



POLICY DOCUMENTS

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Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

- Scope. This policy is to ensure that all pupils at Kingham Hill School who have special educational needs and disabilities (SEND) will have their needs met appropriately. Our aim is that each pupil will be given every opportunity to achieve his or her potential, academically, socially and emotionally.

2. Special Educational Needs and Disabilities

- A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- The Special Educational Needs and Disability Code of Practice (updated 2015) and the Families Act (2014) define a special educational need or disability as a child or young person who has a 'learning difficulty or disability which calls for special educational provision to be made for him or her.'
- A child with a learning difficulty 'has a significantly greater difficulty in learning than the majority of others of the same age.'
- A child with a disability 'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions'.
- A child must not be regarded as having a learning difficulty solely because the language in which they are taught is different from a language which is or has been spoken at home. (Children and Families Act 2014)
- The term 'learning difficulty' covers a wide variety of conditions and may include:
 - Dyslexia
 - Dyscalculia
 - Dysgraphia
 - Attention deficit (hyperactivity) disorder
 - Autistic spectrum disorders.
- Pupils may also have difficulties affecting:
 - Behaviour, emotional and social development
 - Sensory and/or physical development.

3. Support for Learning - Admissions arrangements:

- Kingham Hill School welcomes pupils who meet the entrance criteria, including those who have special educational needs and disabilities, provided that they can access the mainstream curriculum, work independently in a classroom and are able to follow GCSE courses in 4th and 5th Form. In the sixth form, they should be able to take A-level courses or their vocational (Level 3) equivalent.
- All applicants for Forms 1-4 take a Midyis or Yellis online assessment (CAT profile from September 2023), as well as a LUCID screener which flags up possible problems with phonological processing, working memory and phonic decoding skills. Further assessments, such as the WRAT (Wide Range Achievement Test) and DASH (Detailed Assessment of Speed of Handwriting) may be administered if further information about the pupil is needed.

4. Implementation

- The School has regard to all the requirements of *the Special Educational Needs and Disability (SEND) Code of Practice (September 2014)*. The SEND Code promotes a common and graduated approach to identifying, assessing and providing for pupils' Special Educational Needs. The approach is a model of action and intervention to help children who have SEND make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.
- The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. All teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning.

5. Co-ordination of the provision of education for pupils with SEND at the School

- The SENDCo (Head of Greens) is responsible for coordinating the day to day provision of education for pupils with SEND at the school.
- **Identification and assessment**
 - Wherever possible, the SENDCo attends Year 6 Annual Reviews of pupils with EHCPs that name Kingham Hill School
 - SEND staff liaise with feeder schools to identify and plan to support children with known SEND issues
 - Assessment Tests are carried out for all pupils seeking entry to the school. This comprises of the Midyis/Alis/Yelis cognitive profile test(online), and, for pupils in 1st to 4th Form, a LUCID screener which flags up possible problems with phonological

processing, working memory and phonic decoding skills. Further assessments, such as the WRAT (Wide Range Achievement Test) and DASH (Detailed Assessment of Speed of Handwriting) may be administered if further information about the pupil is needed

- Teaching and support staff identify pupils causing concern who may require additional support through their day-to-day dealings with them
- Parents are encouraged to contact the SENDCo/ Learning Support Department (known at Kingham Hill as Greens) if they have concerns about the progress of their child
- The SENDCo may recommend to parents that an assessment with an educational psychologist would be helpful in informing the school about best practice to support a pupil.

6. SEND provision

All teachers at Kingham Hill School are teachers of pupils with SEND. The School has a Learning Support Department, known as Greens. Pupils who are withdrawn from lessons to attend Greens incur additional charges for this service, where the provision of such does not amount to a "reasonable adjustment".

- The Greens department has specialist teachers of dyslexia who deliver intervention programmes to 1st-3rd Form and support older pupils with their academic studies whilst still developing their literacy skills.
- The School also has a specialist teacher who works in the Greens department with those pupils with dyscalculia or maths difficulties.
- The School does not provide Teaching Assistants who support pupils in class, though this arrangement is occasionally put in place through a private arrangement with parents.
- **Provision for sensory and/or physical needs**

The School may draw upon outside agency support pupils with these needs.

- **Provision for communication and interaction difficulties**

The school may draw upon outside agency support for Speech and Language difficulties and Autistic Spectrum Disorder pupils.

- **Access arrangements**

Access arrangements for examinations are organised jointly by the SENDCo and the Exams Office, following JCQ requirements.

There is a separate Access Arrangements policy which outlines this provision.

7. Procedures used by the School for working with SEND pupils

- For pupils who have SEND needs, provision is planned and delivered in a co-ordinated way with parents and colleagues at the School.

- The Head of Greens (SENDCo) is a member of the Welfare Group which considers, under the leadership of the Second Deputy, how the school supports pupils with behavioural, emotional and social difficulties.
- Once it is decided that a pupil may have a SEND, the appropriate level of provision is discussed and implemented for that pupil. Strategies and interventions are recorded in Individual Learning Plans.
- The Greens Department will share relevant information with teaching staff - for example, a summary of key points from an educational psychologist's report.

8. How SEND pupils' needs are determined and reviewed

- Identification of particular individual needs of pupils is a collaborative process between school staff, the SENDCo, pupil and parents with additional expertise provided as and when appropriate from Educational Psychologists, CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical services.
- Needs and provision for pupils with EHC plans is determined by the Local Authority (LA), and are met either through resources provided directly by the LA or from parents, where the level of support that is required is more than the School could be expected to provide as a reasonable adjustment.
- Learning Plans are reviewed regularly. Statutory reviews of EHC plans take place annually.

9. Provision of access to a balanced and broad based curriculum for pupils with SEND

- Pupils with SEND do not follow a different curriculum to other pupils, although they may be withdrawn from some lessons for specialist intervention support in Greens. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEND and with reasonable adjustments being made for those deemed to be disabled pupils.

10. The role played by parents of pupils with SEND

- The School will ensure that parents and pupils are involved in decisions about what SEND provision should be made. The School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.
- The overriding aim is to have a productive partnership with parents:
 - The SEND department ensures that parents are kept informed of the work done with their child and learning plans are sent home.
 - Parents are encouraged to contact the Greens department if there are concerns they wish to discuss
 - Parents are invited to contribute to review processes
 - The Greens department staff attend all parents' meetings.

Helen Evans

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