



EMMANUEL  
SCHOOLS FOUNDATION

## The King's Academy



## Special Educational Needs and Disability (SEND) Policy



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## **Special Educational Needs and Disability (SEND) Policy**

### **1. Aims and Principles**

#### **1.1 The King's Academy profile**

The Kings Academy is a 11-18 Academy within Coulby Newham, Middlesbrough. The Academy opened in September 2003. The Academy acts as one of Middlesbrough Local Authority's specialist SEND units for students with Higher Learning Needs. The Academy also offers a "sub regional" provision for students with a range of Hearing and Vision impairments, including those who use British Sign Language as their first language and Braille users.

#### **1.2 The King's Academy Values**

- The King's Academy values all students.
- All students are equal and have a right to an education which enables them to develop fully their personal, social and intellectual potential.
- There is also a strong commitment to character development, high achievement and aspiration for all students which guides our thinking about SEND provision.
- All students are provided with a high quality broad and balanced education appropriate to their individual needs.
- The Academy works positively and proactively with parents and others involved.
- All teachers of students with SEND are responsible for student progress and development.

#### **1.2 Aims**

The aim of this policy is to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to achieve well and develop well, both as individuals and as members of The King's Academy community.

To this end, the Academy aims to:

- promote The Academy values;
- ensure access to a broad, balanced, relevant and differentiated curriculum. whatever the ability, gender, ethnic origin, faith, social background or disability of students;
- ensure that lessons provoke thinking and are well differentiated to meet the needs of all students, including those with SEND;
- make sure that additional support and resources are well targeted and meet the needs of individual students;
- assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring;
- monitor and evaluate the effectiveness of provision for all students, including those with SEND to ensure that the Academy is providing equality of educational opportunity and value for money;
- promote high expectations of all students in all areas of Academy life;
- promote positive partnerships with parents, involving them in their child's learning and achievements;
- ensure appropriate use of the expertise of external agencies;
- ensure policy and procedures of Special Educational Needs are known, understood and followed by all members of staff accordingly.

## 1.4 Objectives:

- To identify and provide for students who have Special Educational Needs and additional needs at the earliest opportunity, meet their needs, and review their progress regularly.
- To work closely with parents to involve them in their child's learning and progress.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To promote children's self-esteem and emotional health and well-being, and help them to form and maintain meaningful relationships based on respect for themselves and others.
- To seek the views of students and work collaboratively with them to set appropriately challenging targets.
- To provide support and advice for all staff working with Special Educational Needs students and ensure that every teacher is a competent teacher of every student, including those with SEND through well-targeted and continuing professional development.
- To develop and support the role of the SENDCO to work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND.
- To map provision across The King's Academy to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes for all.
- To work in cooperatively and productively in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners.

## 2. Identifying Special Educational Needs

If you are concerned about the progress your child is making, please contact the subject teacher or tutor in the first instance.

A student has a learning difficulty or disability if he or she:

- has a communication, cognition, sensory, physical or mental/emotional health difficulty that requires special educational provision that is additional or different from the provision generally made for students of the same age/ developmental stage.
- 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.

In addition, Special Educational Needs is identified within the context of the usual differentiated curriculum within the Academy. Students are identified as having special educational needs if they are not making progress within a curriculum that:

- sets suitable learning challenges;
- responds to students' diverse learning needs;
- aims to help students overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- **Communication and interaction**  
Students with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and

their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. This also includes specific learning difficulties (SpLD) which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health**

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**

Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some students with a physical disability (PD) require additional ongoing support and equipment to access all opportunities available to their peers.

## **2.1 Difficulties which may not be related to SEND**

Some students in the Academy may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is the Academy's responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these students 'catch up'.

Difficulties related solely to English as an additional language are not SEND. The King's Academy assess all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from special educational needs or a disability.

The following concerns may impact on a student's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare

- Being in receipt of Student Premium grant
- Being a Looked After Child
- Being a child of serviceman/woman

## **2.2 Disability**

The definition of disability under the Equality Act 2010 is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more students than may be expected: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have special educational needs, but there is a significant overlap between disabled students and those with special educational needs. Where a disabled student or young person requires special educational provision they will also be covered by the Special Educational Needs definition.

Where a student does not have a Special Educational Need, their difficulties may be addressed by the team in the Pastoral office.

