

THE KINGSLEY SCHOOL

**Special Educational Needs and
Disability Policy**

The effectiveness of this policy will be monitored by the Head and Head of Learning Support

And reviewed every five years

Written: September 2017

REVIEW : September 2022

The Kingsley School Special Educational Needs and Disability Policy

1. General

The Kingsley School is committed to providing equal access, for all our pupils, to the broad and balanced curriculum to which they are entitled.

The Kingsley School Aims Statement declares the intent 'to encourage all pupils to fulfil their academic and social potential, to pursue excellence in all areas, to demonstrate a care and concern for pupils as individuals and to develop the skills and attitudes needed for independent learning'. This aim lies at the heart of our provision for Special Educational Needs and Disabilities. Pupils with SEND are encouraged to fulfil their potential and to develop a sense of self-esteem as part of a caring community, in which all areas of potential achievement are open to them.

This policy is written with regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfS) and Children and Families Act 2015.

2. Defining Special Educational Needs and Disability

This policy accepts the definition of SEN and Disability as set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfS).

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 mainstream post-16 institutions.

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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'

3. Admission Policy

Entrance to the school is primarily through written assessment. Pupils with identified SEND are expected to take part in all assessments. Their difficulties are taken into consideration when their performance is assessed. Prospective parents are required to disclose any known Special Educational Needs or Disabilities prior to the assessment and provide copies of any existing reports or assessments. Extra time is allowed for students with known difficulties if written evidence of the need for this arrangement is timeously provided. If parents do not disclose the nature of their son's or daughter's needs prior to a place being offered, the school's ability to meet these needs may be compromised.

In deciding whether to offer a place to a pupil with SEND, regard is given to their performance in the entrance examination in the light of their known difficulties and the school's suitability to meet those needs.

Please refer to the School's Admission Policy for further information.

4. Who has responsibility for pupils with SEND and what are their roles?

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.’ (Points 6.36 and 6.37 in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfS)).

The Kingsley School acknowledges that every teacher is a teacher of SEND. The identification and provision for pupils with SEND is a matter for the school as a whole. The Governing Body, the Head Teacher, the Head of Academic and Learning Support together with the Academic and Learning Support Department and all other members of the teaching staff have important operational responsibilities.

The Governing Body

The Head of the Academic and Learning Support department feeds back to the Curriculum Committee annually.

Head Teacher

The Head teacher has responsibility for the overall management of the school, including provision for pupils with SEND.

Head of The Kingsley Preparatory School

The Head of the Preparatory School monitors the SEND provision of pupils in the Preparatory School and works closely with the Head of Academic and Learning Support.

Head of Academic and Learning Support

The school has a Head of Academic Learning Support. Her responsibilities include:

- Overseeing the day-to-day operation of the school’s SEND policy
- Co-ordinating provision for pupils with SEND
- Liaising with pupils with SEND and their parents to ensure that they participate in the decision-making process
- Liaising with, and advising, fellow teachers
- Overseeing the records of pupils with SEND
- Maintaining the school’s Register of Additional Needs and the Access Arrangement Register
- Overseeing provision for English Additional Language (EAL) students
- Contributing to the in-service training of staff
- Co-ordinating the involvement of external agencies and professionals

The Head of Academic and Learning Support, with the support of the Head Teacher, the Senior Leadership Team and the Governing Body, takes responsibility for the day-to-day running of the Academic and Learning Support Department and the provision for individual pupils. She provides professional guidance to inform teachers and to ensure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils.

The Head of Academic and Learning Support seeks to ensure that the needs of pupils with SEND are effectively communicated to teaching staff, collaborating with subject teachers, disseminating examples of effective practice and sharing strategies to support individual pupils.

The Head of Academic and Learning Support co-ordinates the monitoring and assessment of pupils who are identified as a cause for concern. She oversees the gathering of data as evidence for the suitability of access arrangements and manages the online applications for access arrangements in line with the guidelines of the Joint Council for Qualifications (JCQ).

