



Northern Parade Schools

King's Group Academies

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Person Responsible for this Policy:

Assistant Headteacher Inclusion

Special Educational Needs and/or Disabilities Coordinator (SENDCo)

Date of Last Review:

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GLOSSARY

In this policy the following terms have the following meanings:

Educational Psychologists (EP) - support schools to improve a child's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may have with their learning, and to recommend and develop methods and strategies to help them learn more effectively.

The Graduated Approach - refers to the system of SEND support based around a four part cycle, known as the graduated approach, as detailed in this policy.

Occupational Therapist (OT) - is a branch of health care that helps people who have physical, sensory, or cognitive problems. Occupational therapists help with barriers that affect a person's emotional, social, and physical needs. They can advise on aids, equipment or home/school adaptations.

SEND Register - this is where we store the information relating to pupils with SEND across the school.

Speech and Language Therapist (SALT) - is a healthcare profession, the role and aim of which is to enable children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Pupil Passport – If a child is on the SEND Register, individual targets will be written by the class teacher to monitor their progress. This will also outline strengths and areas for improvement, along with current provision and intervention.

Education, Health and Care Plan (EHCP)- Education Health and Care Plans (EHCP) are legal documents which set out a child or young person's special educational needs and the support that is required to meet these needs. This includes a suitable education setting (nursery/school/college). EHCP's focus on outcomes (long and short term goals) and the steps that need to be taken to achieve those outcomes.



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I. AIMS AND OBJECTIVES

Kings Academy Northern Parade ('the School' or 'we'), is committed to the equal treatment of all pupils, including those with special educational needs and/or disabilities (**SEND**). We adhere to the principle that 'every teacher is a teacher of SEND' and are committed to working towards eliminating disadvantages for pupils with SEND.

Therefore, the School's aims are:

- for all pupils to achieve the maximum possible for their ability, whilst promoting high expectations and high aspirations for all children;
- to prioritise the aspirations and wishes of all children;
- to have an ethos across the School which strives for best practice and inclusivity;
- that all staff will include and nurture all pupils with SEND, whilst adopting a positive attitude towards all additional learning needs;
- to ensure that the child and family are the focus of the Schools' SEND processes;
- to provide the best education possible for all children with SEND

We will meet our aims by:

- ensuring early identification, assessment and provision for any child who may have SEND;
- communicating openly with families about their child's needs and progress, and by working in a partnership with them, specifically ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development;
- actively engaging the child in their support and outcomes appropriately for their age,



- understanding and maturity;
- enabling all staff to play a part in identifying pupils with SEND and to take responsibility for recognising and addressing individual needs;
- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision;
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND;
- working with outside agencies to meet the needs of pupils with SEND;
- ensuring support and well targeted Continuous Professional Development (CPD) opportunities for staff to help them meet pupil needs and fulfil their responsibilities;
- ensuring that pastoral care and support is available for all pupils, including those with SEND;
- not treating pupils with SEND less favourably than their peers; and
- making reasonable adjustments so that pupils with SEND are not put at a disadvantage in matters of admission and education.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Definition of Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice, 2015). In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;



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- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions or early years providers; or
- is under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Special educational needs are generally categorised into four broad areas of need and support:

- Communication and interaction;
- Cognition and learning;
- Social, Emotional and Mental Health (SEMH) difficulties; and
- Sensory and/or physical needs.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have special educational needs are disabled. Not all disabled pupils have special educational needs.

3. LEGISLATION AND GUIDANCE

In drawing up this policy, the School has had regard to the following legislation, guidance and advice (in so far as they apply to the School):

- [Department for Education and Department of Health \(2015\) Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)



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- [Equality Act 2010](#);
- [Children and Families Act 2014](#);
- [Statutory framework for the early years foundation stage \(2017\)](#); and
- NASEN SEN Support and The Graduated Approach (October 2023).

NASEN (National Association for Special Educational Needs) is a charitable membership organisation that supports all education practitioners, by providing relevant Continuing Professional Development and Learning (CPDL). NASEN provides resources, advice and information to enable staff to meet the needs of all pupils including pupils with learning differences.

This policy should be read in conjunction with the School's Admissions Policy, The Behaviour Policy

4. ROLES AND RESPONSIBILITIES

Appendix B contains the names and roles of key members of staff.

Governing Body

The School's governing body is responsible for determining school policy and provision for pupils with SEND.

Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is responsible for:

- developing and determining the strategic development of the SEND Policy and provision in the school, together with support from the SLT and with strategic oversight from the governing body;



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- the day-to-day operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care (EHC) Plans;
- ensuring that all staff understand their responsibilities to children with SEND and the School's approach to identifying and supporting SEND;
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate;
- advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review;
- monitoring and leading relevant SEND CPD for all staff;
- overseeing the records of all children with SEND and ensuring they are up to date;
- liaising with the parents/carers of children with SEND, and ensuring parental insights are considered by the School to support their child's SEND;
- liaising with external professionals such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, health and social care professionals where necessary including liaising internally with the school nurses and school counsellor;
- liaising with potential next providers of education as appropriate to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- monitoring the impact of interventions provided for pupils with SEND;
- leading on the development of high quality SEND provision as an integral part of the school improvement plan;
- working with the Headteacher and the School Governors to ensure that the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements; and
- managing the Dragon's Den Team

Dragon's Den Team



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The Dragon's Den Team members are responsible for:

- the organisation, deployment and delivery of SEND intervention across the School;
- creating and managing a caring, supportive, purposeful and stimulating environment, which is conducive to children's learning;
- working with the SENDCo on early identification of SEND;
- assessing, recording and reporting on the development, progress and attainment of pupils;
- liaising with parents of pupils with SEND;
- being a point of contact with external agencies, in conjunction with the SENDCo

All Teaching and Non-Teaching Staff

All teachers are responsible for:

- Helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this Policy so that the School can identify, assess and make provision for pupils with SEND;
- Engaging with CPD to improve their knowledge of SEND and to improve their understanding of strategies to identify and support pupils with SEND;
- Providing high quality teaching and differentiated support for individual pupils.
- Setting suitable learning challenges and facilitating effective special educational provision in response to each pupils' diverse needs in order to remove potential barriers to learning. This process includes working with the SENDCo and Dragon's Den Team. Together, they will carry out a clear analysis of the pupil's needs, whilst drawing on the teacher's assessment and the experience, progress and attainment of the pupil.



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5. IDENTIFICATION OF SEND

The School's curriculum, plan, and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil progress to help monitor whether children are making expected progress.

We first assess each pupil's current skills and levels of attainment which will build on previous settings and Key Stages where appropriate. Class teachers will continue to make regular assessments of progress for all pupils to help monitor whether children are making expected progress and identify those whose progress:

- is significantly lower than that of their peers
- fails to match or better the child's previous rate of progress; and/or
- fails to close the attainment gap between the child and their peers or ability.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indicators that a pupil is not making expected progress, the School will do all that is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed.

If there are significant emerging concerns, or identified SEND, the School will take action to put appropriate special educational provision in place, taking into account any advice from specialists. It is our aim that the School and parents work together and it is acknowledged that a strong relationship between families and the School can lead to better outcomes for the child. Parents will therefore be consulted and kept informed of any action taken to help their child, and of the outcome of this action. This will enable school to determine the level of support required and whether we can reasonably provide this, or whether something different or additional is needed.



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At Kings Academy Northern Parade, we value the voice of our pupils and so it is important for us to hear the child's opinions about their perceived strengths and difficulties. Due weight will be given to pupils' wishes according to their age, maturity and capability. We intend that all SEND provision is an enjoyable and supportive addition to each child's education and so hope to tailor it to the pupil's wishes, as much as reasonably and practicably possible.

Staff receive training to help identify where a child may have an underlying support need. This will assist staff in the identification process and drawing up of tailored provision for the individual child. It is important to note, however, that School staff are unable to diagnose a learning difficulty. Where there are concerns that a pupil may have an underlying learning support need, the School may request parents obtain a formal assessment of their child (such as by an Educational Psychologist), the cost of which will be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Early Years

Whilst much of the above will also be applicable to our pupils in Nursery and Reception, we also acknowledge that there will be less data and assessment material for these younger children. To help ensure early identification of SEND, the SENDCo will work closely with staff in order to establish regular and timely observations of children for which there are concerns.



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6. MEETING THE NEEDS OF PUPILS WITH SEND

Where a pupil is identified as having SEND, to enable the pupil to participate, learn and make progress, all staff will work to:

- remove barriers to learning;
- put special educational provision in place;
- where necessary, work with parents to make referrals to external professionals such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists;
- give due regard and consideration to any recommendations from external professionals regarding support and adjustments for the pupil concerned, and how these may be effectively implemented;
- ensure relevant information from external reports is shared with appropriate members of staff; and
- enable all appropriate members of staff to follow the advice of external professionals and understand the school's planned targets of support, including the implementation of any recommended strategies.

Quality First Teaching

The SEND Code of Practice (2015) states that "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people". Therefore, all of the teachers across the school will monitor the progress of their pupils and implement differentiation where appropriate. In some cases, minor strategies will meet the child's needs without the need for intervention from the SENDCo or Dragon's Den Team.

The Graduated Approach

Arrangements for SEND provision and support are made through the School's graduated approach to SEND support: Assess, Plan, Do, Review (DfE, DoH, 2015).