## **3. A graduated approach to SEND support**

### **3.1 Whole Academy general identification and assessment**

All students’ needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring (a cycle of assessment, plan, do and review);
- the analysis of data including baseline assessments (CATs, spelling age and reading age) and end of a Key Stage to track individual students’ progress over time;
- reviewing and improving teachers’ understanding of a wide range of needs and training and guidance in effective strategies to meet those needs;
- liaison within The Academy and other settings on phase and in-year transfer;
- exchanging information from other services across education, health, care and the voluntary sector;
- involving an external agencies, where it is considered that a Special Educational Need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review;
- meetings with parents;
- listening to and following up parental concerns;
- listening to and taking into account the student’s views.

### **3.2 Stage 1: Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions.**

- All students will have access to quality first teaching from their class teacher/subject specialist teacher. Teachers responsible and accountable for the progress and development of all students in their class
- All students will have access to carefully differentiated activities or approaches directly related to the Academy curriculum which are part of good practice in making teaching

and learning accessible to students learning at different rates. These will probably be students who are underachieving and have been identified by the Academy as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual Academy curriculum – not a special intervention for students with SEND.

### **3.3 Curriculum access and provision**

Where students are underachieving and/or identified as having high incidence (low need) Special Educational Needs, the Academy meets these additional needs in a variety of ways. The teacher, Mainstream SEN Lead or SENDCo may use a combination of approaches to address targets identified for individual students such as:

- teachers differentiate learning activities as part of quality first teaching;
- pre-teaching in preparation for new learning experiences and vocabulary development;
- intervention programmes – Literacy, Homework Support and Tutorials
- referral to an ELSA (Emotional Literacy Support Assistant) for targeted support
- where appropriate, shared in class support from a Learning Support Assistant;
- further differentiation of curriculum resources;
- fine motor and handwriting practice;
- pastoral mentoring by the tutor or Head of Year (Responsibility for Learning report/ Individualised Targets report).

### **3.4 Monitoring and evaluation**

The monitoring and evaluation of the effectiveness of the Academy's provision for vulnerable students are carried out in the following ways:

- Whole school Teaching and Learning Quality Assurance, including work sampling and the staff appraisal system.
- Student progress tracking using assessment data (whole-Academy processes).
- Ongoing assessment of progress against targets and expected outcomes.
- Informal feedback from all staff.
- Monitoring Support Plans or EHCP targets, evaluating the impact on students' progress.
- Student interviews when setting a new Support Plans (SP) or EHCPs
- Student attendance records.
- SEND information report.

### **3.5 Stage 2: Identification - Additional SEN support**

- Students will be identified as requiring additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the Academy, i.e. they have a special educational need as defined by the SEN Code of Practice 2014:
  - Students will not have made adequate progress even though they have had all the intervention/adjustments and good quality teaching
    - The teacher and SENDCO will consider all of the information gathered about the student's progress, alongside national data and expectations of progress.
    - Concerns are still raised by teachers and parents.
- Once a potential SEND has been identified, the graduated approach to meeting the student's needs is employed including:



- establishing a clear assessment of the student’s needs;
- planning with the student’s parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review;
- implementing the interventions, with support of the SENDCO;
- reviewing the effectiveness of the interventions and making any necessary revisions.
- Support Plans are used to plan, do, review and assess within The King’s Academy. They are written by the relevant teaching lead /coordinator
- The plans are:
  - a planning, teaching and reviewing tool which enables staff to focus on particular areas of development for students with special educational needs. They are seen as working document which can be constantly refined and amended;
  - used to record what is additional to or different from the differentiated curriculum plan which is in place as part of provision for all students;
  - accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”;
  - based on informed assessment and will include the input of outside agencies if appropriate;
  - monitored and evaluated regularly by the relevant teaching lead/ coordinator.
  - targets for an Support Plan will be set through:
    - discussion between class/subject teacher and the SEND Team;
    - discussion, wherever possible, with parents/carers and student;
    - discussion with another professional if appropriate.
- The King’s Academy Local Offer provides details of interventions and external agencies that are frequently accessed.
- Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

### 3.6 Exit Criteria for additional SEND support

When a student has made sufficient progress in their area of need that they no longer require any provision that is **different from or additional** to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents the student will be removed from the Academy’s SEND register.

### 3.7 Stage 3: Education Health and Care Plans

- Students with a an Education Health and Care Plan will have access to all arrangements for students on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- The Academy will comply with all local arrangements and procedures when applying for:
  - High Needs Matrix Funding
  - An Education Health and Care Plan
and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using the devolved budget at an earlier stage.
- The Academy’s review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with the local authority’s policy and guidance - particularly with regard to the timescales set out within the process.

