



# Special Educational Needs and Disabilities (SEND) Policy

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## **SEND Policy – Kickstart Academy**

### **Introduction**

Kickstart Academy is a Key Stage 4 Secondary School (PRU) based at Tan Bank. We provide learning programmes for 48 pupils who are referred from within the Telford and Wrekin area.

This referral takes place through the well-established **Fair Access Process (FAP)**, due to behaviour concerns or being at risk of permanent exclusion or those that are permanently excluded from school.

We pride ourselves in supporting learners with a wide range of difficulties, with the intention of them returning to mainstream education. Where this is not viable, students remain with ourselves and we look to achieve the best possible outcomes for our young people.

Our ethos at Kickstart Academy is for students to learn and develop as a young people in the most positive way possible. We pride ourselves on giving students the opportunity to better themselves, please see the curriculum statement on our website.

### **Purpose of Policy**

The **Special Educational Needs and Disability Code of Practice: 0-25 years (June 2014)** provides guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It relates to children and young people with special educational needs and disabled children and young people (SEND).

This policy sets out the requirements of the **Code of Practice** in relation to students with SEND attending Kickstart Academy.

### **Legislation and guidance**

This policy complies with the statutory requirement laid out in the **SEND code of Practice 0-25**. It was developed through consultation with Telford College, the Learning Community Trust, students, staff, governors, parents and carers.

### **Contact Details**

**Miss Lewis** is the school's SENCO and is responsible for the provision we make for children and young people with SEN.

Contact details for Miss Lewis are as follows:

Telephone: 01952 642402 Email: [alison.lewis@telfordcollege.ac.uk](mailto:alison.lewis@telfordcollege.ac.uk)

This policy has been developed in line with **DfE guidance on the Equality Act 2010**; the **SEND Code of Practice 0-25 (June 2014)**, the **Schools SEND Information Report Regulations (2014)** and also the **Ofsted inspection framework 2014**, which places a strong

focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

### **Links to other policies and documentation**

In relation to SEND our equality, diversity and inclusion plan details how we aim to promote disability equality in our ethos, curriculum content and learning materials to represent the diversity within society.

The key areas addressed in our accessibility plan explore how we intend to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits and services provided
- Improve the availability of accessible information to students with disabilities

Full details of our **Equality, Diversity and Inclusion Policy** and our **Accessibility Plan** can be found on our school website clicking on the following link:

<https://www.telfordcollege.ac.uk/kickstart-academy-pru/>

Paper based copies of this documentation are available from our school administrator via email or telephone.

Telephone: 01952 642402 Email: [terri.evans@telfordcollege.ac.uk](mailto:terri.evans@telfordcollege.ac.uk)

### **Aims**

Kickstart Academy is committed to providing a safe, caring and stimulating environment for all pupils. This allows our young people to re-engage with learning and either return to mainstream schooling or be successful whilst remaining with ourselves. During this time, the learning needs of each individual student are accurately assessed to support personalisation of learning.

Our main aims as an Academy are:

- To keep our students safe
- To provide a high quality of education
- Help our students to personally develop
- Improve outcomes for our young people
- Inspire and motivate our students to become energetic, self-reflective and successful learners.
- Have high expectations for our students and instil in them the confidence to challenge themselves.

- Ensure that our students can make lifelong confident and positive contributions by enhancing both academic and personal development.
- Provide a safe and secure learning environment and establish genuine partnerships with parents.

Our ethos at Kickstart Academy is one of “Always Learning”

- Students are learning at Kickstart Academy.
- Our planning and marking ensure that every lesson builds on the learning of the last
- Reflects our aspirations that what our students learn at Kickstart Academy will build the foundations for the future.
- Reflects our commitment for self-improvement.
- Acknowledging that it is essential that students play their part in their learning by being openly reflective and evaluative.
- Mistakes are fine if learning follows.
- It is accessible as an expression to all of our students.
- It is easily woven into our day to day dialogue with students.
- It reflects our purpose at Kickstart Academy– learning is what we aim to do the best.
- We can always get better at what we do through perseverance, resilience and determination.
- It is aspirational –there is always something more you can learn.
- Great learners can make a great contribution.
- Learning is everything –it’s not just about being good at academic things.
- Students increasingly need to be adaptable to a fast changing world.

