



Special Educational Needs Policy

Reviewed : September 2016

Signed: Janehee

KING'S SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at King's School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning all the work of the school.

King's School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs (SEN) is at the discretion of the head teacher and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class teacher and/ or other staff. This may involve the use of specific tests. The head teacher will discuss the needs of the individual child with the school's Special Educational Needs Coordinator (SENco). If the school is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for Special Educational Needs- SEN.

- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.

- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.

- d) We recognise that responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the Special Educational Needs Co-ordinator- SENco and the Senior Management Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEN should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEN provision aims to actively involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We will fully inform them about SEN provision for their child(ren), and take their views into account in respect of their children's needs.
- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at King's School are:

- to recognise that some children have difficulties which call for special educational provision and may require an Individual Education Plan -IEP
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Code of Practice for SEND and Children and Families Act 2014*
- to give every child with SEN the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning and to encourage input from the child as appropriate;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process

Definitions

Definition of SEN [SEN Code of Practice, 2001, p.6]

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for that child.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught.

SEN can be categorised into:

- general learning difficulties;
- behavioural and emotional difficulties;
- speech, language and communication difficulties;
- physical and sensory impairment; and
- specific learning needs which can include being gifted and/or talented.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

The school has a separate policy for gifted and talented pupils.

Definition of Disability [Disability Discrimination Act, 1995, Section 1(1)]

'A person has a disability if –

- (a) Person has a physical or mental impairment, and

- (b) The impairment has a substantial and long-term adverse effect on Person's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the school's head teacher, the SENco and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

Paragraph 5.2 SEN Code of Practice 2001

Special needs provision is planned, in co-ordination with, monitored and reviewed by the Special Needs Coordinator, who reports to the Head Teacher and the Senior Management Team.

The SENco and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil. Part – time/specialist teachers may need to be informed/ consulted to ensure continuity of approach.

The class or form teacher and the SENco will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENco timetabled administrative time to meet with class/subject teachers and for the SENco to observe SEN children on a regular basis with the class or subject teacher's agreement.

The role of the SENCO

SEN arrangements are coordinated by the SENco whose role includes:

1. overseeing the day to day operation of the school's SEN policy;
2. carrying out observations and assessments of individual pupils to help support and provide for them;
3. liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. coordinating 1:1 and group learning support, and where appropriate, delivering this;
5. keeping the head teacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
6. tracking pupils' progress using IEPs and other records;
7. maintaining the school's electronic SEN register and overseeing other records for all pupils with SEN;
8. identifying and monitoring areas of need and provision across the school, reporting to the head teacher;

9. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
10. liaising with parents of children with SEN in conjunction with class teacher, keeping notes of these meetings;
11. contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators in Cognita schools;
12. liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
13. ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
14. ensuring appropriate use is made of classroom assistants, support staff/teachers to enable delivery of IEPs;

It follows from this that the SENco has planned time to administer the school's SEN arrangements.

The role of the teachers

1. identify pupils of concern and liaise with SENco;
2. keep notes on SEN pupils in the system;
3. plan work for pupils at school action level;
4. liaise with SENco to plan work for pupils on school action plus level;
5. to review and write IEP's when required (supported by SENco);
6. direct support from learning support assistants if appropriate;
7. each member of staff is expected to keep up-to-date with information about SEN children that they teach; and
8. liaise with the parents of identified pupils.

The role of the head teacher

1. ensure that the SENco and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaise with SENco regularly regarding individual children;
3. discuss staff training needs with SENco;
4. in discussion with SENco arrange sharing of good teaching practice;
5. look at resource requests for the Learning Support department; and
6. share information on SEN with the school's Cognita Education Officer.

Processes

A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

(SEN Code of Practice 2001)

Identification

Early identification and assessment of a child with SEN is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENco will discuss the child's needs and information will be gathered. Should it be deemed necessary parents may be advised to access professional advice e.g. from an Educational Psychologist. Such consultations will be at parents' expense, however it would be expected that results recorded and reports made would be shared with the school in order for them all to work in partnership. Depending on the results of these assessments a child may or may not need to be placed on the SEN register.

At King's School we have due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act 2001.

The Code of Practice states:

"It is for individual schools to decide the procedures they should adopt for meeting the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should make. It is essential that these procedures are carefully managed and monitored, and that there are effective internal communication and liaison arrangements between staff."

COP 5:38

King's School SEN provision follows the following stages and children may be moved on or off the register at any point.

Alert/ class observation

A pupil is placed on alert if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. **It is imperative that the parents are informed by the class/tutor teacher about concerns at the same time as the SENCO is informed.**

With parental permission, a Record of Concern (See Record section below) should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Record of Concern should be given to the SENCO who will then discuss it with interested parties and decide on appropriate assessment. The class tutor/teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so. At this point the child will be placed on the SEN Register.

Special Educational Needs Register

A child is put on the register if it is identified that he or she has special educational needs which require support beyond that which is provided through the differentiated provision within the class. Parents/carers must be informed about such support. Should withdrawal from the classroom be part of the IEP due consideration will be given to ensure that it does not interfere unduly with the child's access to the whole curriculum.

An Individual Education Plan (IEP) is then drawn up by the class teacher in consultation with the SENCO which is reviewed and rewritten termly in consultation with the parents/carers of the pupil.

IEPs

The school follows Cognita's format for IEPs.

An IEP is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be **SMART**:

- short;
- measurable;
- achievable;
- realistic; and
- have a define time.