## **4. Management of SEND within The King's Academy**

### **4.1 General**

The Principal and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Assistant Principal (SEND). They are responsible for reporting regularly to the Principal and the Governor with responsibility for SEND on the ongoing effectiveness of this policy.

### **4.2 Responsibilities of the Assistant Principal (SEND) involves:**

- Reporting to the Principal and SLT re: the progress of SEND students at The King's Academy.
- Co-ordinating the work of the VI Coordinator, DHI Coordinator & SEND Staffing, Lead Teacher for HLN, Assistant Vice Principal for mainstream SEND and LAC Strategy and the SEND Admissions and Finance Manager.
- Liaising with the Principal and Academy Business Manager to ensure appropriate levels of funding are obtained and built into the Academy Development Plan.
- Co-ordinating provision, managing support staff and specialist support staff.
- Ensuring effective and timely transition arrangements for students moving into and out of the Academy.
- Strategically supporting the quality of teaching, evaluating the quality of support and contributing to Academy improvement. Working with the T&L team to monitor and evaluate the quality of teaching, learning and standards of students' achievements and practice (including carrying out classroom observations, sampling of work, talking to students and parents about action taken and the outcomes), setting targets.
- Reviewing the progress of students within SEND support and, drawing together a whole Academy picture of the effectiveness of Academy practice.
- Collaborating with Heads of Department, Subject Leads and teachers and providing advice.
- Liaising with parents, together with the form tutor, class teacher and subject teachers.
- Building up a resource bank of practical strategies for the identification and assessment of students' short, medium and long term SEND as well as resources for providing appropriate work for students in the classroom.
- Working with external agencies and support staff to ensure Academy use any extra support in the most effective way.
- Managing the records on all students with SEND.
- Co-ordinating multi agency meetings and statutory Annual Reviews for students with a Statement of SEN or Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners.
- Evaluating the impact and effectiveness of all additional interventions for students with SEND.
- Following Local Authority guidance and procedures when it is considered that a student with significant and long term SEND may require significant support through statutory processes.
- Liaising with the Academy's SEND Governor, keeping them informed of current issues regarding provision for students with SEND.

### **4.3 Classroom and subject teachers**

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the Assistant Principal (SEND) and other specialist staff. Teachers will:

- focus on outcomes for every student and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENDCO.
- have high aspirations for every student setting clear progress targets;
- involve parents and the student in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

#### **4.4 Learning Support Assistants (LSAs)**

- LSAs are part of the whole Academy approach to SEND, working in partnership with the subject teacher and the relevant teaching lead/coordinator.
- LSAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSAs can be part of a package of support for the individual student but are never a substitute for the teacher's involvement with that student.
- Learning support Assistants aim to encourage independence and responsibility in the students they support in preparation for adulthood. Unless stated in a student's EHCP/statement as an essential requirement no student will receive 1:1 support at all times.

### **5. Supporting students and families**

The King's Academy aims to work in partnership with parents/carers in the assessment and support of students with special educational needs and or disability. The Academy:

- works effectively with all other agencies supporting students and their parents/carers;
- gives parent/carers opportunities to play an active and valued role in their child's education;
- makes parents/carers feel able to express their views;
- encourages parents to inform the Academy of any difficulties they perceive their child may be having or other needs their child may have which need addressing;
- focuses on the student's strengths as well as areas of additional need;
- allows parents/carers opportunities to discuss ways in which they and the Academy can help their child;
- involves parents/carers in the support plan process including creating targets and monitoring progress against these targets;
- keeps parents/carers informed and gives support during assessment and any related decision-making process;
- makes parents aware of the Middlesbrough Local Offer  
: <http://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>
- provides all information in an accessible way;
- produces a SEND information report that is published on the Academy website.

### **6. Admissions Arrangements**

All students with Statements of Special Educational Needs/Education Health Care (EHC) Plans will be accepted into King's Academy where it is established that the Academy is the most appropriate school to meet the child's needs. In line with the Equality Act 2010 the Academy will not discriminate against disabled students in respect of admissions for a reason related to their disability. The Academy will use best endeavours to provide effective educational provision. For further details about the admission procedure go to: <http://www.kingsacademy.org.uk/information/admissions/>

## 6.1 Admissions to the Higher Learning Needs Base (HLN)

Students aged 11 to 16 who require a place in The King's Academy Higher Learning Needs Base will be a resident in Middlesbrough and will and meet the following criteria:

- have a learning disability and/ learning difficulties.
- have developmental delay.
- be working at a level *significantly* below their peers.
- have, or be in the process of undergoing assessment for, an Education Health and Care Plan (EHCP).
- be classed as 'vulnerable' due to social and emotional immaturity
- have significant literacy and/numeracy difficulties.
- currently hold a place in a primary school learning Base\*

On receiving an application for the HLN Base, The Academy will work with the Local Authority through the Place Planning process to establish which provider will be most appropriate to meet the need of the child. In all cases the Academy must ensure the inclusion of a child is not "*incompatible with the efficient education of others.*" [Special Educational Needs and Disability Code of Practice 2014]. The number of available places are deliberately limited each year to ensure the efficient and effective use of our available resources.

