



Serva Fidem

**A Policy for
Special Educational Needs
And
Disabilities
(includes EYFS)**

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1. Policy Background

Date Implemented: July 05

Date of last Review: September 2017
by Mrs. J. Edmondson and Mrs. C. O'Regan

The person responsible for managing this policy is:

Mr. D. Murphy (Headmaster)

The person responsible for day-to-day co-ordination of this policy is:

Mrs J. Edmondson (SENCO)

Mrs C. O'Regan (SENCO, Senior School)

The link Governor is: Mrs. Linda Culm

(who signs off the policy when it has been updated)

Review date: September 2018

2. Introduction – Our School in Context

Kingswood House is an independent day prep school for 210 pupils, providing a mainstream education for boys from Reception to GCSE with the first Year 9 boys starting in September 2016. The students work towards the Common Entrance Examination at the end of Year 8 and GCSE Examinations.

Kingswood House is committed to the academic and personal development of all pupils. Pupils with a range of needs and abilities are integrated and involved in the whole life of the school. In line with the Special Education Needs Disabilities (SEND) Code of Practice 2015: “All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.”(Special Educational Needs and Disability Code of Practice: 0-25 years, 6.1)

Within the school campus is a Learning Development Unit, The Study Centre, led by two Special Educational Coordinators (SENCO). There are five literacy tutors with specialist qualifications, three numeracy tutors, three Speech and Language Therapists and a Paediatric Occupational Therapist. We have consultation facilities with the NHS Speech and Language Therapy services, NHS Paediatric Physiotherapy and Occupational Therapy service, Behavioural Optometrists, several independent Educational Psychologists and Behavioural Therapists.

The SENCOs manage the Study Centre and co-ordinate provision throughout the school, working closely with parents and other outside agencies. The Study Centre is timetabled to facilitate maximum access to the curriculum whilst taking account of pupil and parent wishes.

Approximately half of the school receives specialist support either within the classroom and/or attending the Study Centre; this is because of our belief in enhancing and developing pupil progress.

Pupils will receive specialist support/and or tuition if:

- this is specified on a Statement of Special Educational Needs, or Education, Health and Care Plan
- a concern has been expressed about a pupil’s progress
- the parents of the pupil request additional support

Pupils’ progress is reviewed regularly. All pupils are monitored, enabling quick access to information at staff review meetings along with any pupil giving cause for concern.

3. Policy Aims

It is the aim of Kingswood House to provide a positive learning environment and appropriate and continuous support for pupils with Special Educational Needs, Learning Difficulties and/or Disabilities (SEND) within the school.

Kingswood House School is committed to providing a broad and balanced curriculum. Children with SEND difficulties may at times require a more specialised programme of intervention and support than the majority of children of the same age, in part or in all of their school work or related activities.

The purpose of this policy is:

1. To ensure that all pupils with SEND difficulties are identified and supported in the school.
2. To ensure that there is training and support for all staff to meet the learning needs of all pupils.
3. To ensure that appropriate resources are available for pupils with temporary or long-term difficulties.
4. To ensure that SEND pupils receive the appropriate support at transition stages as well as when they join and leave the school.

The governing body expects the school's Special Educational Needs and Disabilities Policy to:

- Help all pupils in its care to access the curriculum and extra curricular activities, regardless of background, race or abilities.
- Ensure that wherever possible all children are taught in their own class group and only withdrawn from the classroom where additional specialist support is considered essential to provide skills and strategies to enhance their performance.
- Allocate resources that can be used flexibly to support all children's individual needs.
- Provide a staffing structure with clear lines of responsibility for Special Educational Needs, Learning Difficulties and/or Disabilities, making sure that all staff training is provided to facilitate the pupil's individual needs.
- Put in place schemes of work (for classes, groups or individuals) that enables all children to make progress.
- Operate a system of record keeping and regular monitoring of each child's progress.
- Find effective ways of informing and consulting with all parents regarding SEND within the School; and for supporting those parents who have children with SEND by devising effective lines of communication between all involved: staff, tutors, therapists, parents, governors and outside agencies.

4. Defining Special Educational Needs, Learning Difficulties and/or Disabilities

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,

or
- 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. (Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015)

Children must not be regarded as having a Learning Difficulty and/or Disability solely because the language or form of language of their home is different from the language in which they will be taught. These are regarded as pupils with English as an Additional Language (EAL).