If a teacher has already applied Quality First Teaching and still has a concern about a pupil, the teacher will refer the pupil to the SENDCo and the School's graduated approach will be introduced as follows:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. The School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEND support, the teacher and the SENDCo will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded and tracked by the SENDCo.
- **Do:** Teachers will work closely with the SENDCo to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed regularly, with the planning process set out above repeated. Teachers, working with the SENDCo will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide upon any changes to the support in consultation with parents (and the pupil if appropriate).

The School recognises that some pupils with a special educational need may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

The School's SEND provision currently includes in-class differentiation, individualised resources, learning support (in and out of class), additional specialist teaching, additional one-to-one lessons and group interventions. The School's SEND provision is informed by the SENDCo.

The SEND Register and Pupil Passports



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Pupils who receive support from additional adults and/or the Dragon's Den Team may, at the discretion of the SENDCo, be placed on the SEND Register. Placement onto the SEND Register is not permanent and is reviewed by the SENDCo termly. If the decision is made to remove a pupil from the SEND Register, parents will be formally notified. A pupil may, at the discretion of the SENDCo, have a support plan but not be placed on the SEND Register.

The School will record the progress of and any support for pupils with SEND or where they have an EHC Plan. This will be recorded by way of a support plan. This is drawn up in consultation with the pupil's teacher, the SENDCo, the pupil (where appropriate) and their parents. The support plan contains key information such as:

- potential, progress and attainment levels;
- outcome sought;
- teaching strategies;
- the additional or different provision of support in place;
- involvement of any specialists or professionals;
- information the pupil's parents (or the pupil, where appropriate) would like shared, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them; and
- the date the support plan was drawn up and date for review.

The Pupil Passport may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENDCo. The pupil (subject to their age and understanding), together with their parents and teachers, review their support plan regularly and the child is encouraged to be involved in this process. Otherwise, it will be reviewed formally each term.

Dragon's Den Team



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Our team of specifically trained staff, led by Rachel Smedley offer a range of interventions, emotional support and in class support in order to enable our children to meet their academic targets and Dragon Value behaviours. We are able to offer a range of ELSA support and Nurture sessions, along with Morning Mindfulness and Lunch Club. Dragon's Den, for juniors and Dragon's Nest for infants also offers a safe, calm and practical space for SEND provision and intervention. Whilst it is specifically designed for pupils with SEND, all children in the school are welcome to access these spaces.

Northern Parade School Inclusion Centre – Sensory Impairment

The Inclusion Centre for Sensory Impairment is an integral part of the mainstream school. It caters for children between 4 and 11 years of age. Degrees of sensory impairment may vary and the communication/learning approach adopted will reflect the needs of the individual child. It is currently funded for 2 children.

Children placed at the Inclusion Centre will:

- Have a Statement of Special Educational Needs or an Education Health and Care Plan.
- In exceptional circumstances a child may be placed at the school whilst a statutory assessment is being completed.
- Require extensive modification of the curriculum and language through which the curriculum is accessed.
- Demonstrate the potential to be included in the mainstream classroom and access the national curriculum with modification and/or differentiation as appropriate.

In addition children placed within the provision may:

- Show associated difficulties in learning, social functioning, emotional development, self-confidence, self-esteem, motivation and behaviour.



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Early Years Provision

The School monitors the progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEND provision in the EYFS provision is detailed in Appendix B. The child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Diagnosis and Reports from External Professionals

If parents proceed with an assessment from an external professional, such as an Educational Psychology, Occupational Therapist or a Speech and Language Therapist, it will be the responsibility of the parent to liaise with the professional and begin proceedings externally. The School will participate in any assessment as requested. Once an assessment has been conducted, or in some cases a specific special educational need has been diagnosed, parents will be expected to share the reports with the School. Relevant information from the report will then be shared with the relevant members of staff to ensure effective implementation of any of the recommendations of the report.

Reports shall be stored securely on the School's internal systems in accordance with the School's Data Protection Policy.

Pupils with an Education and Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal. If the school does not support a parent in making an EHCP request, they are duty bound to be transparent with the Local Authority about this and cannot make representation on behalf of the parent.



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7. SAFEGUARDING PUPILS WITH SEND

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's Behaviour and Anti-bullying Policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that pupils with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's learning needs or disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

8. REVIEW

The School will review this policy on an annual basis to ensure the School meets the needs of pupils with SEND.



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Appendix B – Key Contacts

Special Educational Needs and/or Disabilities

Co-ordinator (SENDCo):

Mrs C Beech

BA in Primary Education with Qualified Teacher Status

National Award for SEN Co-ordination (NASENCo Award)

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Headteacher

Kathryn Wilden

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Dragon's Den Team:

Rachel Smedley- Dragon's Den Lead

Charlotte Joines- Dragon's Den Support Assistant Juniors

Stacie Rees- Dragon's Den Support Assistant Infants