



POLICY DOCUMENTS

Citation	This document shall be cited as: Special Educational Needs and Disabilities (SEND) Policy
Person responsible	SENDCO
Comments to	SENDCO
Last reviewed/updated	January and September 2019
To be reviewed/updated	January 2020
Reason for review/update	Annual Review
Person reviewing/updating document	SENDCO
Source/Author of document	Carol Heath
Implementation of the policy	On-going



Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

- **Scope.** This policy refers to children and young people with Special Educational Needs and Disabilities (SEND) including why and how Kingham Hill School works with them. The guiding principle informing this policy is ensuring that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the School society.

2. Policy statement

- **General.** This policy refers to children and young people with Special Educational Needs and Disabilities (SEND) including why and how Kingham Hill School works with them. The guiding principle informing this policy is ensuring that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.
- The *Education Act 1996* states that a child has Special Educational Needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.
- *The Equality Act 2010* defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.
- It is therefore possible to be disabled under the Equality Act and not have SEN, and vice versa. It is also possible to be both disabled under the Equality Act and have SEN. As advised in the *SEN Code of Practice, DfES 2001*, the school accepts that a medical diagnosis may mean that a child is disabled but is not necessarily SEN. The School will always consider the child's educational needs rather than a medical diagnosis or disability.
- The Reasonable Adjustments duty is owed to disabled pupils as defined in the Equality Act 2010 and is practised by Kingham Hill School. Further details can be found in the School's Reasonable Adjustment Policy and Accessibility Plan.

- Pupils with SEND admitted to Kingham Hill School could have difficulties with one or more of:
 - Cognition and Learning
 - Communication and Interaction
 - Behaviour, Emotional and Social development
 - Sensory and/or Physical development.
- **Aims.** The aims of this policy are:
 - To ensure that the School complies with the requirements of the *Education Act 1996*, the *SEN Regulations*, the *SEN Code of Practice 2001*, *The Equality Act 2010*, *The Special Educational Needs and Disability (SEND) Code of Practice (September 2014)* and other statutory guidance and are implemented effectively within the School.
 - To acknowledge that every teacher is an effective teacher of children with SEND.

3. Objectives of the governing body in making provision for pupils with SEND

- Do its best to ensure that the necessary provision is made for any pupil who has SEND.
- Determine the role of the SENDCo in relation to the leadership and management of the School.
- Determine the key responsibilities of the SENDCo and monitor the effectiveness of the SENDCo in undertaking those responsibilities.
- Make sure that all staff are aware of the importance of identifying and making provision for pupils with SEND.
- Make sure that parents are notified of a decision by the School that SEND provision is being made for their child.
- Make sure that pupils with SEND join in the activities of the School together with pupils who do not have SEND, so far as is reasonably practical.
- Make sure that, where the 'responsible person' (The Headmaster) has been informed by the LA that a pupil has an Education, Health and Care Plan, those needs are made known to all who are likely to teach them.
- Ensure that all staff are aware of the SEND policy of the School and work appropriately with all SEND children.
- Have regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEND.
- Report to parents on the implementation of the School's SEND policy.

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. So 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 School's SEND provision

- The SENDCo (Head of Greens) is responsible for coordinating the day to day provision of education for pupils with SEND at the school.
- A list of all teaching and support staff with responsibility for areas within SEND can be found in the school's handbook.

6. Co-ordination of the 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 EHCP's naming the School
 - SEND staff liaise with feeder schools to identify and plan to support children with known SEND issues
 - Key Stage 2 SATs results are sometimes used to identify 1st Form pupils working below Level 3
 - Assessment Tests are carried out for all pupils seeking entry to the school. This comprises of the Midyis/Alis/Yelis cognitive profile test(online), Single Word Reading Test(online) and DASH Free Writing
 - 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.