The four broad areas identified by the SEND Code of Practice 2015 are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs

5. Admissions Policy

No child will be discriminated against on entry into school because of their individual needs. However, we may feel that we are unable to accept a pupil owing to the fact that:

- He may be unable to access our Prep School curriculum, the Common Entrance syllabus, or GCSE syllabus.
- We do not have the specialist facilities or access to meet his needs, or
- Accepting him would create an imbalance of individual needs within the mainstream classroom

We aim to:

- Provide a broad and balanced curriculum for all our children.
- Ensure that children's individual learning needs are met
- Enable all children to participate in the life and work of the school
- Work together with parents
- Provide an education that will help the child to achieve to the best of their abilities, whatever their needs.

Detailed arrangements for admission are described in the school's Admissions Policy and Accessibility Plan/Policy. Pupils with SEND are welcomed to the school as the school values each child and endeavours to meet the needs of all its pupils through inclusive practice.

The school's Acceptance Form completed upon entry, provides the school with past history both educational and medical. Liaison with other agencies and schools provides continuity if a need has been identified.

6. Identification, assessment and provision for all pupils with Special Educational Needs

Whole School Graduated Response to SEN support

Kingswood House School takes a whole school approach to provision for pupils with SEND through assessing, planning, delivering, reviewing and recording information to ensure that all children achieve their potential.

Before a child enters the school the Headmaster, Admissions Registrar and SENCO will have an opportunity to meet parents/carers during the Admissions Procedure. The Admissions forms should indicate any concerns that the parent may have: some children with very specific needs may have already been identified by outside agencies and these reports need to be made available to the school.

Identification of Need

At Kingwood House School, it is the role of the class teacher in the first instance, to identify any existing pupil who may have SEN.

*'Slow progress and low attainment do not necessarily mean the child has SEN. The class teacher working with the SENCO should assess whether the child has SEN'.
SEND Code of Practice 0-25(2015).*

Before identifying a child as needing additional support, the class teacher with the SENCO will establish a clear analysis of the pupils needs.

Raising a Concern - Procedure

- **Assess:** The class or subject teacher will highlight and identify a pupil's needs
- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected outcome along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The SENCO will support the main class/subject teacher with further assessment of the pupil's particular strengths and weaknesses, to inform the intervention.
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly. The impact and quality of the support and interventions is evaluated to determine whether additional support should be maintained, increased or decreased, or whether further assessment is required.

Additional Intervention

After a class teacher has an initial concern and worked through the process of Assess, Plan, Do and Review, if progress is limited and the strategies currently being used with the pupil are not resulting in the pupil learning as effectively as possible then it may be that other additional or specialist support is required.

The teacher, with permission from the parent/s, will make a referral to the SENCO. This is done by filling out a Concern Sheet and will detail the identification of need (if possible) and targets and strategies that have already been employed in the classroom. The school follows a graduated response as outlined in the SEND Code of Practice and the SENCO will confer with the parent/s at this stage about the next stage of intervention (e.g. 1:1 tuition, Learning Support time, 'catch up groups', Individual Support Plan (ISP).

There may be signposting to other agencies for example Speech and Language Therapy (SALT), Occupational Therapy (OT), CAMHs (Children and Adult Mental Health services), GP. The SENCO may decide that no further action is necessary at that time and place the pupil on 'Monitor' on their Profile.

Additional 1:1 support is funded by parents (unless funded by a Local Authority through a Statement of Special Educational Needs or Education, Health and Care Plan).

With the help of on-site specialists, outside agencies, health professionals, appropriate equipment and teaching materials, the impact of pupils' specific learning difficulties can be reduced.

Requesting an Education, Health and Care needs assessment.

Kingswood House School prides itself in identifying and providing appropriate provision with SEND. However, occasionally children may demonstrate such significant difficulties that the school will recommend to parents an Educational Health and Care Needs' Assessment (EHC Needs' Assessment) through their Local Authority.

To support the parent/s in the process, the school will provide written evidence on the assessment, intervention and outcomes for the child, along with any other relevant documentation.

Reviewing Progress and Provision

Pupils with a Statement of Educational Needs or Education, Health and Care Plan have a multi-disciplinary Annual review meeting, as well as a termly review.