Academic and Learning Support Staff

Academic and Learning Support Teachers and Academic and Learning Support Assistants play a key role in the day-to-day support of pupils with SEND. Their responsibilities include:

- Contributing to discussions about pupils and offering advice to teaching staff
- Assisting in the identification of pupils with SEND
- Providing support for pupils in class, in small groups and 1:1
- Contributing to the assessment and review process
- Participating in meetings with parents.

Teachers

Teachers are well supported by members of the Academic and Learning Support Department as well as by their Heads of Department and Senior Leadership Team. Teachers' responsibilities include:

- Checking lists of pupils at the start of each year to identify those that they teach who have SEND
- Reading the Profile for each of those pupils to take note of their strengths and weaknesses and appropriate teaching strategies
- Monitoring pupil progress
- Keeping parents informed of progress and emerging concerns
- Planning appropriate differentiation
- Sharing insights into successful teaching strategies and differentiation for individual pupils with other members of staff
- Identifying girls who are experiencing difficulties and contributing to evidence of these difficulties
- Providing evidence of adjustments to teaching that have been made to accommodate the pupil's needs
- Liaising with a pupil's Form Tutor or Head of Year, depending on the nature of the pupil's needs
- Liaising with the Head of Academic and Learning Support, other teaching and non-teaching staff.

Head of Departments

- Provide a platform to discuss pupils with subject specific concerns so that good practise may be shared and possible new strategies explored.

Form Teachers and Head of Years

- Form teachers and Head of Years have a responsibility to make themselves aware of any girls in their forms, who have been identified with SEND or who have been recorded as causing concern.
- If a concern is raised by a teacher or a parent of a pupil in their form or year group, they initiate a short report to collate information from all other staff who teach that pupil. This information is then shared with the Head of Academic and Learning Support, who decides whether further assessment and/or support is appropriate.

5. Identification and Assessment of Pupils with SEND

- The school acknowledges the importance of early identification, assessment and support of any pupil with SEND.
- The school appreciates that a pupil's needs may change over time. As the demand of the curriculum increases, needs may emerge that may not have been obvious at an earlier stage of the pupil's education.

5.1 Who can identify SEND?

Previous Schools

Where pupils have been identified by their previous school as having special educational needs, the Head of Academic and Learning Support liaises with parents and with previous schools to ensure a smooth transition of support. Regard is given to any assessments that are provided from previous schools, professionals or external agencies. If necessary, the Head of Academic and Learning Support may co-ordinate further assessment to ensure the pupil's needs are met appropriately.

Pupils and Parents

The Kingsley School encourages pupils to take an active role in their learning. If a pupil or a parent feels they are experiencing difficulties they are welcome to approach subject teachers, Form Tutors or Head of Years with their concerns. During this stage it is the teacher's responsibility to try to meet the pupil's needs through differentiation. Advice may be sought from the Head of Academic and Learning Support and departmental heads to facilitate this. If concerns persist, Form Tutors or Heads of Years will be involved. A short report with comments from all teachers will be collated. If necessary, the Head of Academic and Learning Support will be involved to discuss the next steps which may include assessment. Pupils and parents are kept informed of this process through meetings, telephone calls or emails.

Teachers

If a teacher has concerns about a pupil's academic progress, their initial response will be to make adjustments to their teaching to accommodate the pupil's difficulties. They may ask for advice from their Head of Department or the Academic and Learning Support Department. Ongoing concerns will be reported to Form Tutors or Head of Years depending on the nature of the concern.

If a teacher has a pastoral or health related concern for a pupil they will refer the pupil to the form tutor, Head of Year, or the School nurse as appropriate.

Tests, Examinations and Screening

Class tests, school examinations and Standardised tests carried out at KS2 (INCAS), in Year 7 (Midys) and in Year 10 (Yellis), may flag up pupils who would benefit from further assessment and/or support.

5.2 Assessment of Pupils

A pupil who continues to experience significant difficulty despite differentiated teaching and support from their subject teachers may benefit from further assessment. The purpose of such assessment is to clarify the pupil's strengths and weaknesses and to ascertain whether they may require learning support and/or the provision of access arrangements in both internal and public examinations.

Who can Assess Pupils?

