

Special Educational Needs and Disability Policy

Review date : January 2020

Mission Statement

Our primary aims are :

- To offer a secure and carefully structured environment, where disaffected and/or permanently excluded pupils develop as confident and independent learners able to achieve their best outcomes.
- To facilitate and support the successful reintegration of pupils into schools.
- To promote the values of citizenship, courage, friendship, equality, determination, inspiration, mutual respect and tolerance

1.0 INTRODUCTION

1.1 This policy embraces the principle of inclusive education as expounded by the current Code of Practice (issued Jan 2015), specifically '*The presumption of mainstream education is supported by provisions safeguarding the interests of all children and young people and ensuring that the preferences of the child's parents or the young person for where they should be educated are met wherever possible*'. (Special educational needs and disability code of practice: 0 to 25 years, January 2015).

1.2 All pupils, irrespective of their special educational needs will have equal access to the curriculum delivered at Kennington Park Academy (KPA).

2.0 AIMS OF THE POLICY

- To provide a broad, balanced, relevant and differentiated curriculum;
- To identify and address special educational needs within KPA and to create a support structure consistent with thoroughness
- To develop a support system based on the "Code of Practice" for SEN
- To promote a positive learning environment to offer the maximum opportunity for all children to achieve their full potential
- To provide equality of opportunity regardless of race, gender, creed, class or sexual orientation
- To deploy a range of teaching strategies suited to age, ability and aptitude
- To offer a range of relevant learning experiences and a variety of teaching resources to meet a variety of needs
- To ensure those with SEN are appropriately integrated into the life of KPA
- To ensure all staff recognise their responsibilities to those with SEN
- To involve parents and carers fully in the education of their children
- To promote a partnership with parents
- To promote a partnership with specialist support services e.g. Educational Psychology, Social Care and Health Professionals

- To monitor, evaluate and review this policy
- The Code of Practice states 'Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools **must** publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN. Therefore KPA's SEN Offer is available at <http://www.kenningtonpark.org.uk/page/264/SEN-Report.aspx>
- <http://www.kenningtonpark.org.uk/media/10288/sen-policy-2016-17.pdf>

3.0 IDENTIFICATION OF SEN

3.1 If a child is referred to KPA, either by Local Authorities or by a school, they are then considered to have special educational needs and they are placed on the KPA SEN register.

3.2 Any pupil who has been dual-registered or is in full-time attendance at KPA as a result of social, emotional, mental health difficulties will *usually* be considered to have Special Educational Needs. A pupil will be deemed to have learning difficulties if he/she had a plan target for a learning difficulty at his/her mainstream school, or, if during initial assessment at KPA, he/she is found to have greater significant difficulty in any aspect of learning compared to his or her peers in mainstream school.

3.3 KPA follows the current model of consultation, assessment and support as advised by the revised Code of Practice (2015).

4.0 PLANNING FOR SEN

4.1 KPA is committed to addressing the learning and behavioural needs of all pupils in attendance. SEN Support Plans are used at KPA as a means of planning, evaluating and communicating about individual needs. We aim to review plans termly and parent or carers are invited to the reviews on a termly basis to enable them to participate. We hold regular review meetings over the course of the year.

4.2 The objectives are considered crucial in getting the pupils back into mainstream or special education. Pupils will keep a copy in their home/ school books and one is displayed on the classroom wall. If a pupil has an Education, Health Care Plan, the objectives and targets will reflect his or her EHC Plan objectives.

4.3 Full records are kept in order that the pupils' next schools receive information relating to the pupil's behavioural and academic achievement. All receiving schools are sent records and Leavers Reports.

5.0 THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

- To liaise regularly with all members of staff.
- To collaborate with members of staff when devising SEN Support Plans, whilst acknowledging that all teaching staff at KPA have considerable knowledge and experience of pupils with SEBD
- To disseminate information to staff members
- To keep staff up to date with SEN developments and initiatives
- To maintain good working relationships with outside agencies.
- To refer pupils for statutory assessment and be responsible for coordinating the necessary information needed for initiating statutory assessment
- To coordinate Annual Reviews
- To monitor the implementation of the policy
- To maintain and implement the publication of the Local Offer for Special Educational Needs and Disabilities (SEND) on the KPA website.
- To attend and contribute to the Lambeth SENCO Network

6.0 ASSESSMENT OF SEN

6.1 Various forms of assessment are used within KPA to identify areas of educational need– refer to the assessment policy. Detailed advice will be sought where necessary from other agencies such as Educational Psychology or Speech and Language and other specialist support teams.

6.2 Information and assessments from previous and current schools are used to place pupils within the SEN register and to assist with the production of SEN Support Plans, the holding of annual reviews and requests for Statutory Assessment.

6.3 Assessment of progress towards SEN Support Plan targets is recorded on each SEN Support Plan during the review meeting.