Parents along with teaching staff, support staff, tutors and Therapists are involved in these meetings. The Study Centre tutors and Therapists also meet with parents to review programmes of study, discuss progress and discuss future support.

Arrangements for Coordinating Special Educational Needs Provision

The SENCOs liaise with the Headmaster. The SEN Governor attends Governors' Meetings, and talks informally to the SENCO as need arises.

The SENCO role is generally a managerial and administrative role with time allocated for administrative tasks, meetings, admissions, interviews, assessments and observations, meetings with parents and external professionals.

| WHAT | WHO | WHEN | HOW |
|---|--|--|--|
| Identification & Assessment | SENCO | before entry post entry | Formal assessment by outside agencies; admissions screening; class testing and analysis observations; staff /parent referral |
| Recording & reporting progress | SENCO+ school staff / tutors and therapists | post exams, post meetings, end of term | Assessment results, exam analysis, end of term/year school reports, Programmes of Study from Study Centre, minutes of meetings |
| Co-ordination pupil support | SENCO +parents/ staff/ Study Centre staff | end/beginning of terms or in response to need | Discussion with staff and pupils with regard to school timetable, staff availability, pupil preference. |
| Access to the curriculum | SENCO + Lower Prep, Upper Prep and Senior Heads, subject and class teachers | continuous | Informal discussions, observations, formal meetings, tests |
| Staff development | SENCO/ Headmaster / Senior \ Leadership Team | continuous | Circulating possible course details. School pay for 2 courses per year for SENCO and ½ cost of 2 courses for Study Centre staff |
| Working with parents | SENCO/ Headmaster | continuous | Meetings, letters, emails, phone conversations, minutes of meetings, reports |
| External Agencies | SENCO/ In some instances Safe Guarding Lead | Continuous input from: Speech and Language Therapy, Occupational Therapy, Behavioural Therapist, Physiotherapist. Educational Psychologists | As described above, Correspondence, assessment reports, discussions, visits |
| Local Authority Links | SENCO | LA /NHS representation when appropriate | LA Annual Review summaries, statutory assessment, correspondence, phone calls |

Accessibility for Special Educational Needs, Learning Difficulties and/or Disabilities

The school seeks to remove the barriers to learning and plans strategically in order to increase access to the curriculum and premises for disabled pupils.

There is a two form intake from year 3 onwards; a pupil is placed in the class which is most suitable for his way of working.

The main school building is Edwardian and while doorways and corridors are wide for wheelchair access, classrooms and offices are situated on three floors with no lift facility possible. Arrangements are in hand for an outside ramp to facilitate entry to the main building. Langlands (an adjacent brick building) has wheelchair access to the ground floor (hall and changing rooms) however there is no lift facility to the first floor to access the science laboratories. Other buildings on the site are single storey with the Katy Walton block being two storey. This has three class rooms on each level. Washroom facilities have been modified to accommodate wheelchair access. Daylight lighting has been installed in some classrooms and in the Study Centre to help with vision and pupils' concentration.

Accommodations for recording work, such as the use of lap tops and assistive technology, can be used in class only with the agreement of the SENCOs. The school recognises that students have different learning styles, so a multi-sensory approach is used whenever appropriate. Access Arrangements in school exams, such as extra time or a reader are coordinated by the SENCOs and reviewed regularly to ensure that meet current regulations and history of need.

Access Arrangements for Public Examinations

The Senior School SENCO will co-ordinate and oversee applications for Access Arrangements for GCSE examinations on behalf of pupils. This will be carried out in line within the guidelines set by the Joint Council for Qualifications (JCQ) at the time of application. An assessment will be required and any parents seeking an external Educational assessment should liaise with the SENCO who will advise on the appropriate procedure prior to commissioning a report to ensure that it follows JCQ guidelines.

7. Roles and Responsibilities

Headmaster

The Headmaster has responsibility for the day-to-day management of all aspects of the school, including provision for children with Special Educational Needs, Learning Difficulties and/or Disabilities. The Headmaster, Senior Leadership Team and SENCOs work in close collaboration in the early identification and subsequent provision for pupils with additional needs.

The Governing Body

The Governing Body has responsibilities in relation to SEND, ensuring that the necessary provision, where appropriate is made.

