

*‘Success for today, prepare for tomorrow and nothing is beyond our reach.’*

King Alfred Federation

**King Alfred Federation**

**SEND Policy: October 16 Review date October 17**

Executive Headteacher: Kathryn Wong

#### **Athelney**

Head of School: Nathalie Dummer

Assistant Headteacher for Inclusion/SENCO:

Viki Redgrave

#### **Elfrida**

Head of School: Elizabeth Newton

Assistant Headteacher for Inclusion/SENCO:

Melody Hadjipetrou

Governor Responsible for SEND: Julia Newton

#### General

The King Alfred Federation believes that all students have the right to be included in the life of the school. The staff are committed to the inclusion of all students. We believe that **ALL** children have the right to be independent human beings, regardless of any additional challenges that they may face. We give them the tools to do this by teaching them through our core values: Respect, Responsibility, Resilience, Co-operation, Collaboration and Confidence. Every teacher within the King Alfred Federation is a teacher for all children regardless of gender, race, sexuality and ability. We therefore:

- Value every individual and celebrate their achievements;
- Identify and respond to individual needs;
- Identify and overcome potential barriers to learning;
- Set multiple learning challenges for every pupil.

#### What are Special Educational Needs?

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.
- A child or young person has a learning difficulty or disability if:  
The have a significantly greater difficulty in learning than the majority of others of the same age  
Or  
If they have a disability which prevents or hinders them in making use of educational facilities generally provided for others

#### Principles and Objectives of the Policy

- Students with SEND are a shared staff responsibility and work is differentiated to meet their needs.
- Students are identified and assessed in line with the SEND Code of Practice.
- Students with SEND are fully included in the educational and social life of the school.

- All students with SEND/AEN are identified through the cooperation and partnership with parents and outside agencies.
- Parents/carers are involved as partners and co-producers of provision.
- Students with SEND are recorded on a Whole School Learning Support Register (LSR).
- Students with other issues which may affect their learning, attainments and achievement are also recorded on the LSR, identified as students with AEN.
- All students with SEND will be actively involved in the development of their own learning.
- All staff will take responsibility of the identification, teaching and inclusion of students with SEND as an integral part of raising standards.

#### Responsibility of Coordination of SEND Provision

- The Executive Head Teacher (EHT) and Head of School (HoS) will work closely with the Assistant Headteacher for Inclusion/Inclusion Managers for coordinating the day to day provision and the overall strategy for children with SEND/AEN.
- The HoS manages the AHT Inclusion.
- The AHT Inclusion will consult as appropriate the Leadership Team and Governors on intervention and implementation of the SEND policy.

#### Arrangements for the Coordination of SEND Provision

- Provision for students with SEND is a matter for the school as a whole.
- As stated in the National Standards for Special Educational Needs Coordinators:"

*"The SEND coordinator, with the support of the Head Teacher and the Governing Body, takes responsibility of the day to day operation of the provision made by the school for students with SEND and provides professional guidance in the area of SEND to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students."*

#### Admission Arrangements

- These are in accordance with the 2014 Code of Practice, sections 1.27 and 1.28.

The King Alfred Federation has a nursery based at Athelney. The Nursery offers morning or afternoon sessions. There are 5 places within each session at the Nursery and admissions are made directly with the school. If your child is successful at getting a place within the Nursery a home visit will be made by someone from the Foundation Team based at Athelney.

The admissions in to the main part of the school are done centrally via admissions at Lawrence House. In the Reception Classes, pupils are allocated to each class by age and gender to ensure parity between classes. Children identified as having Special Educational Needs will also be matched to each class to ensure a balance of provision and opportunity.

Admission to Reception for all children is on a part time basis for the first few weeks. These arrangements are flexible to cater for the individual needs of pupils. A home visit will be made prior to the child starting school. If the child has a Special Educational or Medical Need the Assistant Headteacher for Inclusion will accompany the Foundation Stage Staff or arrange a separate meeting with the parent and where appropriate child. Where appropriate an observation will be made of the child in their current Pre-School Setting and a transition meeting will be arranged to include all relevant parties.

Prior to starting school, parents of children with a Statement of Special Education Needs or Education Health Care Plan will be invited to have a personalised tour of the school and a meeting to discuss how the school will aim to

meet their child's individual needs. A transition meeting will be held with the child's Pre-School and any relevant professionals.

At Athelney there is an 18 place specialist Resource Base for children with Autism. Admission in to the Resource Base is done via the Local Authority SEN Team based at Kaleidoscope. It is recommended that all parents have a tour of the Resource Base before deciding whether it is the best placement for their child. For admission in to the Resource Base there is a criteria:

1. The child must have a Statement or Education Health and Care Plan
2. The child must have autism as their main area of need
3. The child must have oral language and be able to verbally express their basic needs
4. The child must demonstrate the capacity to manage mainstream school, being within average range academically or having a Moderate Learning Difficulty.

