

# **Dixons Kings Academy**

## **Policy Documentation**

### **Policy: Individual Needs**

**Responsibility for Review:**

**Head of SEND / SENDCo**

**Date of Last Review: Sept 2019**

# Individual Needs

## Principles

The Academy believes that the entitlement to a broad, balanced, relevant and differentiated curriculum is a *right* for all and should not be constrained by age, gender, creed, race, physical disability, special education needs or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment.

Equality of opportunity, thoughtful and effective assessment and testing, parental involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision, for all students.

The Academy is committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will already have the ability to meet them.

## Aims

- ☐ To ensure that every child has an equal opportunity to participate in all aspects of academy life, irrespective of race, gender or special need.
- ☐ To provide equal access, plan for and provide a curriculum which is accessible to all the needs of the students.
- ☐ To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- ☐ To establish good home school communication.
- ☐ To involve the student wherever possible in the planning and target setting of his / her programme of work.
- ☐ To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- ☐ To review needs and provision termly for budgeting, planning and resourcing for SEND.
- ☐ To identify as early as possible those students with SEND and the nature of their needs.
- ☐ To decide if specialist advice is required from outside agencies and make appropriate referrals.
- ☐ To ensure that support is distributed by the SENDCo according to student need and in accordance with the SEND Code of Practice 2015.

## Whole School Commitment

Meeting the individual needs of students is the responsibility of all staff in the Academy.

- ☐ Staff development and training must be at the heart of effective provision for individual needs.
- ☐ All staff will accept personal responsibility for the education of exceptional learners and this should be reflected in the professional development of all staff.

- ☐ We will put in place collaborative teaching and co-operative action-research and evaluation, vital for the development of effective provision which is in harmony with legislative requirements and progressive educational ideas.

The belief that is expressed in Circular 5 of the Education Act 1988 underpins the Individual Needs departmental philosophy:

Participation in the National Curriculum by students with special educational needs is most likely to be achieved by encouraging good practice for all students. Special educational needs are not just a reflection of students' inherent difficulties; they are often related to factors within schools, which can prevent or exacerbate some problems. For example: schools that successfully meet the demands of a diverse range of Individual Needs through agreed policies on teaching and learning approaches are invariably effective in meeting special educational needs.

The Academy believes in the principle that each student should have a broad and balanced curriculum and that it is not enough for the curriculum to be on offer; it must be fully accessed by each individual student.

## **Practice**

- ☐ Identifying individual educational needs of all students in every area of the curriculum, including personal needs.
- ☐ Assessing the exact nature of the individual need in order to guide future educational provision.
- ☐ Making provision consistent with meeting those individual educational needs: this provision will take a variety of forms including:
  - ☐ teaching styles which promote full inclusion in all classrooms
  - ☐ administrative systems which promote inclusion
  - ☐ curriculum support
  - ☐ individual support
  - ☐ student grouping
  - ☐ flexible learning programmes
  - ☐ counselling
- ☐ Monitoring and recording individual progress and the strategies and interventions used to achieve that progress.
- ☐ Evaluating and reviewing individual progress and the strategies used to achieve that progress.
- ☐ Using results to guide further educational provision.
- ☐ Provide meaningful information for staff, students and other organisations on student progress.
- ☐ Disseminating of information within the academy and within other educational establishments where appropriate.

## ***Vulnerable students***

The Inclusion Department recognises the importance of their role in listening to all students who are vulnerable for whatever reason. The staff recognise that some children's vulnerability may make them more at risk from abuse. As such, SEND plays a vital role in ensuring all students feel that they are listened to and that their concerns are taken seriously (see Safeguarding and Child Protection).

### ***Actions taken by the school***

The SENDCo is consulted about any student for whom the class teacher has concerns. An academy record of students with SEND is maintained and updated termly by the SENDCo.

Parents are informed of any action, which the academy proposes to take. The class teacher has overall responsibility and will:

- ☐ Have already provided differentiated work and made use of any in class support from a learning support assistant (LSA)
- ☐ Have gathered information about the student, and made an initial assessment of the student's needs in consultation with the SENDCo
- ☐ Provide increased differentiation of class work exploring ways in which increased support might meet the individual needs of the student
- ☐ Monitor and review the student's progress

The SENDCo takes the lead in co-ordinating the student's special educational provision, consulting the class teacher, who remains responsible for working with the student in the classroom.

### **SEN Support (K)**

The trigger for SEN Support (K) is:

- ☐ A decision made following testing, assessment or parental concerns that shows that current differentiation of class work is not sufficient to ensure adequate progress
- ☐ A decision by the SENDCo following discussions between class teachers and parents indicate that intensive early intervention is necessary

The SENDCo in consultation with the class teacher and/or Principal will:

- Review all the available information and collect any additional information from any other appropriate agencies
- Decide whether to seek further advice and/or support the class teacher to draw up a student profile(SP) including specific targets.
- Collect any additional information from any other appropriate agencies
- Consult parents and obtain their permission to submit a referral form for any multi agency involvement (eg CAMHS, Educational Psychologist, Art Therapist, etc)
- Make arrangements for monitoring progress and set a review date with parents/carers and the student.

### ***Education and Health Care Plan (EHCP)***

In some cases the conclusion may be reached that, having taken action at school to meet the learning needs of the student, those needs remain substantial and cannot be effectively met within the resources normally available to school. The academy may therefore draw the student to the attention of the Local Education Authority (LEA) with a view to a formal assessment under the 1993 Education Act.

