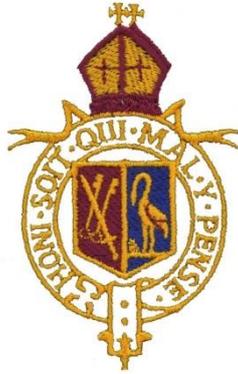


The King's School



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

THE KING'S SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Context

- The coalition government is reforming the way in which provision and support is made for students with special educational needs and/or disabilities in England. The Children and Families Act 2014 came into force on 1 September 2014. A new SEN Code of Practice accompanies this legislation. More detail can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen
- A significant change arising from the reforms is that Statements of Special Educational Needs, for those students with more complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP). Students who currently have a statement of special educational needs will transfer to the EHCP (by 2018).
- The new statutory arrangements require local education authorities and schools to produce a SEND Local Offer – this is a resource to support the students with special educational needs and/or disabilities and their families. It describes the services and provision that are available to families in Lincolnshire schools.

Definition of Special Educational Need and Disability

A student has special educational needs if he has a learning difficulty or disability which calls for special educational provision to be made for him.

A student has a learning difficulty or disability if he has:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders him from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions. (Section 20 of the Children and Families Act, 2014).

Aims

The school recognises that provision for students with special educational needs is the responsibility of all teachers. The school aims to:

- Provide every child with access to a broad and balanced curriculum in line with the Special Educational Needs Code of Practice, 2014.
- Promote independence, equality and consideration of others.
- Celebrate the wide range of student achievement.
- Support students to excel.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives

- Identify the needs of students with SEND as soon as possible.
- Monitor the progress of students to help them to reach their full potential.
- Make appropriate provision to overcome barriers to learning to ensure students with SEND have full access to the school curriculum.
- Work with parents to gain a better understanding of their son and involve them in all stages of his education.
- Work with students to involve them in decisions about their educational provision.
- Work with external agencies when the student's needs cannot be met by the school alone.

Responsibility for SEND provision

- The Head Master is responsible for overseeing provision for students with SEND.
- Miss Simone Bieber (SENDSCO) is responsible for the day to day provision for students with SEND.
- The SEND Governor is tbc.

Arrangements for coordinating SEND provision

The SENDCO holds details of all SEND support records such as the SEN Register, copies of statements of SEN and EHCPs.

All staff can access the following documents on the T:drive:

- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information about individual students' special educational needs and/or disability.
- Practical advice and information about types of special educational needs and/or disability.

By accessing this information every teacher and teaching assistant will have complete and up to date information about students with SEND and their requirements; enabling them to provide for their individual needs.

Admission arrangements

- The admission arrangements for all students are set out in the Admissions policy which can be found on the school website.
- Where appropriate, at the point of transition from primary to secondary school, students with identified needs and their parents will be supported through liaison meetings with key staff from primary school, secondary school and support agencies. A Pupil Passport plan of action to aid transition will be offered.

Allocation of resources for students with SEND

The school receives funding determined by a local funding formula. The funding is identified in the school's overall budget, called the notional SEND budget. The SENDCO will identify areas of student need and make appropriate provision in terms of staffing and resources. Provision is monitored through progress checks, external agency support and meetings with students and parents.

For those with the most complex needs, additional funding is retained by Lincolnshire County Council/the Local Authority (e.g. for Nottinghamshire, Leicestershire). It is the responsibility of the Senior Leadership Team, SENDCO and Governors to agree how the allocation of resources is to be used.

Identification of student needs – a graduated approach

- Once a student has been identified as possibly having SEND they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- Subject teachers will provide differentiated learning opportunities to aid the student's academic progress.
- The SENDCO will be consulted for support and advice and may wish to make provision for the observation of the student in class. Through the above actions an assessment can be made about the level of provision required by the student.
- Parents will be informed of every stage at this monitoring process. Parents will be encouraged to share information and concerns with the school.
- Student progress checks, progress meetings and annual parents' evenings are used to monitor and assess the progress being made by SEND students.

SEND Support

Where it is determined that a student does have SEND, parents will be advised of this before the individual is placed on the School SEND Register. The aim of formally identifying a student is to help the school to put appropriate provision in place. The support process consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. The cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress.

Assess

In identifying a student as needing SEND support the subject teacher, working with the SENDCO, should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers, as well as the views and experience of parents. The opinions and feelings of the student and advice from external support services will be considered. Parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

Plan

When it is decided to provide a student with SEND support, parents will be informed in writing. Planning will involve consultation between teaching staff, Head of Year, SENDCO and parents to agree the interventions and support that are required; the impact on progress, development and/or behaviour that is expected, along with a clear date for review.

All those working with the student will be informed of his individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The form tutor, Head of Year and subject teachers are responsible for working with the student on a daily basis. They will retain responsibility even where interventions may involve group or 1:1 teaching away from mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Further assessment of the student's strengths and weaknesses and advice on the implementation of effective support will be provided by the SENDCO.

Review

Reviewing student progress will be made via Common Assessment Tests and reported to parents three times a year. The review process will evaluate the impact and quality of the support and interventions. The SENDCO will revise the support in the light of student progress and development; making any necessary amendments, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan (EHCP)

If a student has a lifelong or significant difficulty they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need, or a lack of clarity around the needs of the student, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education Health and Care Plan will be taken at a progress review involving parents, SENDCO and Head of Year.