Reviewing of IEP's

IEP's are based on a cycle of planning, intervention and review. As far as possible needs are met within the classroom, in some instances provision can be made for TA/Learning Support Assistants to work alongside children.

Each IEP is formally reviewed termly. As appropriate the child will be asked to assess his/her progress Parents are asked to sign and return a copy of the IEP. Opportunities are also available on an informal basis for parents/carers to discuss their child's progress with the class teacher. Parents are able to discuss further concerns with the SENCo

Where significant progress is made the class teacher and SENCo will decide whether to continue, modify or cease the IEP in consultation with the parents/carers. The child will continue to have targets set and be monitored by the class teacher and continue receiving any necessary differentiation of strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the support teacher and/or SENCo, so that together they meet the child's needs.

If despite receiving an individual programme a child continues to make little or no progress. The SENCo works with the class teacher to complete forms for referral to outside agencies and the SENCo provides documentation to support the referral. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any assessments that are not covered by local authority action and will be asked to inform the school of the outcome of assessment. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class teacher, SENCo and any support staff/assistants, must work closely together to provide a comprehensive support programme for the child. The class teacher and SENCo should revise the IEP in consultation with any other professionals involved with supporting the child in school. Support must remain in place and all those involved must keep clear records. IEP's will continue to be written on a regular basis.

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report is no longer valid. Either a new report should be obtained or the pupil's needs should be re-assessed, or the pupil should be removed from the Register.

Where such intervention proves successful, the child may revert to support within school. Again the views of the pupil and parents/carers will be taken into account and parents/carers wishes will be respected.

a) Statutory Assessment and Education Health and Care (EHC) Plan

For a very small number of pupils, even with the support of outside agencies their needs might still not be being met. At this point parents can request a Statutory Assessment from the Local Education Authority, preferably with the support of the teachers and SENco and following consultation with the Head Teacher. The SENco, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the SENco or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during IEP review meetings.

This may result in a EHC. A pupil with an EHC will have their progress reviewed with teachers/SENco/ parents/ outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENco to collate these records and to maintain the pupil's file.

Record Keeping

The SEN provision records are as follows:

- **Records of Concern** are kept by the SENco in the school office and in the pupil's file.
- **Assessment and progress files** are kept by the SENco in the office, in the pupil's file and the class file.
- **Initial Parent Contact forms** are kept by the SENco and in the pupil's file.
- **IEPs** are kept by the SENco. Copies are kept in the pupil's file. For all years the IEP's are on the school intranet system and may be downloaded in hard copy form by the class teacher/specialist subject teacher.
- **School based assessments** are stored on the intranet in a separate folder titled "Learning Support". It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENco has made.
- It is the responsibility of the SENco to draw the attention of the teachers to the assessments.
- It is the responsibility of the class/subject teachers/key worker to familiarize themselves with the reports and IEP's.
- **IEP review forms** are kept with the relevant IEP's in the above places.

- **Any other records**, Educational Psychologist's reports, Speech therapy etc are kept by the SENco in the school office with copies in the pupil's file.
- **The register of pupils with special educational needs** is on the staff intranet and all records are updated by the SENco when appropriate. The SENco emails all staff drawing their attention to the list a] when it is updated b] at the start of each term.

These records will be kept in two separate registers: an active register detailing provision for all pupils currently receiving support and an inactive register of the records of pupils who were supported in the last three years but no longer require this. After three years their records will be shredded.

At the beginning of each term staff discuss the SEN register and it is updated. All staff have access the current SEN Register including the Alert stage list. For every pupil on the register with a current IEP, this is kept in the file which may be electronic or paper copy. IEP's are working documents and used when planning – they are accessible to in a file or on the school system but remain confidential. The IEP might include arrangements for withdrawal support.

Strands of Action to meet special educational needs

	<i>Alert/ class observation</i> Differentiated learning in class	<i>In School</i> Differentiation + individual help +small group support	<i>School plus agency</i> Individual help + advice from an external agency
Assessment and planning	Teacher assessment; Screening tests	In-school individual assessment inc. Teacher assessment, screening tests, SATs, in-school whole class assess.	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Individual tuition to support IEP targets. Small groups used for out of class activities with group targets	Individual/small group tuition to support IEP targets or programme drawn up by the school with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the SEN/Learning Support Team as necessary	Learning support staff in liaison with class/form teacher and parents/ carers	Learning support staff in liaison with external therapist, class/form teacher and parents/ carers
Examples of Curriculum and teaching methods	Differentiation for curriculum access using multi-sensory (VARK*) teaching methods and suitable adjustments within the classroom. Behavioural target/ charts	Individual programming to support specific targets; Access to ICT	Individual programming to support specific targets; Access to ICT

*VARK visual auditory, reading/writing, kinaesthetic

Curriculum access for pupils

Behaviour and SEN

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning, or physical or sensory difficulties.

Integration

Children with SEN are fully integrated within the school as a whole, all staff and children may know which children receive support but the atmosphere is one of encouragement and understanding.

Examination Procedure

Access arrangements, such as seeking extra time for examinations, are allowed according to the JCQ regulations.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Future Schools

The Head Teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEN, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

Assessment on entry into King's school

Efforts are made to see that assessment tests are up to date and manageable. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

Initial assessment on entry or soon after includes:

- basic background details about the pupil. This may include a taster sessions;
- more detailed background including parents' questionnaires and details of the pupil's medical history;

Older children:

- taster days prior to entry;
- assessments of the pupil's reading age using a test which provides a standardised score;
- National Curriculum levels of achievement including optional SATs;
- informal assessments by the class teacher;
- spelling tests;
- Progress in maths tests;
- maths and English test