologist, CAMHS etc)
- Health diagnosis through pediatrician
- Diagnostic screening and assessment carried out in school

PiXL(Partners in Excellence) assessments for reading, maths and Grammar, Punctuation and Spelling (GPS) are completed by all children at the start of the academic year, as a baseline, as well as two further times throughout the year. The assessments identify specific gaps for individual children, small groups and the whole class. Fischer Family Trust (FFT) reading assessment is completed as a baseline, followed by termly assessment in order to gain decoding and fluency reading ages and standardised scores for all children.

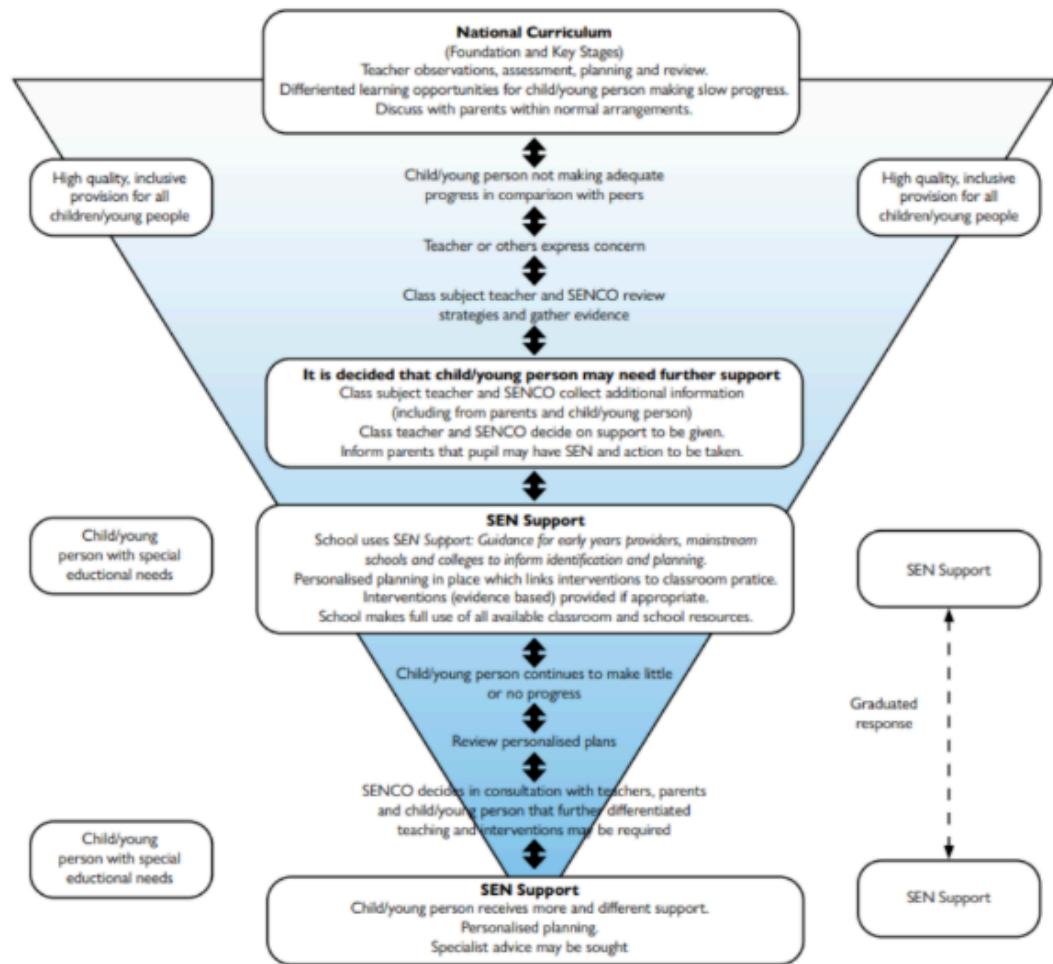
A child's specific need, or needs, are recorded and shared with parents and carers, the Senior Leadership Team (SLT) and other relevant members of staff. 'Provision Map' is used to record the profiles of children on the SEND register. These SEND profiles include the individual's broad areas of needs, 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 SEND Leader, Sarah Knoll.

Our IMPLEMENTATION
<p>A graduated approach to identifying and supporting CYP with SEN, where:</p> <p>"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)</p> <p>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.</p>

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 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.

Transition

All new pupils are encouraged to visit the school prior to starting, allowing them to become familiar with the building and grounds and to see children and adults working together. Where it is anticipated that transition to King's Academy Rowner may be challenging or stressful, additional transition support will be put in place.

On occasion, it may be appropriate for a pupil to join King's Academy Rowner through a managed move. This is a carefully planned, time-limited process that involves close liaison between parents or carers, the child's current school and King's Academy Rowner as the receiving school. Hampshire County Council admissions protocols are followed rigorously to ensure the best possible outcomes for all involved.

When pupils with SEND are preparing to transfer to another school, a meeting is arranged involving the receiving school, parents or carers, and the child where appropriate. This meeting supports the development of a Transfer Partnership Agreement, which outlines the provision currently in place and identifies the arrangements to be made by the receiving school to ensure continuity of support.

The school works closely with both sending and receiving schools to share relevant information in a timely and transparent manner, always representing the child's best interests. We will liaise with the school a child is moving to in order to develop a clear understanding of their needs and how best to support them. At the same time, we recognise the importance of a fresh start where appropriate and will work openly with all parties to ensure that each child is able to settle quickly and make positive progress in their new setting.

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 practitioners and 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.

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.

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 Leadership 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.