## **Identifying Special Educational Needs**

There are four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

### **Communication and interaction**

Children and young people 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 child 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.

Children and young people 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 children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), 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 difficulties**

Children and young people 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

## **Sensory and/or physical needs**

Some children and young people 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 children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

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

## **How is SEND Identified?**

Assessing how well a young person's special educational needs are being met, whether those needs have changed or are likely to change and what needs to happen next is an ongoing process and this takes place in consultation with the young person, parents and carers, teachers and other relevant agencies who are involved. We build a profile of a young person through:

- Baseline testing conducted within week of a young person attending Kickstart and during the two weeks of each new academic year and at the start of every term
- Risk assessment using referral information and professional observation
- Academic tracking based upon subject teacher assessment every half term
- Engagement tracking to monitor attendance and behaviour weekly
- Written progress reports from teachers on a termly basis
- On-going professional observation, daily briefings, team meetings, feedback from parents/carers

### **How is it measured?**

- A closing of the attainment gap between the young person and their peers
- Prevention of the attainment gap growing wider
- Matching or bettering the young person's previous rate of progress and taking into account their difficulties
- Progress that ensures access to a relevant curriculum
- Progress that demonstrates an improvement in self-help, social and personal skills
- Progress that demonstrates improvement in confidence, self-esteem and behaviour
- Engagement in school life and learning evidenced primarily by attendance and behaviour tracking

### **Statutory Assessment**

Where a young person is viewed to require more formalised support through an Education Health Care Plan (EHP) Kickstart will work alongside other relevant agencies and will initiate statutory assessment and/or co-ordinate the review process for the plan. If a young person is on a short turn-around placement we will contribute to the process of statutory assessment with the feeder school and follow national guidance:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

### **Graduated Response (SEND support in education provision)**

High quality teaching with differentiation and personalised support is on offer to all our students at Kickstart Academy. Where SEN concerns are identified we follow the graduated approach. To enable this to be effective we follow a four point cycle of response to ensure adequate progression for our students.

1. **Assess Needs:** Teacher and internal assessment/experiences/knowledge of the student, screening, specialist assessments, curriculum attainment with comparison to peers and national data, behaviour records, parental/caregiver and student's views and experiences and external advice from support services where appropriate.
2. **Plan:** Student and parents/caregivers are involved in deciding the evidence-based intervention(s) and support, and implement any reasonable adjustments for students with disabilities with a review date agreed and recorded.

3. **Do:** Teachers are responsible for leading, planning and assessing the impact of the interventions. The SENCO will provide support and guidance on further assessments where appropriate.
4. **Review:** An evaluation to determine if the support has been effective and to review the impact on the agreed outcomes. The student and parent/caregivers feed back into this cycle to decide if further assessments are needed and to modify outcomes or to remove the student from SEN support.

### **Quality First Teaching (QFT)**

This means that we will strive to offer high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress. The teacher and teaching assistants will always have the highest possible expectations for your child and all pupils in their class.

Key documents to enable all teaching staff to achieve these expectations include:

- Individual Learning Plans (ILP)
- Behaviour Support Plans (BSP)
- Exam Access Arrangements
- Subject Progress Trackers
- Education Care and Health Plans (where appropriate)
- Referral data from previous school
- Lesson plans and schemes of work to reflect differentiation and high expectations

### **Specialist Services available at Kickstart Academy**

All of our staff are experienced SEN practitioners and you will also have access to the school SENCO, pastoral support team and head teacher.