7. SEND provision

All teachers at Kingham Hill School are teachers of pupils with SEND. All teachers and support staff receive in-service training in identifying and supporting pupils who require an approach that is additional to and different from the differentiated curriculum offered to all pupils. The School has a Learning Support Department, known as Greens which has CReSTeD registered Dyslexic Unit status. CReSTeD inspected the school in November 2016 and has met the criteria for Dyslexia Unit (DU) status for the period of 3 years. Pupils who are withdrawn from lessons to attend Greens, may incur additional charges for this service, where the provision of such does not amount to a "reasonable adjustment".

- **Numeracy**

The School has a specialist teacher who works in the Greens department with those pupils with dyscalculia or maths difficulties.

- **Literacy**

The Greens department has specialist teachers of dyslexia who deliver intervention programmes to 1st-3rd Form and support pupils in the 4th and 5th Form with their academic studies whilst still developing their literacy skills.

Pupils with marked specific learning difficulties are withdrawn from lessons to receive specialist support within the department.

- **Provision for sensory and/or physical needs**

The School draws upon outside agency support from the sensory impairment service.

- **Provision for communication and interaction difficulties**

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

- **Support for behavioural, emotional and social difficulties**

- Support at KS3 and 4 from tutors, Houseparents, Assistant Head (Pastoral) and Head of Conduct
- Outside agency support co-ordinated by SENDCo
- SEAL (Social and Emotional Aspects of Learning) within the PSHE curriculum
- Counselling (available at an additional cost)
- Learning Support Department.

- **Access arrangements**

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

This may include 25% extra time, and/or provision of reader and /or scribe. Students might also use Text Help as a computer reader.

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

- The procedures follow the SEND Code of Practice. The School employs a graduated response through interventions at '*On Watch*', '*Greens*' and Education, Health and Care Plans (EHCP's)
- The graduated response to meeting individual needs starts once it is decided that a pupil may have a SEND and thereafter the appropriate SEND provision is discussed and implemented for that pupil. The key test is where the pupil is not making at least adequate progress or is unable to access the curriculum. The SENDCo, will inform the parents that additional support is required and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.
- Once a pupil is identified as having SEND, additional or different provision is initiated which could be further assessment, additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional teaching support, either within the classroom itself or by withdrawal to Greens.
- If at a review, after a range of additional or different interventions have been tried for some time, the pupil is still not making at least adequate progress or is still unable to access the curriculum the School, with parental agreement, may decide to move to interventions requiring advice from external support services or from health or social work professionals.
- Strategies and interventions used are recorded in Learning Plans. Learning Plans are a teaching and planning tool based on the individual needs of the pupil. They are working documents for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.
- Learning Plans will focus on up to two or three key individual targets that will help meet the individual pupil's needs and particular priorities. The pupil's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, literacy, mathematics or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific. Success and/or exit criteria will also be included and pupil outcomes will be recorded and reviewed. Parents will be sent the Learning Plans at the start of the academic year and are reviewed termly.

9. Staffing arrangements

- Different aspects of special educational needs provision are supported by Teaching Assistants and Specialist Teachers.

- The SENDCo is responsible for:
 - Overseeing the day-to-day operation of the school's SEND policy
 - In relation to each of the registered pupils whom the SENDCo considers may have SEND, informing a parent of the pupil that this may be the case as soon as is reasonably practicable
 - In relation to each of the registered pupils who have SEND
 - Identifying the pupil's SEND
 - Co-ordinating the making of SEND provision for the pupil which meets those needs
 - Monitoring the effectiveness of any SEND provision made for the pupil
 - Securing relevant services for the pupil where necessary
 - Ensuring that records of the pupil's SEND and the SEND provision made to meet needs are maintained and kept up to date
 - Liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEND and the SEND provision being made for those needs
 - Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution
 - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
 - Selecting, supervising and training learning support assistants who work with pupils who have SEND and other teachers in the SEND (Greens) department
 - Liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies
 - Advising teachers at the School about differentiated teaching methods appropriate for individual pupils with SEND
 - Contributing to in-service training for teachers at the School to assist them to carry out their tasks
 - Preparing and reviewing the information published by the governing body, the objectives of the governing body in making provision for SEND, and the SEND policy.