The Link Governor

The governor with responsibility for SEND is familiar with the school having previously worked in the Study Centre. She works within the Learning Support Centre of one of the local Independent secondary schools. She is consulted with regard to systems and management.

The Special Needs Coordinator (SENCO)

The SENCOs play a key role, in collaboration with the Headmaster and governing body, in determining the strategic development of the SEND policy and provision. The SENCOs take day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents, guardians, carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

The SENCOs, with the support of the Headmaster and colleagues, seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupil's achievements, and by setting targets for improvement. The SENCOs liaise with curriculum coordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

There are four key areas of coordination:

1. Strategic direction and development
2. Teaching and Learning
3. Leading and managing staff
4. Efficient and effective deployment of staff and resources

To provide the continuity of administration and liaison, the SENCO has time in which to monitor and evaluate Special Educational Needs provision throughout the school. The SENCOs can also guide the planning of Individual Support Plans.

The SENCOs are involved in progress reviews regarding children who have SEND and have a Statement of Special Educational Needs or Education, Health and Care Plan within the SEND Code of Practice. An important part of the SENCO's role will be discussing the needs of particular children with class teachers and keeping close and positive contact with all parents, guardians and the carers concerned.

The SENCO is charged with:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision and monitoring Individual Support Plans.
- Supporting staff in the interpretation of the Special Educational Needs, Learning Difficulties and Disabilities policy
- Coordinating the work of Learning Support Assistants (LSAs)
- Assisting in the development, monitoring and evaluation of the SEND policy
- Identifying and contributing to the in-service training of staff
- Maintaining a central record and overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Liaising with outside agencies
- Chairing the Annual Reviews for children who have a Statement of Special Educational Needs or Education, Health and Care Plan.
- Liaising with the Bursar regarding funding for Pupils with an EHCP.

Teachers

Teachers are charged with:

- Identifying and assessing children causing concern
- Setting internal targets with each pupil
- Monitoring pupils' progress
- Ensuring the right of all pupils to access to the curriculum
- Planning differentiation
- Initiating 'graduated response', providing 'quality first' teaching
- Liaising with SENCO and Learning Support Assistants (LSAs)
- Referral to SENCO
- Liaising with parent and pupils
- Developing, reviewing and delivering Individual Support Plans.
- Liaising with external agencies
- Involvement with policy development
- Being responsible for their own development via INSET

Learning Support Assistants (LSAs) and Non-Teaching Staff

These colleagues play a crucial role in the lives of our pupils. We fully expect and encourage our staff to contribute and participate in discussions about pupils experiencing learning difficulties. This is why they are included in our training events.

We have nineteen Learning Support Assistants (LSAs) who work closely with the teacher and SENCOs to support a differentiated curriculum to meet the needs of the child. The LSAs have a range of qualifications and experience, many being graduates and the majority have an NQV at either Level 2 or 3. The LSAs meet with the SENCOs for a team meeting on a termly basis and for 1:1 supervision/appraisal on a yearly basis.

Parents

The parents are charged with the responsibility of:

- Informing school about any specific needs their child may have upon entering School
- Making themselves aware of the Special Educational Needs, Learning Difficulties and Disabilities Policy of the school
- Seeking out who is the SENCO and the Governor responsible for Special Needs
- Supporting school with regard to projects, homework and where applicable Study Centre activities relating to child
- Having knowledge of the relevant outside agencies
- Requesting assessment as they feel to be necessary
- Allowing assessment to take place within the School when necessary
- Encouraging children with activities to promote learning, such as keeping a reading diary, writing a holiday journal, study skills, checking the prep diary
- Participating in sympathetic and positive discussion in relation to their children's difficulties, attainment and progress
- Sign or acknowledge Study Centre Programmes of Study or Agreements

Involving Pupils

Pupils are involved in setting targets with their teachers and Study Centre professionals. Pupils set termly targets which are discussed with class teacher/form tutor, evaluating their academic performance, behaviour in and out of the classroom, and their attitude to work.

8. Curriculum Entitlement

Educational Support

The school has an inclusive curriculum providing a framework of well-defined and achievable aims and objectives. Schemes of Work are differentiated to cater for differing learning needs. The learning environment is carefully managed by the teaching staff to nurture positive attitudes and inspire confidence in the children with regard to their own abilities.

