



	Name of School	Koru Independent AP Academy
	Policy review Date	SEPTEMBER 2022
	Date of next Review	August 2023
	Who reviewed this policy?	Shona Anderson
	SEND Coordinator	Ben Jacovou
	Date approved by Governing body	November 2022
	Name of Designated Safeguarding Lead	Shona Anderson

SEND POLICY & Information Report

Aims and Objectives

Our SEND policy aims to:

- Explain the roles and responsibilities of everyone involved in providing for students with SEND.
- Set out how KORU will support and make provision for students with special educational needs and disabilities.

Our objectives are:

- To ensure early identification of students with SEND.
- To achieve the best possible outcomes for students with SEND and disabilities.
- To create a personalised provision for students with SEND.
- To monitor student progress to maintain and develop the right provision for individual students.
- To ensure the students have access to a balanced and broad curriculum that is differentiated according to need.
- To ensure that all our teachers trained and have the skills to teach all students with SEND.
- To work with parents/carers to ensure that they are fully involved with their child's education.

Definition

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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.

Legislation and Guidance

The policy 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 (this sets out schools' responsibilities for students with SEN and disabilities).

Roles and Responsibilities

The people with responsibility for SEND at Koru are the Head teacher and Ben Jacovou.

Their roles are:

- have day-to-day responsibility for the operation of this policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEN up to date

Governors

Have ultimate responsibility for ensuring that all policies and procedures in relation to SEND are in place and implemented appropriately and with due regard to the needs of each pupil.

The headteacher has overall responsibility for the provision and progress of pupils with SEND.

SEND Information

This report provides an information about how we work with and support children with SEND. It is updated on an annual basis.

SEND Provision

We currently provide additional and/or different provision for a range of needs, including:

- communication and interaction difficulties;
- cognition and learning difficulties;
- social, emotional and mental health difficulties;
- and sensory and/or physical needs.

Identifying students with SEND and assessing needs:

- On entry to KORU, all students are assessed to identify strengths and needs. Parents/carers are involved in these discussions at the induction meeting
- Information is sought from the student's previous school, where appropriate we will work with the school's SENDO and/or Educational Psychologist.
- We will liaise with other agencies as needed, and refer to other services for further assessment following discussion with parents, e.g. speech and language therapy, educational psychology
- All students arriving at the academy previously having an Education, Health and Care Plan (EHCP) will retain their status
- Where a student does not make expected levels of progress, or if additional information comes to light, then we review the level of support, and this may include moving the pupil to SEND support or applying for an EHCP

Consulting and involving pupils and parents

Parents/carers are encouraged to be partners in the learning process for their children – this will be done on an ongoing basis, at the point of referral into the school, at parent meetings, and through reports and, in the case of pupils with a statement or EHCP, through the Annual Review process.

Meeting students' individual needs and assessing and reviewing progress

We follow the graduated approach and four-part cycle of **assess, plan, do, review** set out in the SEND Code of Practise when supporting pupils with SEND.

- Students with identified SEND are taught in main classes, with differentiated work.
- Small, targeted intervention groups may be run by teachers or another professional using additional equipment and resources if required
- Specialist resources will be identified to support learning and emotional needs
- Within KORU's offer, there will be appropriate personalised planning/differentiation for pupils with SEND and teaching will be responsive to different learning styles to allow for meaningful and effective learning and inclusion for all
- Each student's individual targets for learning and behaviour will be jointly agreed by parents/carers, students and staff to inform student records and shared with all appropriate adults and regularly reviewed and amended at student progress meetings.
- Advice from other professionals and agencies will be used to enhance access to the curriculum
- We will include the student's views at all stages of the process

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

No student is ever excluded from taking part in these activities because of their SEND or disability, and all students are encouraged to participate in academy activities and expeditions.

Admissions are managed through Havering Admissions and Inclusion Team and Havering SEND Team and we have agreed criteria for the basis on which a student is admitted to KORU. We work with the local authority and, if the student is dual registered, the mainstream school to endeavour that any child with SEND has access to the relevant support within the academy and on transition out.

Within the academy we have a programme of PSHE training which includes education about equalities and treating others fairly and with dignity.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All students have a mentor who meets with them on a daily basis
- Timely dissemination of information to all appropriate staff
- Mentoring / counselling / therapeutic interventions from specialists
- Staff de-briefs around behaviours and provision, this is solution focused

We have zero tolerance towards bullying as outlined in our Anti Bullying Policy.

Exams Access Arrangements

The Headteacher will liaise with the Exams Officer to put support arrangements in place where appropriate to support students in their access to internal and external examinations. This falls in line with JCQ regulation and must be evidenced accordingly. The exam arrangements must support a student's normal way of working. We advise that pupils are assessed for Specific Learning Difficulty such as Dyslexia by a certified Educational Psychologist known to the school within 24 months of sitting their GCSEs in order to fulfil the criteria to receive such arrangements as 25% extra time or access to a word processor.

Staff Training

The school places great value on staff being kept fully informed of recent and applicable teaching practice for disabilities, specific learning difficulties and emotional behavioural difficulties and insets are held regularly. At the beginning of the academic year, staff are briefed by the Deputy Head Teacher on 'Specific Learning Difficulties & Disabilities' and on the School's SEND Policy.

Concerns and Complaints

It is hoped that any difficulty can be sensitively and efficiently handled at an early stage. However, if parents do not believe that their concerns have been dealt with to their satisfaction the Complaints Procedure, which is available on the School website, explains how to pursue the matter further. In the case of complaints, the department will endeavour to give a prompt response and conduct a case review with the relevant teachers.

Subsequently, the students themselves with special needs will be listened to proactively and their views on what sort of assistance they would like to help them make the most of their education will be taken into account.

The SEND 0 – 25 years Code of Practice, (Department of Education, 2015)

Children and Families Act, 2014

The Equality Act 2010

The Disability Discrimination Act 1995

The Children Act 2004 (confirming Every Child Matters) The Education Act 2002

The Special Educational Needs and Disability Act 2001

The Human Rights Act 1998

The Education Act 1996