

Special educational needs and disabilities (SEND) policy

KTS Academy



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1. Aims and objectives

KTS Academy provides places for pupils aged 3 -19 years who have and an EHCP with Cognition and Learning or Communication and Interaction as a primary need. This includes pupils with severe learning difficulties (SLD), profound, multiple learning difficulties (PMLD). Many of our children have a diagnosis of autism and some have physical and medical needs.

At KTS Academy we aim to promote life-long learning and happiness, through quality of education, respect and equality for all.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide all pupils with access to all aspects of school life.
 - Help pupils fulfil their aspirations and achieve their best
 - Help pupils become confident individuals living fulfilling lives
 - Help pupils make a successful transition into adulthood
 - Communicate with pupils and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils.
- Communicate with, and involve, pupils and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Vision

At KTS Academy our vision is to develop and maintain the highest quality of provision with a dedicated, experienced and skilled staff, ensuring that every member of the school community receives the highest standard of education, care and support to enable them to achieve the best outcomes now and in the future.

Values

A Unique Child

At KTS Academy we embrace and celebrate diversity. Each child is supported and educated in a way which meets their needs and their curriculum is expertly adapted to reflect this.

Positive Relationships

Positive relationships are at the heart of everything we do. Staff are empathic, supportive and demonstrate great care for the pupils. From initial meetings with families, to supporting them when their child leaves school,

having respectful and supportive relationships with families is crucial. Staff support each other and well-being for all is high priority.

Enabling Environments

The school environment provides spaces that are rich and varied and expertly tailored to meet the needs of the pupils they cater for. Leaders are reflective and learning environments are regularly adapted and updated to ensure pupils have access to the highest quality provision.

Learning and Development

Experienced and skilled staff ensure pupils are equipped with the knowledge, skills and resilience they need for the future, through an ambitious curriculum which goes beyond the academic. Pupils are challenged at an appropriate level and given a wide range of experiences to develop their knowledge and interests, which they can take into adulthood.

3. Legislation and guidance

This 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 pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to ensure all pupils are able to access their curriculum to the fullest.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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 made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil in school gets the support they need
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Provide an annual report for parents on their child's progress
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Determine their approach to using their resources to support the progress of pupils with SEND
- › Ensure pupils from year 8 until year 13 are provided with independent careers advice

6.2 The headteacher

The headteacher will:

- › Work with governors to determine the strategic development of the provision within the school, ensuring it constantly evolves to reflect any changing needs.
- › Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Have an overview of the needs of the current cohort of pupils in school
- › With the Senior leadership team, monitor to identify any staff who have specific training needs, and incorporate this into the school's plan for continuous professional development
- › Co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

6.3 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the AHT to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.4 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil will always be given the opportunity to provide information and express their views about their child's school experiences. They will be invited to participate in discussions and decisions about this. They will be:

- › Invited to Annual review meetings to review the provision that is in place for their child
- › Asked to provide information about the impact of support outside school and any changes in the pupil's needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- › Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.5 The pupil

Pupils will always be given the opportunity to provide information and express their views about their needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for our pupils by:

- › Tracking pupils' progress, using a system called B squared, as well as qualitative discussions which highlight progress.
- › Holding annual reviews
- › Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

All staff are encouraged and supported to continue their professional development as outlined in the schools 'Continued Professional Development' Policy. This includes a robust induction programme for all new staff.

10. Links with external professional agencies

The school works with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

The school works closely with the local authority, attending placement planning meetings throughout the year to ensure the admissions process is fair.

KTS is consulted on pupils the local authority has identified as needing a special school place. KTS then responds to let them know if we can meet the pupil's needs. If we can meet the pupil's needs a decision is made alongside the local authority in regard to whether a pupil will be offered a place. As KTS Academy is over-subscribed, this decision is made based on each individual case, with pupils with the highest needs, being given priority.

We are happy to show around families of prospective pupils throughout the year.

11.2 Accessibility arrangements

KTS Academy has an accessibility plan to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

- For each aspect there are targets and actions
- Success criteria is included
- The timescale for completion is indicated
- Resource implications are costed.
- Systems of evaluation and monitoring are included
- Training needs are identified (related to targets).

The Accessibility plan can be found within the Accessibility policy, on the school website.

12. Complaints about SEND provision

Where parents have concerns about our school's provision, they should first raise their concerns informally with the class teacher, or member of the leadership team, if this is more appropriate. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about the provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy, which is available on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, see [Disagreeing with a decision | Redcar and Cleveland](#)

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › Pupils' progress and attainment
- › Whether pupils are happy and emotionally regulated
- › Whether pupils with feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Alexis Gardner **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

- › SEN information report
- › The local offer
- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives

- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy
- › Complaints policy