The application for an EHCP will combine information from a variety of sources:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education, Health and Care Plans

- Following Statutory Assessment, and EHCP will be provided by Lincolnshire County Council or other relevant County, if it is decided that the needs of the student are not being met by the support that is ordinarily available. Staff in school, the student and parents will be involved in developing the plan.
- Parents have the right to appeal against the content of the EHCP.
- Once the EHCP has been completed, it will be kept as part of the student's formal record and reviewed at least annually by the staff, parents and student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, changes to be put in place.

Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEN provision provided by the school, as far as possible, taking into account the wishes of parents and the needs of the individual.

- The SENDCO is responsible for keeping staff fully informed of the special educational needs of any student including sharing progress reports, medical reports and teacher feedback.
- The SENDCO, in consultation with the Assistant Headteacher for Teaching and Learning, is responsible for organising regular training and learning opportunities for staff on the subject of SEND and SEN teaching.
- In class provision and support should be deployed to ensure the curriculum is differentiated where necessary.
- Individual or small group tuition may be made available where it is felt that students will benefit from this provision.
- Students will be set appropriate targets to help them to do their best and to provide opportunities to celebrate achievement.

Evaluating the success of provision

In order to make progress in relation to SEND provision the school encourages feedback from staff, parents and students.

Student progress will be monitored on a termly basis in line with the SEN Code of Practice.

A formal evaluation of the effectiveness of the school SEN provision and policy is carried out by the SENDCO, Senior Leadership Team and Governing Body. This will be published on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Complaints procedure

If a parent or carer has a concern or complaint regarding the care or welfare of their son, an appointment should be made by them to speak to the SENDCO. If the matter is not resolved satisfactorily the Head Master will offer advice on formal procedures for complaint.

Staff training

The school aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The school seeks the support of the Educational Psychology service when a need for specialist training is identified.

The SENDCO and Teaching Assistants must keep their training up to date.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students.

Sharing knowledge and information with support services is key to effective SEND provision in the school.

Working in partnership with parents

A close working relationship with parents is vital to ensure:

- Early identification and assessment of SEN leading to prompt intervention strategies.
- Continuing social and academic progress of the student.
- Parental views are considered.

Parents wishing to see the SENDCO to discuss their child may make an appointment to do so at a mutually convenient time during the school day.

Transition

Where a student has a statement or EHCP there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This may take the form of a Person Centred Review or Formal Review. This is decided by the SENDCO in consultation with external agencies. Transition plans are drawn up in accordance with staff, student and parental views expressed at the Review Meeting.

Links with other agencies and voluntary organisations

The school works in partnership with a range of external agencies and voluntary organisations:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Sensory Impairment Service
- Social Care
- CAMHS
- Social Communication Outreach (including Autism)
- Health – Community Paediatrician and School Nursing Team

In cases where a student is under observation or a cause for concern, meeting will be arranged with the appropriate agency. Parents will normally be invited to meetings held concerning their son unless there are over-riding safeguarding issues.

Linked policies

Admissions policy

Equalities policy

Assessment, Recording, Reporting and Marking Policy

Safeguarding policy

Medical Conditions policy

Accessibility plan

Reviewed: July 2017

Policy review date: July 2020

APPENDIX: ROLES AND RESPONSIBILITIES

SENDCO

- Contributes to determining the strategic development of SEND policy and provision in the school.
- Must be aware of the provision in the Local Offer.
- Oversee the day to day operation of the school's SEND policy.
- Monitor the effectiveness of the policy.
- Liaise with and advise teaching staff.
- Manage the learning support team.
- Co-ordinate the provision for students with SEND.
- Ensure the records of all students with SEND are up to date.
- Contribute to the organisation and delivery of staff training (in consultation with the Assistant Headteacher for Teaching and Learning).
- Liaise with external agencies.
- Visit primary schools to ascertain the special educational needs of incoming students.
- Coordinate the administration of diagnostic tests as required.
- Represent the interests of students with SEND at relevant meetings.
- Deploy and monitor the SEND budget.
- Work with the Head Master and governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Teaching Assistants

- Assist the SENDCO with the implementation of provision for students with SEND.
- Support students with statements, and from 1 September 2014, EHCP.
- Liaise with pastoral and subject staff.
- Monitor and recommend adjustments to provision for SEND students.

Subject Leader

- Ensure that staff in their department are aware of students who have been identified as having SEND.
- Ensure that their subject is delivered using differentiation and a variety of approaches in order to maximise the achievement of all students including those with SEND.
- Liaise with the SENDCO and Teaching Assistants to develop strategies to help students to learn as effectively as possible.
- Ensure information about students with SEND is passed on to all members of the department, particularly when students have a change of subject teacher.
- Ensure that subject staff have identified students with SEND in their mark books and are monitoring their progress.

Subject Teacher

- Have knowledge of the students who have been identified as having SEND and know what intervention strategies are to be used to support them.
- Use differentiation and a variety of strategies and approaches in order to maximise the achievement of SEND students to identify areas where they are not progressing even when the teaching has been differentiated.
- Support the planning for SEND students by advising the SENDCO on strategies and appropriate methods of access to the curriculum for their subject.
- Contribute to the reviews of students with SEND by providing information about student progress for their subject.

Head of Year

- Liaise with the SENDCO to identify students and implement the SEND policy.
- Liaise with the SLT and SENDCO to assess the effectiveness of setting and timetabling arrangements for students with SEND.
- Support the planning and monitoring of intervention strategies for SEND students.
- Ensure that tutors are aware of the students with SEND and able to monitor their progress.
- Liaise with the SENDCO to monitor the progress of students identified as having SEND.