- The Greens department work specifically with pupils with SEND and have considerable specialist knowledge in the areas of dyslexia, dyscalculia and dyspraxia.

- Differentiated work may be provided where this is appropriate and all members of the Greens department are available to give advice and help where this is requested.

- All staff in the School have a responsibility to understand the needs of, and work with the SEND pupils in their classes and to follow and contribute to IEP's and Provision Maps.

10. Facilities

- The School has a designated area within the school for Learning Support - known as the Greens Department.

It consists of two separate classrooms and a large open plan area that has been divided into three small teaching areas. It is well resourced with computers and appropriate teaching materials.

11. Admission arrangements

- See the School Admissions Policy and Prospectus.
- Pupils with SEND are assessed using: information obtained at the Assessment Day (which are held twice yearly or on an individual basis); information from their current schools; reports from Educational Psychologists and other external agencies. Places will be offered to those of mainstream ability who meet the academic standards of the School.
- Those pupils attending Assessment Day with a known SEND are usually placed under the supervision of the SENDCo to ensure they perform to their full potential and provides an opportunity for observing their needs.

12. Resources allocated to and amongst pupils with SEND

- Purchase and maintenance of specialist software, both for use in school and on pupils' own machines.
- Deployment of staff in line with EHC Plans and pupil needs.
- Homework support (after school – all pupils in all years are able to attend)
- Specialist learning base divided into several classrooms in 'Greens' area.

13. 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 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 termly. Statutory reviews of EHC plans take place at least annually or more frequently if the EHC plan so requires. Interim or early reviews of EHC plans are called where the school identifies a pupil who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

14. 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 one curriculum lesson (usually a Modern Foreign Language) 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.
- The Greens Department staff help pupils access the National Curriculum by:
 - Helping pupils improve their literacy and numeracy skills
 - Observing pupils in lessons and offering advice to class teachers
 - Offering help with homework after school
 - Helping staff develop differentiated schemes of work
 - Providing staff with alternative/appropriate teaching strategies and approaches
 - Making written information, if necessary, accessible in a range of different ways for SEND pupils.

15. Monitoring, evaluation and review

- **Governor evaluation of the success of the SEND education provision**
 - School Improvement plan presented at Governors' Meetings
 - Provision Mapping (audit of need and planning for support)
 - SEND policy reviewed on an annual basis.
- In addition the governing body will monitor the work of the SENDCo through:
 - Considering headteacher reports that reflect the activities of the SENDCo and any current issues
 - Considering reports from the SENDCo
 - Having regular discussions between the SEND governor and the SENDCo
 - Inviting the SENDCo to attend meetings at regular intervals to report in person.

16. Governing body treatment of complaints from parents of pupils with SEND

- Any complaints should in the first instance be directed to the headmaster. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the headmaster he/she has the right to refer the matter to the governing body, in accordance with the School's published complaints procedure.

17. Arrangements made for In-service training

- A programme of Continuing Professional Development for all staff is organised by the SENDCo and delivered either by staff in the Greens Department or by external specialists.

18. External Support Services

- The school uses the services of an educational psychologist for pupils who are demonstrating significant difficulties.
- The SENDCo involves other outside agencies including Social Services (see Child Protection Policy), Education Welfare Officer, Sensory Impaired Service, School Nurse, Speech and Language and Occupational Therapy, and CAMHS.

19. The use made of teachers from outside the school

- Pupils with either a hearing, sight or speech impairment may have a specialist teacher who comes in and works with them and the SENDCo.

20. 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 copies of IEPs/individual 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
 - All contact with parents is recorded
 - The Greens department staff attend all parents' meetings.

Tim Martin

Last reviewed: January and September 2019

To be reviewed: January 2020