



**Special Educational Needs and Disabilities  
Policy  
September 2019**

Policy Reviewed by: Jo Grayson  
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To be reviewed: July 2020

## Knowle DGE Academy

# SEND Policy

With reference to the Code of Practice 2015

### Our Mission

Staff and Academy Councillors of the Academy believe that young people at Knowle DGE will **DISCOVER** new learning opportunities and experiences at Knowle DGE. We will **GUIDE** each student towards these learning opportunities and in doing this are confident that each student will **ENJOY** their learning experiences at Knowle DGE.

In order to succeed, we aim to encourage every individual at our Academy to develop **BELIEF** in themselves to aim higher, to **REPECT** themselves, others and their environment and take **RESPONSIBILITY** for their decisions and actions.

We recognise that we are **ALL EQUAL** and deserve the very best. We recognise that we are **ALL DIFFERENT** in the ways we learn and interact. We recognise that we can **ALL ACHIEVE TOGETHER** - as an Academy Community, as a student within the community and as a parent/carer.

### Introduction

All pupils at Knowle DGE Academy have a range of social, emotional and mental health needs, learning difficulties and/or an Autistic Spectrum Condition. They have an EHCP in accordance with current legislation, the SEND Code of Practice and LA guidelines. The Academy Councillors and staff of Knowle DGE Academy will ensure that the Academy provides a broad and balanced curriculum for all pupils that is relevant and differentiated to meet individual needs and abilities.

Teachers' planning takes into account a pupil's strengths and SEND and the provision made therefore enables all pupils to engage effectively in curriculum activities and broader aspects of Academy life.

## Aims and Objectives

The aims and objectives of our special needs provision are:

- To ensure that all pupils with SEND are accurately assessed and that their needs are reflected in the objectives of their statement.
- To create a learning environment that meets the SEND of each pupil.
- To ensure that all pupils have equal access to a broad, balanced, relevant and differentiated curriculum.
- To promote education in a safe and secure environment within a happy atmosphere where pupils can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
- To enable pupils to take an increasing responsibility for their own learning.
- To make clear the expectations of all partners in the process and provision of education for special needs pupils.
- To actively seek ways of helping and involving parents and carers in the development and education of their child.
- To ensure parents and carers are kept fully informed and are engaged in effective communication about their child's education.
- To extend and afford our services to local schools, adopting the principle of inclusion as a two way process.
- To support the professional development of all staff and Academy Councillors in relation to SEND training.

## Roles and Responsibilities

Our educational provision is the responsibility of all members of staff.

The Strategic Leadership Team (SLT) and middle leadership team, under the overall leadership of the Head Teacher, is responsible for the day-to-day operation of the SEN provision. The key responsibilities as outlined in the Code of Practice are:

- Liaising with and advising colleagues.
- Leading and managing the teams and departments.
- Coordinating the provision for pupils.
- Maintaining records on pupils.
- Communicating with parents and carers.
- Liaising with external support agencies.

The Academy Councillors aim to secure the appropriate provision for all pupils.

## Inclusion

At Knowle DGE Academy we recognise and respect the fact that pupils:

- Have different educational, medical, physical, social and emotional needs and aspirations.
- Require different approaches to learning and behaviour support.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

Teachers respond to pupil needs by:

- Providing personalised support in all curriculum areas.
- Planning to meet individual needs through setting appropriate targets.
- Developing each pupil's understanding through a variety of learning experiences.
- Planning for full participation in learning and in physical and practical activities.
- Planning to manage behaviour, enabling pupils to participate effectively and safely in learning.
- Monitoring, reviewing and evaluating pupil progress on a regular basis with support from middle leaders.
- Ensuring that pupils have access to all parts of the curriculum.

All pupils at the appropriate stage in their education will have access to a realistic range of opportunities without any form of discrimination. The Academy actively tracks pupil progress to ensure all pupils achieve their full potential.

## **Review of pupils with Special Educational Needs**

Members of the middle (initially) and strategic (subsequently) leadership teams will work with staff to ensure that pupils requiring additional or alternative support to that found within the classrooms are identified as soon as possible. Departmental meetings, de briefs and pupil focus meetings will be used to share experiences and reflections around problem solving strategies aimed at enhancing provision and learning.