The aims of the pupil's Study Centre Programme(s) of Study are discussed and shared with teachers each term. Copies of these are given to parents and accessible to teachers on the school intranet. Children who attend the Study Centre also have targets to add to their Individual Support Plan.

Staff plan schemes of work and/or lessons, with consideration to specific differentiation for pupils with SEND. LSAs work within the classroom, with guidance from the teacher to support specific SEND pupils.

Planning and delivering the curriculum

All teachers provide 'quality first' teaching: ensuring that all children gain access to the school's broad and balanced curriculum. The school has an inclusive ethos. However, it is accepted that as the demands of the curriculum increase, some SEND pupils may require a modification of the curriculum, as the attainment gap widens. This is done in consultation with the Headmaster.

On occasions, the Headmaster may exempt a pupil from French, but this is only once the policy of the 'next school' has been considered or recommendation from other professionals (Educational Psychologist).

Assessment

InCAS, MidYIS, Accelerated Reader and Spelling assessments are used to indicate ability levels and to compare these with other standardised tests. The school recognises that there is a need for school-based assessment. These tests need to reflect the work covered in the differentiated programmes designed to meet the needs of all its pupils and matching objectives to the wide range of abilities. These tests can monitor progress but can also be used for future teacher planning - 'assessments for learning' (MidYIS, InCAS, etc.).

Recording Individual Needs

A Specific Learning Difficulties (SpLD) list provides valuable information for teaching staff. These details include: formal assessments with recommendations, strategies that are useful in class, and the support in class and the Study Centre.

Every pupil in the school also has a 'Pupil Profile' on Shared Teacher documents which includes information such as External Assessments reports and Study Centre information. All SEND files are filed securely in the Study Centre.

Access and Integration

In addition, an adaptation may be made in presentation (some children are allowed to use laptops), content and context to complete a task. The school recognises that students have different learning styles, so a multi-sensory approach is used whenever appropriate. To improve access to exams, pupils may be offered readers and scribes. Evidence has to be given and permission granted if this is to happen in Common Entrance examinations and for GCSE examinations.

9. Financial Summary

There are two main sources of funds for SEND:

1. School devolved funding for resources
2. Parental contributions

This money covers four main areas of expenditure:

1. Staffing (SENCOs and Study Centre Admin Secretary salaries)
2. Staff Training
3. Maintenance and resources
4. Improvements to the work of the department, ICT etc

Funding is distributed in the following way:

- Pupils' needs – liaison, monitoring, meetings and admin
- Day-to-day monitoring of pupils with physical or social difficulties
- Priorities within the school's development plan

10. Arrangements for Consideration of Complaints

Should parents have cause for complaints they are invited to make representation to the Headmaster in the first instance. The Headmaster will review the case and inform the link SEND governor. A written response will be made to any individual and the complainant informed of further action that may be taken.

11. Information about the school's partnership with bodies beyond the school

Links with Other Schools

The school makes additional arrangements for pupils with SEND when they transfer to secondary school, ensuring that the school's SENCO knows the pupils' needs in advance. If a pupil is in Year 8 at transfer, an ISEB form is sent to the chosen school with his Common Entrance exam papers.

The links with other Prep schools and secondary schools are strong. Links are particularly important when a child with a Statement of Special Educational Needs or Education, Health and Care Plan, changes schools. A transfer meeting is arranged where the SENCO from the proposed school visits the present school staff, parents and SENCO to facilitate smooth transfer. The SENCO or Headmaster from the receiving school is invited to attend the Annual Review should this fall within the preceding term of transfer.

Links with Other Services

Kingswood House is fortunate to have a range of specialists on site. However, we have links with NHS Trusts, who assess/review and treat pupils who are referred by their GP to:

- Speech and Language therapy service
- Occupational and Physiotherapy services
- Hearing and Visual Impairment services including RNIB
- School Nurse and Health Clinic
- Child and Adolescent Mental Health Team – Counselling service (CAMHS)

Or through the LA:

- Educational Psychology Department
- Authority Support Services

Or via the Independent sector:

- Educational psychologist
- Occupational Therapist
- Behavioural Optometrist
- Speech and Language Therapist
- Various counselling services