Academic and Learning Support Assistants and Academic and Learning Support Teachers

Some assessments of attainment can be carried out by Academic and Learning Support Assistants and Academic and Learning Support Teachers. This includes assessments of reading, spelling and mathematics. All assessments are overseen by the Head of Academic and Learning Support.

Specialist Assessors

- The Head Teacher appoints specialist assessors who meet the requirements laid down by the JCQ.
- Specialist assessors usually include members of the Academic and Learning Support Department, but can also include external professionals with whom the school has an established relationship.
- Assessments from other professionals may be accepted in determining provision for a pupil but cannot be used to apply for access arrangements for external exams.

5.3 Access Arrangements in Examinations

Access arrangements in public examinations are available to a small number of candidates who have significant special educational needs and disabilities, which hinder them from accessing examinations. The school is expected to make reasonable adjustments to accommodate these students. In order to qualify for such arrangements, awarding bodies require students to have been assessed by a Specialist Assessor or an Educational Psychologist, (previously known by the centre) and for there to be evidence of need in the normal working arrangements, as well as a robust history of need. Very careful consideration is given to the needs of each student with SEND to ascertain whether they require any special arrangements to be made in their case. If a student requires such arrangements then they will be given guidance to enable them to make the best use of this facility.

The Joint Council for Qualifications (JCQ) regulate the provision of access arrangements. JCQ regulations are updated annually and the school is obligated to enforce these regulations to safeguard the validity of individual student's results and the integrity of the school's examination procedures. All access arrangements, including the use of a word processor, are reviewed regularly taking into the account the latest published JCQ regulations. The examinations policy also contains regularly reviewed information about access arrangements at The Kingsley School.

The school is unable to guarantee the provision of access arrangements in external examinations until an approved online application has been secured. An application approved for GCSE exams will need to be submitted again for GCE (A level exams), with evidence of ongoing need.

For online applications there is a published deadline which is usually around the middle of February of the year in which the external examinations are to be written. The school policy is that all assessments should be completed by November of the previous year to ensure we have sufficient time to collate the necessary paperwork before the online deadline. The JCQ guidelines recommend an application at the start of the GCSE /GCE course, however, we acknowledge there may be emerging need after this date. It is sometimes possible to make last minute arrangements in response to an unexpected event such as injury or illness. A letter from a medical professional would be required as soon as possible.

Parents or students with any queries about access arrangements should make contact with the Head of Academic and Learning Support at the earliest opportunity. The sooner we know about a difficulty the better equipped we are to explore the possibilities for access arrangements. While we endeavour to do all that is reasonably possible to accommodate students' disabilities, there may be occasion when we are not able to meet a particular request.

Access arrangements for internal tests and examinations are accommodated at the discretion of the Head of Academic and Learning Support who carefully considers evidence of need and the appropriateness of available access arrangements taking into account the JCQ regulations.

5.4 Types of Access Arrangements Available

JCQ Inspectors regularly visit schools to scrutinise paperwork that provides history of need, evidence of normal way of working and supporting documentation where appropriate. Below is a summary of the access arrangements Kingsley are able to accommodate and the evidence we require.

Arrangement	Difficulties this addresses	Online Application	History of need and evidence of normal way of working	Other evidence
Modified paper (colour / size)	<ul style="list-style-type: none"> Visual 		?	Report from an optician or specialist optometrist or other medical/education professional
Word processor without spellcheck	<ul style="list-style-type: none"> Slow writing speed Illegible writing Processing difficulties 		? (See 5.4.1)	Letter from a medical professional and/or evidence from teaching staff regarding need.
Supervised rest breaks	<ul style="list-style-type: none"> Focus and attention Physical or mental fatigue Anxiety 		?	
Prompt	<ul style="list-style-type: none"> Focus and attention Time management Physical or mental fatigue 		?	
25 % extra time	<ul style="list-style-type: none"> Slow processing speed Slow reading speed 	?	?	Evidence of assessment from a Specialist Assessor appointed by the school. Evidence that Supervised Rest Breaks have been tried and exhausted before consideration for extra time.
Reader	<ul style="list-style-type: none"> Reading and comprehension difficulties 	?	?	Evidence of assessment from a Specialist Assessor appointed by the school.
Scribe	<ul style="list-style-type: none"> Severe difficulties with writing and / or spelling 	?	?	Evidence of assessment from a Specialist Assessor appointed by the school.
Smaller room	<ul style="list-style-type: none"> Anxiety 		?	Letter from a consultant (not a GP)