Progress made by all pupils is regularly monitored and evaluated. Pupils identified as giving cause for concern due to their rate of progress will have evidence gathered to ensure strategies and planning are reviewed and made appropriate to pupil needs and abilities, and when appropriate alternative measures need to be put in place.

## **Allocation of Resources**

Our educational provision is the responsibility of all members of staff.

The Strategic Leadership Team (SLT) and middle leadership team, under the overall leadership of the Head Teacher, is responsible for the timetabling and management of resources including staffing and facilities to meet the needs of all pupils.

The Head Teacher informs the Academy Councillors on a regular basis as to how funding has been allocated to meet pupil needs. Requests for additional resources are discussed and approved at Academy Council meetings.

The effectiveness of the Academy resources for pupils with a range of SEND will be monitored as part of the continual process of school self-evaluation.

## **Access to the curriculum**

All pupils have an entitlement to a broad, balanced and relevant curriculum which is differentiated to enable pupils to:

- Experience, be engaged in, and/or gain skills and understanding of the purpose of learning activities.
- Experience rates of progress that bring feelings of success and achievement appropriate to their levels of attainment and understanding.

Staff use a range of strategies to meet pupils' SEND. Lessons have clear learning objectives and outcomes. Activities are differentiated and formative assessment is used to inform the next stage of learning.

### **Complaints procedure**

Parents and carers are welcome to discuss any issues relating to their child's placement at the Academy at any time throughout the academic year, by prior appointment.

Information about the Academy's complaints procedure is available from the Academy and can be accessed via the Academy website.

Under the SEND and Disability Act 2001 parents and carers can appeal against decisions made or request a review of placement.

### **Staffing and partnership**

Staff Continuing Professional Development (CPD) is a high priority for the Academy and has links to the Performance Management cycle and to the Academy Development Plan (ADP).

As a part of the induction programme, support is given to all new members of staff.

When Knowle DGE Academy organises inset that may be relevant to our local community of schools then this will be made available to them whenever practicable.

The Academy, through its CPD, its meetings and communication structures ensures that all staff are kept informed about relevant SEND issues and procedures within the Academy. Furthermore, staff are provided with information on training courses for SEND along with participation in a programme of training days and inset.

### **Partnership with parents and carers**

The Academy is in regular contact with parents and carers and aspires to work in collaboration with parents and carers to achieve the best outcomes for all pupils. One formal Annual Review (or transfer to EHCP) will usually be held, others may be scheduled as the need arises. Parents and carers as well as other agencies will be invited to attend in line with the Code of Practice. Copies of PSPs will be made available. Parents and carers are kept informed throughout their child's education of the Academy's SEND interventions and their wishes taken into account.

Working in partnership with parents and carers is essential if the provision for their child is to be made successful. They are encouraged to make an active contribution to their child's education. Parents meetings, events and performances are regularly staged to facilitate involvement in the life of the school and to give advice, training and support. Parents and carers are able to visit the school should they wish to do so.

At Knowle DGE we have a home-school support team of Higher Level Learning Facilitators who work on developing links with parents and carers. There is also a team of wider professionals including a team of nurses, a Speech and Language Therapist and an Educational Psychologist.

### **Links with other schools and Academies**

As part of the Learn@ Multi Academy Trust Knowle DGE Academy is in partnership with three other Academies: Notton House Academy, St Matthias Park Academy and Lansdown Park Academy. Together the four Academies provide a range of specialist SEND provision.

Knowle DGE Academy liaises with feeder schools and new pupil's families to ensure that effective arrangements are in place to support pupils at time of transfer. Arrangements are made for new pupils to visit the Academy and meet the staff. Pupils are able to have graduated entry to the Academy and these arrangements are negotiated on an individual pupil basis to best suit the needs of individual pupils.

We have a particular relationship with the Pangani school and teacher training community in Kenya. Pupils and staff are involved in this project.

### **Success criteria**

The success (impact) of this policy is judged against the aims and objectives set out in section 2. The policy is reviewed regularly.