



King's Academy Ringmer

“in pursuit of excellence”

SEND Policy and Information Report

Date: agreed at FG on 28 September 2022, reviewed in July 2023

Review Date: July 2024

Contents

| | Page No |
|--|---------|
| 1. Aims | 1 |
| 2. Legislation and Guidance | 2 |
| 3. Definitions | 3 |
| 4. Roles and Responsibilities | 3 |
| 5. SEND Information Report | 4 |
| 6. Monitoring Arrangements | 11 |
| 7. Links with other policies and documents | 11 |

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND) and/or disabilities
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At King's Academy Ringmer, we are committed to offering an outstanding school experience which ensures the best possible progress for all of our students, whatever their needs or abilities. All students are valued and encouraged to develop confidence in their abilities and strengths and to have high aspirations for themselves. Support is provided for any student who, at any time, is identified as requiring additional or special provision to help them achieve success. We promote an ethos of positive partnership and cooperation between our staff and the parents of our young people with SEND.

Our aims are:

- To ensure full entitlement and access to high quality education within a broad, balanced and relevant curriculum for our SEND students so that they can reach their full potential and enhance their self-esteem
- To educate students with SEND and engage in the activities of the School alongside students who do not have SEND

- To use our best endeavours to secure special educational provision for students for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - a) Communication and interaction
 - b) Cognition and learning
 - c) Social, mental and emotional health
 - d) Sensory/physical
- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to print information for all.
- To identify and assess students with SEND as early and thoroughly as is possible and necessary
- To involve parents and students fully in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child’s age and powers of understanding must be considered.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students
- To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

2. Legislation 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 students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report

The contents of the policy have been determined in consultation with parents¹, staff and students of the school community. All of our school policies are interlinked and should be read and informed by all other policies.

¹ NB: The term “parents” is employed throughout this policy to refer to parents, guardians or others in loco parentis.

3. Definitions

A student 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 is made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Mrs Dhena Malik: dhena.malik@kingsacademies.uk

They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Principal 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 students with SEND up to date

If you are thinking of applying for a place for your child with SEND, then please contact the Transition Manager, Mr Jack Wood at King's Academy Ringmer (01273 812220). The SENCo will be requested to review the offer and ensure the academy will put in place the appropriate support. If your child has an educational health and care plan, then please contact East Sussex Education department, who will support you with your application.

If your child is already at the academy and you are concerned that they may have SEND, you should talk to the SENCo, Mrs Malik (01273 812220)

4.2 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 Principal and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCo 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 and/or a disability

4.4 Class teachers

At King's Academy Ringmer, we acknowledge that all teachers are teachers of special educational needs and/or disabilities. We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their planning, classroom organisation, resources, teaching style and differentiation.

Each class teacher is responsible for:

- The progress and development of every student 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 SENCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND Policy

5. SEND information report

5.1 The kinds of SEND that are provided for

At King's Academy Ringmer, 20% of our students are identified as having a SEND and/or disability ('SEND Support') and 3% have EHC plans (Education, Health and Care Plans). This means all teachers expect to have, and cater for, students with SEND in their classes. In addition, we have an Inclusion Register of students who, although do not meet the threshold for 'SEND Support', have particular needs that must be met further to the usual classroom support.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition and speech and language difficulties
- Cognition and learning, for example, dyslexia, developmental coordination disorder and dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment difficulties, Tourette's and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy
- Moderate/severe/profound and multiple learning difficulties

It is important to point out the circumstances which are not classed as SEND, but which may hinder progress and attainment:

- Attendance and Punctuality
- English as an additional language (EAL)
- Being in receipt of Student Premium Grant
- Being a Looked After or Post-Looked After Child
- Being a child of service personnel
- Having behavioural difficulties where an underlying cause has not been identified

5.2 Identifying students with SEND and assessing their needs

The process of identification and assessment normally starts through liaison with our primary feeder schools. The SENCo visits our feeder primary schools in May or June to discuss all students who have special needs and/or disabilities.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Every student is assessed using Cognitive Ability Tests (CATs) as well as reading and spelling tests. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and have a measured approach to addressing them. Frequently, the concern can be addressed by quality first teaching in partnership with parental support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to discuss with the SENCO and GP if they think their child may have ASD or ADHD or some other learning need or disability, such as dyslexia.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the Graduated Approach and the four-part cycle of 'assess, plan, do, review'.