*\*NB A place in a primary school Base does not guarantee a place in The King's Academy Higher Learning Needs Base. Parents/carers must make it clear on their application that they are seeking a HLN Base Placement and not assume that this will be done on their behalf by the primary school or Local Authority.*

## 6.2 Admissions to the Deaf and Hearing Impaired Resourced Provision

The DHI Resourced Provision at The King's Academy is a regional provision that exists to serve the four Local Authorities of Middlesbrough, Stockton, Redcar and Cleveland and Hartlepool.

Students aged 11 to 18 who require a place in The King's Academy's Resourced Provision for Deaf and Hearing Impaired will meet at least one of the following criteria:

- permanent hearing loss, ranging from mild to profound, which has a significant ongoing effect on speech, language, communication, social/emotional development and access to the curriculum.
- a speech disorder which results in the need for British Sign Language/ Sign Supported English.

DHI students will attend mainstream class lessons with subject specialists and be set according to their academic ability\*.

*\*NB. A student with hearing loss and an additional learning disability, difficulty or developmental delay should apply for a place within the DHI resourced provision in the first instance. Once notification of an application for a DHI placement has been received by The Academy from the LA, the DHI coordinator and Lead Teacher of Higher Learning Needs will look at all of the available evidence to determine if access to an alternative curriculum would best meet the needs of the student. The alternative curriculum would then be accessed through the Higher Learning Needs (HLN) Base. For more information about the HLN Base at The Academy please see the HLN specific guidance.*

### **6.3 Vision Impairment Resourced Provision.**

The VI Resourced Provision at The King's Academy is a regional provision that exists to serve the four Local Authorities of Middlesbrough, Stockton, Redcar and Cleveland and Hartlepool.

Students aged 11 to 18 who require a place in The King's Academy Resourced Provision for the Visually Impaired (VI) will meet the following criteria:

- be registered sight impaired or severely sight impaired.
- have a significant, long-term and adverse, visual "print disability", which impacts on their ability to access un-modified teaching resources and literature.
- be known to the local VI service and receive advice, support and tutoring from a peripatetic VI teacher.

### **6.3 Admissions of students with EHCP/Statements to the mainstream**

It is policy for The Academy to meet with the parents of any student with a statements or Education Health and Care Plan prior to their application so that parents can make a fully informed decision about the choice of secondary school for their child. Previously parents have confused the specialist Higher Learning Needs provision with mainstream SEND Support provision. It is therefore important that parents/carers are made fully aware of the difference between the support received by a student who has a place in our specialist base or resourced provision and a student in the mainstream.

## **7. Transition arrangements**

For all SEND students, the Academy ensures early and timely planning for transfer in line with the Middlesbrough Local Authority Place Planning.

- At the Middlesbrough Year 6 to 7 Place Planning meeting parental preference for secondary schools for SEND students are expressed.
- the appropriate teaching lead / coordinator will use the available evidence (EHCP/Support Plans/ Visits/Observations etc.) to decide if the Academy can meet the SEND needs of the student wishing to join the Academy.
- during the year in which students are due to change school, transition meetings and class transition days for all students are held and arrangements discussed. For students with SEND this may include additional familiarisation visits, additional parental visits or other reasonable adjustments in addition to normal arrangements for all students;
- when students are due to leave, they and their parents will be encouraged to consider all options for the next phase of education. The Academy will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable;
- transition needs of all students with Statements of SEND or an Education Health and Care Plan are discussed at their statutory Annual Reviews;
- the appropriate coordinator/ Lead Teacher or SENDCO may also attend any Annual Reviews for students with an Education Health and Care Plan in transition years, at their feeder school, if invited.

### **7.1 In year transfers of students with SEND into the Academy.**

During any admissions process, consideration must be given to the number of young people with special educational needs in any one year group in order to ensure that their inclusion is not *"incompatible with the efficient education of others."* (9.79 Special Educational Needs and Disability Code of Practice 2014) Before admitting a student into a year group the student's needs alongside the

existing needs within anyone year group will be taken into consideration. This is done with the best educational interests of all involved so that the admission of a student does not have a negative impact on the efficient and effective use of resources for others.