7.0 INCLUSION AND INTEGRATION

7.1 KPA Aims

At Kennington Park Academy we aim to:

- Seek timely and well planned reintegration into mainstream schooling;
- enable children to reach their full potential in all aspects of the curriculum and in particular to acquire effective skills in English and Maths;
- develop an awareness and a tolerance that will help them to live together in a community and to show sensitivity to the differences between one another;
- develop a positive sense of moral responsibility and self-discipline;
- help them develop self esteem, self confidence and independence and to encourage enterprise, ambition and fulfilment of their potential;
- develop spiritual awareness, which develops the values of truth, honesty, respect, tolerance and a sense of fair play;
- develop a love of learning and a desire to continue to expand their knowledge and skills throughout life;
- help the children develop physically by encouraging participation in physical activity at all playtimes. The pupils will also be coached in diverse sports during Physical Education lessons and be encouraged to participate in sport in their spare time. They will also be encouraged to be responsible for looking after their own health and fitness across the whole curriculum but specifically in PSHE and PE lessons;
- arouse their interest in their history and cultural heritage and to help them appreciate and respect their environment;
- involve parents as active participants in their children's education;
- To actively promote fundamental British Values.

7.2 Where a child has an Education Health Care Plan which identifies special schooling, we aim to integrate the child into an appropriate setting as identified in the SEN statement. This placement would normally be identified by the local authority's SEN personnel. We will do this in liaison with parents or carer's wishes and with the advice of professionals and outside agencies;

7.3 The curriculum will be delivered within our normal classroom context and will offer pupils the opportunity to develop at an appropriate pace and in relation to their age, ability and aptitudes.

7.4 Every effort will be made to include all pupils in the many aspects of life at KPA and in discussions with parents and professionals develop a support structure, which offers the individual the best possible opportunity to succeed.

8.0 PARTNERSHIP WITH PARENTS/CARERS

8.1 Regular contact is maintained with parents/carers. This partnership is reflected in the discussion, design and review of the SEN Support Plan targets. Parents/carers are encouraged to take part in the behaviour management of pupils in KPA and to share strategies for behaviour and learning at home.

8.2 Staff ensure that necessary information is passed onto parents/carers. For example, if a pupil achieves a particular target or shows significant improvement in regards to their SEBD needs. Staff also ensure that parents/ carers are kept informed of any lack or improvement or significant deterioration of their child's progress. In the first instance this is done through the child's Home/School Book.

8.3 Parents/ carers are invited to KPA regularly to discuss their child's progress, to see work that has been carried out and to be encouraged to see that education is a partnership in which they have an important supporting role.

8.4 Pupil attendance is monitored daily and issues in regard to non-attendance are rigorously addressed to ensure that children are attending the Unit regularly. Poor attendance, disrupted lessons and exclusions have usually played a part in the difficulties which pupils at KPA are trying to overcome. Parents/ carers are encouraged to share the Unit belief that consistent attendance, on time, will help to address their child's special educational needs.

8.5 Parents are also invited to regular informal meetings where information about SEN issues and the availability of support services is given.

9.0 OUTSIDE AGENCIES

9.1 In addition to the support given to KPA by the Advisory teachers and Reintegration Officers, KPA has continuous liaison with many agencies, including:

- The Lambeth SEN department and other SEN departments where necessary;
- The EP assigned to KPA and the EP assigned to a school which has referred the pupil on a dual-registered basis;

- EPs assigned to mainstream schools;
- School Attendance Services;
- Child and Adolescent Mental Health Services;
- Children's Services;
- Multi-Agency Teams
- The School Health teams;
- The Mary Sheridan Centre;
- Speech and Language Therapists;
- Chance UK Mentoring Services;
- Youth Offending Service.

KPA also invests a substantial amount of time with schools that are reintegrating pupils into their settings.

10.0 EQUAL OPPORTUNITIES AND SEND

10.1 This policy is to be read and implemented with reference to the KPA's Single Equality Policy Equality Statement.

The focus of these documents is to ensure that all pupils irrespective of gender, class, ethnicity, sexual orientation or disability should have access to all areas of the curriculum.

10.2 We aim to develop the potential of all our children including those with additional needs by:

- Addressing and managing their social, emotional and mental health needs and presenting behaviour needs;
- Targeting their areas of academic difficulty;
- Helping them to have more confidence by seeing themselves as successful learners and as individuals who have the ability to change their own behaviour;
- Teaching them to feel that they are stakeholders in a society in which they are valued and should value others.

Perry Savill. January 2019

11.0 ACCESS STATEMENT

11.1 Our intention is that full and equal access to education will be provided for all pupils, regardless of their disability or special educational needs. This is in line with legislation and recommendations in the Special Needs and Disability Act 2001.

11.2 The short, medium and long term priorities towards which KPA will be working will be laid out in our Access Plan and Disability Equality Scheme. This will be produced in

conjunction with KPA Management Committee and will also refer to the 'extension to schools' now linked to the Disability Discrimination Act 2005.