The class or subject teacher(s) will work with the SENCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will coordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5.5 Supporting students moving between phases and preparing for adulthood

All students in Year 6 are visited in their feeder primary school where vital information is collected from their teachers and their SENCo. King's Academy Ringmer offers taster days in the summer term and more personalised visits can also be arranged for students with complex needs. This ensures that the school is ready to admit students with SEND.

Young people with EHC plans 'Preparing for Adulthood' are specifically reviewed in Year 9 to ensure that the best possible pathways are selected for them in Key Stage 4. Further support is provided for students with SEND regarding subject pathways for GCSE. Parental involvement is encouraged at this stage.

Similarly, students in Year 10 and 11 with SEND are able to access support for their transition to Further Education and apprenticeships. This is coordinated by the King's Academy Head of Careers, parents/carers and SENCo.

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching students with SEND

We believe that all students learn best with the rest of their class. Our aim is for all students to be working independently in class and engaging in challenging work. Students with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant. Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

When considering an intervention, we look first at the student's profile of learning in order that we can select the intervention which is best matched to the student. We provide the following interventions:

- Academic Monitoring
- Literacy and numeracy
- Daily Homework Club
- Breaktime / Lunchtime safe haven

- Meet and Greet
- Mental health support
- Key adult
- EAL programmes (EAL – English as an additional language)
- Internal exams/ assessments - teaching staff have the flexibility to make arrangements as appropriate.
- Exam access arrangements (EAA) – testing in the Autumn term of Y10 determines who qualifies for exam concessions at GCSE. There must be evidence of a history of need and provision for a student to be put forward for testing. Parents are informed by letter if their child has qualified for EAA.
- Social Communication (individual and group work)
- Emotional Regulation
- Touch typing
- Nurture Groups
- Social Skills Group
- Lego Therapy

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping or small group work, teaching style, content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Differentiation of resources and learning materials by the subject teacher with support from the SENDCo
- Using recommended aids, such as chrome books, ear defenders, coloured overlays, visual timetables, larger font, etc.
- Classroom adaptations as appropriate e.g. height of tables, classrooms, fitted with blinds to reduce glare and improve acoustics
- A team of 9 Teaching Assistants (TA's) to provide in class support for identified students/groups
- Additional literacy and numeracy interventions

5.8 Additional support for learning

Our Learning Support team consists of:

- A Literacy/Numeracy HLTA who teaches small targeted groups
- Teaching assistants who act as a Key adult to identified students on a 1:1 basis
- Teaching assistants who lead 1:1 and small group interventions for social communication and emotional regulation
- An Emotional Literacy Support Assistant (ELSA)

We work with the following services to provide support for students with SEND:

- Educational Psychology Service
- Children's Integrated Therapy and Equipment Service (CITES)
- Education Support, Behaviour and Attendance Service (ESBAS)
- Communication, Learning and Autism Support Service (CLASS)
- Sensory Needs Service
- Teaching and Learning Provision
- The Virtual School
- English as an Additional Language Service (EALS)

5.9 Expertise and training of staff

Our SENCo has over 6 years experience in this role and previously worked as Head of Department for 15 years. and holds appropriate qualifications (BA, QTS, NASENCO) to teach, and make recommendations for secondary aged learners who have learning difficulties. They are allocated 5 days a week to manage SEND provision.

We have a team of up to 9 Teaching Assistants with experience and qualifications in Mental Health and Emotional Literacy Support Assistant (ELSA).

5.10 Securing equipment and facilities

The school is compliant with the Equality Act 2010 and accessibility legislation. Where necessary, we secure equipment and facilities to meet the physical and learning needs of our students.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress
- Reviewing the impact of interventions
- Gathering student/parent and carer voice
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

Through careful planning and reasonable adjustments, students with SEND engage in the activities of the academy together with those who do not have SEND and are encouraged to participate fully in the life of the academy and in any wider community activity. As part of this process, we work with parents/carers and students to listen to their views, feelings and wishes.

The school is compliant with the Equality Act 2010 and accessibility legislation.

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our residential trips.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND or disability.

All main buildings have ramped access and disabled toilet facilities.

There is a lift to the first floor in each of the main buildings for manual wheelchairs. All subject areas have some ground floor teaching rooms

There are disabled parking bays in the school car park including at the front of school close to the main reception area.