## **8. Access arrangements**

- Access arrangements allow students with special educational needs, learning difficulties, disabilities or temporary injuries to access an assessment. Students are able to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind many access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. In this way, the Academy will comply with the duty of the Equality Act 2010 to make reasonable adjustments.
- The King's Academy aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any learning, medical or psychological difficulty they may experience. The Academy will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ guidelines 1 September 2019).
- Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working'; for example, the use of a word processor can be used by a student if this truly represents a student's normal day to day method of working. The provision is put in place to address an underlying difficulty such as speed of handwriting, medical condition, physical disability, sensory impairment, planning and organisational difficulties or poor legibility.
- The decision to apply for access arrangements is the Academy's based on evidence of a history of need, history of provision and a specialist teacher access arrangements report.

## **9. Supporting students with medical conditions**

- The King's Academy recognises that students with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some students with medical conditions may be disabled and, where this is the case, the Academy will comply with its duties under the Equality Act 2010.
- Some students may also have special educational needs and may have a Statement or Education, Health and Care plan (EHC) which brings together health and social care needs alongside the special educational provision, and the SEND Code of Practice (2014) is followed.
- Where students have particular conditions, such as epilepsy or diabetes, an Individual Health Care plan is completed with clear guidelines. Extra support is provided for these students to ensure their needs are fully addressed.

## **10. Supporting students with Social Emotional and or Mental Health issues.**

- Links with parents and home are very important when dealing with SEMH issues of students at The Academy. In the first instance the Academy will encourage parents to take their child to the GP.
- The Academy works with Child and Adolescent Mental Health Service CAMHS. There are also links with Deaf CAMHS and LD CAMHS.
- In addition to a strong pastoral system the Academy Support for SEMH within school includes referrals to ELSAs (Emotional Literacy Support Assistants) to receive targeted intervention. We also commission Chameleon Connection to provide counselling and psychotherapy sessions to a limited number of students who require a higher level of support (referred by the Pastoral and SEND team) Additional counselling provision is also available to students in The

Sixth Form. Referrals are made through the student's Head of Year in close liaison with parents/carers.

## **11. Training and resources**

### **11.1 Allocation of resources**

- Resources are allocated to support students with identified needs as described previously.
- Each year the Academy maps its provision to show how the Academy allocates human resources to each year group or specific subjects; this is reviewed regularly and can change during the academic year, responding to the changing needs within classes and sets.
- This support may take the form of differentiated work in class, support from an LSA in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the student are purchased as required.

### **11.2 Continuing Professional Development (CPD) for Special Educational Needs**

- All teaching staff within The King's engage in regular sessions with 'Quality First Teaching' as the focus.
- The teaching Leads of Mainstream SEND, the HLN Base and the DHI and VI Coordinators provide CPD to teaching staff to offer practical guidance in how best to support students with SEND.
- The progress of all students, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual student needs as necessary.
- Learning Support Assistants are engaged in an ongoing training as appropriate.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in specific areas such as Autism.
- Peer support and guidance is available daily for all staff within the Academy. Some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

## **12. Accessibility**

The King's Academy is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the Academy has a lift and disabled toilet facilities situated on each floor. The King's Academy's accessibility plan detailing how this is being developed can be accessed from the Academy website.

## **13. Storing and managing information**

Student SEND records will be kept in accordance with the Department for Education guidance contained in "Statutory Policies for schools" (February 2014): ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf))

Information is stored securely electronically using the CPOMS system and through the SEND Register.

## **14. Complaints**

The Academy has the best interest of the students at heart and want to work with parents to resolve issues as they arise. If there are any complaints relating to the provision or organisation of SEND, these will be dealt with in the first instance by the class/subject teacher and SENDCO and then, if unresolved, by the Principal. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the Academy's complaints procedure (see separate Complaints Policy).

## **15. Links with Other Specialist Services**

The King's Academy has links with other services including:

Health:

- James Cook Audiology department
- Speech and Language therapy
- Physiotherapy
- Occupational Therapy
- School Health Service
- Hospital Teaching
- Rosewood Centre
- CAMHS
- LDCAMHS
- Chameleon Connection Psychological Services

Education:

- Hearing Impaired Specialists
- Visual Impaired Specialists
- Educational Psychologist through the relevant local authority
- Local Authority Inclusion Teams

Employability and Skills Services

For further information about the services available within Middlesbrough please see Middlesbrough Local Offer:

<http://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>