Transition Arrangements for each pupil will be made according to the child's need. Some children may need to be prepared for changes in their daily routine as well as major changes at the end of each year; moving on from each key stage and on to secondary school. All arrangements and plans will be discussed and agreed with the class teacher, pupil, parents and other adults supporting the child. The Inclusion Manager will oversee that arrangements are monitored and implemented.

In the summer term the Assistant Headteacher for Inclusion will attend the Primary to Secondary Transition Meeting which is led by the Local Authority. This is an opportunity for Primary Staff to meet the individual child's new Secondary Staff and to discuss any areas of needs and how best to meet these.

#### Identification and Review of Students Needs

- The whole school has a responsibility for the identification and review of students needs in line with the guidance of SEND Code of Practice 2014. Assessment for Learning will provide a mechanism for all teachers to identify and review the learning needs for all students. Teachers will refer to the AHT Inclusion any students that they have identified as requiring support and/or intervention different from or additional too that for the majority of their student peers.
- Students who are identified as having SEND and are receiving support that is different from" and/or "additional to" normal class differentiation are recorded on a provision map.

#### Access to Curriculum

- The curriculum for students with SEND is differentiated according to need with a focus on outcomes for the students. All staff support access to the curriculum for all students.
- The provision for students whose needs are "additional to" and "different from" the normal curriculum will be recorded in the provision map.

#### Inclusion of Students with SEND

- It is the responsibility of each class teacher to include students with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.
- It is the responsibility of teachers to create differentiated work that reflects the SEND/AEN of students.
- It is the responsibility of the AHT Inclusion/Inclusion Manager to arrange training, provide materials and assist to individual teachers to facilitate this.
- In line with the Equality Act, we use our best endeavours to:
  1. Not treat current and prospective disabled students less favourably;
  2. Make reasonable adjustments as appropriate.

#### Evaluating the Success of Provision for Students with SEND will include:

- Progress against SEND priorities in the School Development Plan.
- Outcomes of provision measured against Assessment for Learning Targets;
- Outcomes identified in SEN Statements/EHCP.
- Progress against targets against school self-evaluation.
- Analysis of how and where the Inclusion Budget is being used to provide for students with a provision map.

#### Complaints Procedure

1. Make an appointment with the child's class teacher
2. Contact the child's Key Phase Leader (KPL)
3. Contact the office to book an appointment with the Inclusion Manager/AHT Inclusion
4. Should the issue not be resolved satisfactorily put the complaint in writing to Head of School and Executive Head Teacher.
5. The school will investigate the complaint and a further meeting will be planned to resolve the complaint.
6. Should the complaint still not be resolved, contact the Chair of Governors in writing via the school office.

#### In-Service Training for School Staff

- The school has a commitment to staff development in the area of SEND to ensure that teachers and support staff can effectively meet the needs of students.
- Active participation of all staff is necessary for a successful school policy.
- The school educational psychologist, speech and language therapist and other professionals are invited to lead or advise on staff training and consultation.
- Parents of pupils with SEND with a provision map are invited in to school to advise especially where training needs may occur. This is a key element of the school's practise of co-production with parents.

#### Links to Support Services

- We will seek support and advice to maintain high standards of provision.
- Links and partnerships are developed with Lewisham's Children's Services and Other Agencies to provide support and advice to enable the school to meet student needs efficiently.

#### Working in Partnership with Parents

- A relationship and partnership with the parents of all students is based on the principle of co-production as outlined in the 2014 Code of Production section 4.9.
- We will foster positive attitudes towards parents and carers and provide them with user friendly information.
- We will draw attention to available support outside school (eg Parent Partnership Service)
- We welcome and encourage all parents to participate in their child's educational progress from the outset.

#### Links with Other Schools and Educational Establishments

- Other Primary Schools
- Local Secondary Schools
- Special Schools- Drumbeat, Brent Knoll, New Woodlands, Watergate
- Specialist Inclusive Learning Centres
- Schools within Collaborative including Watergate Special School
- Network Learning Community.
- Children's Centres
- Alternative Curriculum Providers

#### Links with Other Agencies and Voluntary Organisations

We foster and develop links with the available support agencies and voluntary organisations, for example:

- Social Services
- Educational Psychologist
- Health Services- including Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services, Physiotherapy etc

#### Summary

It is the school's aim to remove barriers for learning for all students in our care. Implementation of this policy will support the effective inclusion of students with SEND/AEN through improving outcomes, raising achievement and enabling participation in the life of the school.