Our Accessibility plan can be found here: <https://www.kgaringmer.uk/page/?title=Policies&pid=17>

5.13 Support for improving emotional and social development

King's Academy Ringmer prides itself for its pastoral care and looking after the wellbeing of its students. Form tutors meet regularly with their groups and often have peer intervention during this time. Any concerns about students are promptly followed up with parents/carers and pastoral staff.

The academy takes the safeguarding of students very seriously and we have a zero-tolerance approach to bullying.

Please refer to our Child Protection and Safeguarding Policy - see King's Academy Ringmer website.

The academy has several safeguarding officers that monitor student wellbeing and can intervene when necessary, with regard to the East Sussex Child protection guidelines. Similarly, all instances of bullying that the academy is aware of are dealt with swiftly and appropriately.

We provide support for students to improve their emotional and social development. Students with emotional and social difficulties are encouraged to take part in extracurricular activities.

Support that is available for improving the emotional and social development of all students including those with special educational needs are as follows:

- Pastoral teams – Pastoral Intervention Lead, Head of Year 7, Progress Leaders for KS3 and KS4 and form tutors
- Well-being Practitioner with a school therapy dog
- Student Well-being ambassador programme / Peer mentors
- ELSA (Emotional Literacy Support Assistant)
- School based counsellor
- Social Skills support
- Safeguarding Officers
- Attendance Officer and a Behaviour Support Worker
- School's Educational Psychologist
- Youth and Family Support Service (YFS)
- Social Services, including Early Help Service
- School's link community Police Officer

The school also works in collaboration with CAMHS and its link Educational Psychologist to improve the wellbeing of students. Such work might include: work on resilience, exam stress and parent support groups.

5.14 Working with other agencies

King's Academy Ringmer supports a multi-disciplinary approach to maximise the educational provision for SEND students.

Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The school may procure the aid of the above specialist services at any time that it is deemed appropriate, for example, advice on the identification, assessment and effective provision of resources.

The school may work in partnership with the external agencies listed below in supporting all students, but particularly those with SEND:

- SEN Case Workers
- Educational Psychologists
- ESBAS (Education Support, Behaviour and Attendance Service)
- Children and Young People Integrated Therapies
- The Virtual School
- Teaching and Learning Provision

- Speech and Language Therapists
- CAMHS staff
- Occupational Therapy
- Physiotherapy
- Paediatric specialists in specific conditions
- NHS
- Children's Services
- Educational Welfare Officer
- Local and National Charities
- School Nurse
- Primary Mental Health service
- Other relevant agencies –where required

These services are used not only to provide information and advice about a range of SEND but also, to provide direct support to students

The co-ordination of the deployment of these services within the school is the responsibility of the SENCO.

5.15 Complaints about SEN provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. Any complaints are taken seriously and are heard through the school's complaints policy and procedure. Complaints about SEND provision in our school should be made to the SENCO in the first instance. If the issue(s) is/are unresolved contact should then be made with the Principal. In the unusual circumstances that the issue is still not resolved it should then be referred to the Chair of Governors.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of students with SEN

To see more clearly what services are available in the local area and how to access them, please refer to the Local Offer. East Sussex's Local Offer is available from the website; www.eastsussex.gov.uk/localoffer

Amaze SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) can give free, impartial advice to children and young people with special educational needs or disabilities and their parents and carers.

Amaze can help with anything to do with special educational needs and disability for 0 to 25 year olds, including education, health and social care for those living in East Sussex and Brighton and Hove.

Their website is <https://amazesussex.org.uk/parent-carers/services-and-support/sendiaass-helpline/>

Their Helpline number is 01273 772289.

5.17 Contact details for raising concerns

SENCO : Mrs Dhena Malik (dhenamalik@kingsacademies.uk)
Vice Principal: Mr Paul Burchett (paul.burchett@kingsacademies.uk)
Principal: Mrs Sian Williams (sian.williams@kingsacademies.uk)
Governor responsible for SEND (Chair of Governors): Miss Denise Kong
(denise.kong@kingsacademies.uk)

5.18 The local authority local offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Our local authority's local offer is published here: www.eastsussex.gov.uk/localoffer

Our contribution to the local offer is published here:

<https://apps.eastsussex.gov.uk/educationandlearning/schools/schoolsearch/SchoolsInfo.aspx?schoolname=kings%20academy>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo, Dhena Malik every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour for Learning Policy
- Concerns and Complaints Policy
- Data Protection Policy
- Equality Information and Objectives Policy
- Supporting Pupils with Medical Conditions Policy