The academy will be required to state clearly the reason for the referral and submit the following information:

- ☐ Recorded views of parents and where possible the student, on the earlier stages of assessment, action and support to date.
- ☐ Any relevant medical information.
- ☐ Where appropriate, evidence relating to Social Services involvement.
- ☐ SEN Support student profiles.
- ☐ Review of each student profile indicating decisions made as a result of progress towards targets.

☒ Evidence of involvement of outside specialists.

Once the formal assessment is completed, an EHCP may or may not be issued.

### ***Students with English as an additional language***

At Dixons Kings Academy, we believe that all newly- or recently-arrived bilingual learners have a right of access to the full curriculum, and that provision for newly arrived EAL learners should not be separate but should be integrated into all subject areas.

Learners of EAL make the best progress within a whole-school context where students are educated with their peers. Provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills, undertaken by an EAL specialist. Students learning EAL are generally taught in the mainstream class alongside their peers, with time set aside on a bespoke level for differentiated support for language acquisition. Newly arrived pupils are usually given additional help in learning English by a specialist teacher for more time within the school day. Classroom teachers have responsibility for ensuring that pupils can participate in lessons. Where appropriate, we will also set up small group withdrawal classes to provide more focused support.

A Language Support Plan will be drawn up to include additional support where appropriate and tailored teaching strategies. This will be made available to all staff. The plan's purpose will be to enable the student to access as far as possible each subject in a way appropriate to their level of ability so that they can realise their full potential.

### ***Students with low levels of literacy and/or numeracy***

Students with particular literacy or numeracy needs must be recognised, monitored and supported if they are to reach their full potential. The academy recognises that it needs to provide various intervention packages to meet individuals' needs where gaps in learning exist which hinder student progress. The following interventions will be delivered:

#### **Reading intervention**

Identified students in Year 7 and Year 8 will be allocated a minimum of 1-3 hours of Phonic Books/Lexia/Reading Plus intervention during the school week. Students will be engaged in progressing through the 5 Lexia Levels using the on-line software and working with the Literacy and Numeracy Champion either during one-to-one or small group sessions to ensure that gaps in English skills are bridged. The software helps students to improve their reading and writing skills by focusing on different skill areas such as spelling patterns and origins of words. The impact of this intervention will be measured through the Lexia Level assessments; overall English levels awarded by the student's English teacher each Cycle throughout the academic year; and chronological reading age assessment tests, which will be administered during each cycle.

Identification for the Lexia intervention process will:

1. Involve students who have gained a level 3 or below in their English KS2 examinations
2. Involve students with a significantly low chronological reading age, assessed through the Hodder Access Reading Test)
3. Allow teachers to recommend students based on subject specific assessment data

#### **Small group literacy intervention lessons**

Identified students in Year 7 and 8 will receive two extra English lessons per week. These sessions will be taught in small groups and will focus on a range of reading and writing skills as deemed appropriate by the Intervention and English teachers of the students. Students will be assessed at the start and end of the intervention period to identify gaps and measure impact of the intervention lessons. The sessions may link

to the students' English lessons or may stand alone from them. The intervention period may vary from student to student depending on need.

Identification for the Small Group Literacy intervention process will:

1. Involve Year 7 students who are below their KS2 examination Level during Cycle 1 English analysis
2. Involve students, particularly Pupil Premium students, who are working below a 4b in English
3. Involve students with a significantly low chronological reading age
4. Allow teachers to recommend students based on subject specific assessment data

### **Small group numeracy intervention lessons**

Identified students in Year 7 and 8 will receive two extra Maths lessons per week. These sessions will be taught in small groups and will focus on a range of Mathematical skills as deemed appropriate by the Intervention and Maths teachers of the students. Students will be assessed at the start and end of the intervention period to identify gaps and measure impact of the intervention lessons. The sessions may link to the students' Maths lessons or may stand alone from them. The intervention period may vary from student to student depending on need.

Identification for the Small Group Numeracy intervention process will:

1. Involve Year 7 students who are below their KS2 examination Level during Cycle 1 Maths analysis
1. Involve Year 7 students who are below their KS2 examination Level during Cycle 1 Maths analysis
2. Involve students, particularly Pupil Premium students, who are working below a 4b in Maths
3. Allow teachers to recommend students based on subject specific assessment data

### **Responsibilities**

- ☐ The SENDCo will work with the Senior Leadership Team and Heads of Faculty to ensure that all students who require the different interventions named above are identified. The SENDCo will co-ordinate the intervention and ensure that all staff are clear about their roles and responsibilities. They will ensure that the progress of students and impact of the intervention packages are carefully monitored and reported to the Senior Leadership Team and Heads of Faculty. The SENDCo will liaise with parents regarding supporting students at home and keeping them up-to-date with the provision within the Academy.
- ☐ The intervention teachers will need to prepare resources and plan and adapt lessons where needed. In addition, they will need to carry out assessments as required and record and report results. They must also liaise with the SENDCo and necessary teachers to provide regular updates about student progress to help accelerate progress.
- ☐ Heads of Faculty will ensure that subject teachers in their areas are assessing students' work appropriately to help with the intervention identification process and will aid the identification process, using their specialist subject knowledge.
- ☐ Classroom teachers will liaise with the SENDCo and Intervention teachers to ensure that information about student progress and student needs are communicated and acted upon appropriately, whether this action is to be carried out in subject lessons, intervention lessons or both.