

KING DAVID ACADEMY



IB DIPLOMA PROGRAMME ACCESSIBILITY AND INCLUSION POLICY

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Introduction

At King David Academy, we understand that we have to provide access to appropriate education for all children. Their education must meet their needs, promote high standards, and allow them to fulfil their potential. All children and young people should be enabled to achieve their best, become confident individuals, and be prepared for adulthood. Most children will have these opportunities through the quality first teaching of everyday practice. However, some children and young people need additional or adapted provisions which is beyond the differentiated and personalized, quality-first teaching that meets the needs of the majority of pupils. The King David Access and Inclusion policy explains how we plan to meet children's needs.

Our guiding principle is one of early intervention and inclusion. We wish to identify and break down any barriers to learning experienced by our pupils, as early as possible. These may relate to the broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and/or physical needs

Some pupils have difficulty accessing the curriculum because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are addressed in our language policy.

Objectives in making provision for learners with Special Education Needs

- To value all the pupils in our school equally.
- To ensure that all our pupils have equal access to a broad and balanced curriculum that is differentiated to meet individual needs and abilities. This will be achieved through creating a positive learning environment reflected in practice, management, and allocation of resources.
- To support all teachers and members of staff in their work, by identifying and meeting the needs of pupils with SEND. In this, they can draw on the resources of the whole school.
- To monitor the progress of all pupils so that pupils with SEND are identified as early as possible and that necessary and available support is provided.
- To offer high-quality support to ensure that all needs are met.
- To maximize the opportunities for pupils with SEND to join in all the activities of the school.

- To ensure all pupils experience success.
- To ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- To seek the views of the pupil and take them into account.
- To acknowledge and draw on parent knowledge and expertise about their child.

This policy aims to achieve these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is part of the continuous cycle of assessment, plan, do, and review.

Roles and Responsibilities

Governing Body

The school governors have a specific responsibility to ensure that necessary provision is made for any pupil who has SEND. King David Academy board of Directors is represented by the Head of the Centre who is also a board member.

The principal

The principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The principal keeps the governing body fully informed and works closely with the school's SEND co-coordinator and Head of Centre.

The School Staff

All teachers are teachers of children with SEND and adapt the curriculum to meet their needs. All members of staff are involved and responsible for the development and delivery of the school's SEND policy and are aware of the procedures for identifying, assessing, and making provision for pupils with SEND.

The Special Educational Needs Co-ordinator

The Special Educational Needs and Disabilities Co-ordinator has responsibility for the operation of the school's policy for SEND. These responsibilities include:

- Co-ordinating provision for pupils with SEND.
- Liaising with, supporting, and advising teaching staff.
- Managing teaching assistants.
- Liaising with parents of pupils with special educational needs.
- Liaising with the Secondary school SENDCOs, educational psychologists, school nurses, speech and language therapists, and other health professionals

Admissions and Inclusions

The school has an admissions policy. Pupils with SEND are admitted to the school subject to this criteria.

Special facilities

The school believes in the inclusion of all pupils including those identified as having SEND. The design of the school ensures access to the school building and classrooms is as easy as possible. There are two toilets with wheelchair access. The playgrounds and outdoor learning environments are planned to suit the needs of pupils with SEND.

Allocation of resources

The school plans and provides for pupils with SEND from their main budget. The allocation of resources is based on an annual audit of **needs** carried out during the first term. At present the school spends this money on:

- Learning support/Teaching assistant time.
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively.

Identification and assessment of pupils with SEND

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher is responsible for differentiating work for all the learners	The teacher plans for the activities to be given to the learners at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and discussion with parents, a learner is not making adequate progress, placing the child on the SEND register at School Support is considered. The teacher responsible for the child informs the SENDCo.

<p>SEN Support</p>	<p>The learner is placed on the SEND register at SEN Support. Appropriate interventions are identified and parents are informed.</p> <p>Both interventions are to be considered depending on the case of the students.</p> <p>Where a student can settle down and concentrate in class, push-in intervention is applied and a support teacher can join the learner in class to offer more support to the subject teacher and the learner.</p> <p>Pull-out interventions are applied where learners with SEN are destructive and normal classes cannot take place. A learner receives learning support in a separate setting.</p> <p>The SENDCo may request advice from an external agency. Additional guidance is given and is agreed upon with parents. The teacher involved delivers the plan of action.</p>	<p>Additional and/or different activities/ resources are used to meet the needs of the learners.e.g Use modified assessments where we simplify the language in exam questions and offer multiple formats like oral, written, or visual. Where needed we break down tasks into manageable and smaller steps.</p> <p>We will advice students to take fewer IBDP subjects or combine IB coursework with vocational education programs.</p> <p>Targets are implemented in the class using the strategies and additional/different resources suggested by external agencies. Support from home is considered. All pupils at SEN Support will be reviewed at least termly and a formal meeting will be held with parents.</p>	<p>Most learners should make progress with the additional help, but if adequate progress is not made, advice is requested from outside agencies.</p> <p>The majority of learners will make progress with further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for an EHC Plan.</p>
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If a learner demonstrates significant cause for concern, the school may request an external support Plan. Whilst the assessment is being carried out, the pupil continues to receive provision at School Support.

Complaints procedures

King David Academy provides opportunities for parents and teachers to meet both formally and informally. It is intended that concerns regarding SEND issues are identified at an early stage so that matters can be resolved as quickly as possible. The school encourages initial concerns and contacts to be made through the class teacher, however, matters may be raised by parents directly to the SENDCo or Principal.

Arrangements for training and development of staff including Learning Support Assistants

King David Academy makes an annual assessment of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Board of Governors each year, which is used to meet identified needs. Particular support is given to Newly Qualified Teachers and new members of staff. SEND is included in all school training. All staff is encouraged to attend training for SEND organized by the school and other agencies.

Teaching Assistants attend meetings monthly with the SENDCo to develop skills and knowledge of SEND practice. They also share information from courses they have attended with each other.

Arrangements for partnership with parents

Partnership with parents plays a key role in enabling learners with SEND to achieve their potential. The school recognizes that parents have the knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. Parents' views are valued and they are expected to play an active role in their child's education.

When a learner is identified as having SEND, their parents are informed. They will be aware of the provision made for their child and expected to support their child. Parents are invited to meetings to review progress. These will take place at least termly.

Strategies used in school to support parents as partners:

- A copy of the school's SEND Policy can be obtained from the Principal's office or SENDCO
- Parents will be advised on the support available for their children within the school from the Principal, SENDCO, and class teacher.
- Parents are invited to review meetings.
- Parents will be invited to meet external agencies involved, whenever possible.
- All records will be available to parents, as requested.

Learner participation

Learners with SEND have their views sought on their needs and progress. They are encouraged to participate in decision-making processes including the setting of learning targets and their review, discussions about choice of schools, and transition. Pupils are encouraged to make verbal or written contributions to reviews as appropriate to their age and abilities. At annual reviews, pupils are expected to contribute a self-evaluation as appropriate.

Success Criteria

The success of the education offered to children with SEND will be judged against the principles set out in the policy. The policy will be reviewed regularly and the success criteria for each year are set out in the School Improvement Plan.