Additional Local Support services which students can access through a variety of referral routes include:

- Bee U
- School Nurse
- Educational Welfare Officer
- Educational Psychology Service
- School Counsellor
- Speech Therapy Team
- Hearing Impairment Team
- Visual Impairment Team
- Substance Misuse Treatment and Recovery Service
- CLIMB – for young people at risk of Exploitation

## Support for transition into Post 16 Provision

- Careers education and impartial careers advice and guidance form an integral part of our curriculum offer which includes information about post 16 options.
- Meetings are arranged with our local careers service, Future Focus, and ongoing 1:1 support is offered. We are supported by Future Focus and students have access to a specialist personal advisor to support them through transition.
- Transition meetings are arranged and relevant information is shared with support staff at the college or training provider.
- External speakers and visits are arranged regularly to inform students of career options.
- Work experience is arranged where appropriate to enable students to access real workplace experiences.
- We measure all of our transition and careers outcomes using **The SEND Gatsby Toolkit**.  
[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051\\_send\\_gatsby\\_toolkit\\_updated.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_send_gatsby_toolkit_updated.pdf)

Additional support and guidance for transition into post 16 provision, links to other support agencies including Future Focus and the Telford and Wrekin Councils Local send offer for your child can be found by following this link

[https://www.telford.gov.uk/info/20027/special\\_educational\\_needs\\_and\\_disability\\_send](https://www.telford.gov.uk/info/20027/special_educational_needs_and_disability_send)

## Support for Gifted and Talented Pupils

With regard to Gifted and Talented Students we work according to the following principles:

1. Provision for Gifted and Talented students is a whole school issue.
2. Inclusion means recognising the rights of able and talented students.
3. Differentiation through Quality First Teaching is the primary route in supporting students who learn faster, providing those students with greater depth and breadth as well as challenge.
4. Where possible, taking into consideration school readiness, students should be supported to access a broader curriculum via a mainstream or alternative setting in order to fulfil particular interests and talents which cannot be met through our internal curriculum.

## Support and Procedures for reviewing needs with Students, Parents and Caregivers

Regular student, teacher and parent meetings and reviews are scheduled to review and monitor individual learning and behavioural needs. These can be formal and informal. Every student will have access to a personal tutor who is often the first point of contact. We also offer parents/caregivers opportunities to engage with us through our **Parent Power** facilitator Miss Roy, [marie.roy@telfordcollege.ac.uk](mailto:marie.roy@telfordcollege.ac.uk). Miss Roy can provide you with links to additional support available, literature and advice and put you in contact with other agencies, groups and caregivers where appropriate

We operate an ongoing needs review policy – parents/caregivers and students do not have to wait for scheduled opportunities if they have any concerns. Please make contact with your



child's Personal Tutor, our Pastoral Support Team or our Head Teacher Mr Cash – [tom.cash@telfordcollege.ac.uk](mailto:tom.cash@telfordcollege.ac.uk)

We also offer opportunities for students to review provision through our **Student Council**.

### **Procedures for the annual review for students with an EHCP**

Although Kickstart Academy is not a designated specialist provision for students with an Education Health Care Plan, we do make provision on a short to medium term basis for students with special educational needs and disabilities at this level.

Where a student is viewed to require more formalised support through an **ECHP** we will seek to initiate the statutory assessment and will contribute to the assessment process.

If a student remains within our provision for longer term we will facilitate the annual review process for students who have an **ECHP**.

All students who have an **ECHP** will be supported by any bespoke funding which accompanies their plan in order to facilitate access to the full curriculum at all times which will ultimately enable them to maximise their full potential.

### **Exit from the SEND Register**

This will be a process undertaken with the student, Parents/caregivers, the school and any other agencies involved. Procedures and guidance for this can be found on the **Telford and Wrekin SEND local Offer** web page.

This is a consultative process and will never be undertaken without parental/caregiver and student consent.

### **Monitoring and Evaluation of this Policy**

The success of this policy and its implementation will be evaluated using the following indicators;

- Recorded views of students and parents/caregivers at review meetings etc.
- Measurable gains in the student's performance, particularly in terms of standardised tests (achievement and social-emotional competences) and GCSE and other qualification results.
- Ongoing feedback from professionals within Kickstart Academy and from outside agencies involved with the students.

## Policy review – amendment record

Review date	Amendment(s) made	Review carried out by
Dec 2021	Updated contact details for administrator following staffing change	T.Cash