5.4.1 Word Processor Policy

The school will consider an application to use a laptop in lessons for a student with

- a diagnosis of a specific learning difficulty
- a physical disability or an injury that impacts their ability to write
- a medical condition
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

If an application is successful, students will need to provide their own laptop and accept that the school can take no responsibility for loss or damage.

Work should be saved, printed in the student's own time and stuck into books to be handed to the teachers. This is the responsibility of the student. If teachers are unable to mark work this arrangement may be withdrawn.

Students cannot use their own laptop in examinations. They will need to liaise with the Head of Academic and Learning Support regarding access to a school laptop or computer to ensure enough time for provision to be made. The Senior Leadership Team (SLT) will meet requests made in reasonable time and where need and normal way of working are in evidence. SLT will review the word processor policy annually ensuring compliance with updated JCQ regulations.

During examinations there will be no spell check and no access to the internet.

Students can toggle between writing short answers and typing longer answers as long as answers are correctly numbered, saved regularly and each page clearly displays the student's name, examination number and other relevant information as directed by the examinations officer.

5.4.2 Coloured Paper and overlays

Some students may require coloured overlays and paper. There must be a recognised need for the school to make this provision. On receipt of a report from a specialist, the school will provide a coloured overlay of the colour specified or they will conduct an informal visual assessment to find the best colour for the student. If this proves helpful, then it may be possible for tinted exercise books to be provided. Both the overlay and the tinted exercise books can be used in class.

For examinations, papers will be printed onto the appropriate colour or as close a match as possible.

5.5 Passing Information onto Further Education Providers

Other settings will require the originals of paperwork in order to inform their own assessments and applications. Students or their parents should contact The Head of Academic and Learning Support as soon as they begin further education to request the originals be made available for collection from reception. A signature will be required.

More detailed information about Access Arrangements can be found at

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

6. How the school provides for pupils with Special Educational Needs and Disabilities

- The school is committed to providing a graduated response to emerging need.
- Small classes and differentiated lessons mean students at the Kingsley School are well supported in class.
- The school appreciates the need to equip teaching staff with training to identify potential SEND, to differentiate their teaching effectively and to allow pupils with SEND to access the curriculum as fully as possible.
- Should a pupil require additional support to cope with the high standard of work at Kingsley, they may be required to have a modified curriculum. This will be done in consultation with parents, the pupil and staff.
- The school has designated spaces for learning support lessons. The Sky Room is a flexible multipurpose space with a particular focus on promoting mental wellbeing across the school.

What does Academic and Learning Support Look Like?

A cycle of assessing, planning, doing and reviewing is followed to ensure a graduated response in removing barriers to learning. Parents are told when their child is receiving learning support.

If a pupil has needs that require support from the Academic and Learning Support staff, this will be discussed with parents. The Reach Up programme outlines the variety of support offered together with associated costs. Please see additional documentation on our website or – please contact the admissions department or the Head of Academic and Learning Support for a copy of the Reach Up Programme Booklet.

Academic and learning support make take a variety of different forms including:

- Withdrawal for individual or small group work addressing subject specific targets
- Skills groups teaching key skills that are essential in all subjects. These would include revision/study skills, test and exam strategy, thinking and discussion skills
- In-class support by a teaching assistant or academic and learning support assistant
- Assistance with organisation and planning
- Effective use of technology including touch typing
- Emotional support
- Supervised Private Study

Educational Health Care Plans (EHCP)

EHCPs have replaced Statements of Educational Need. Pupils with Statements or EHC Plans are welcome to apply for a place at the Kingsley School. Careful consideration will be given to whether the school can meet the needs of the pupil set out in the documentation received and with the funding that may be attached to the Statement/EHCP. Support that is not covered by Local Authority funding will be at the cost of parents as set out in the Reach Up Booklet.

The Role of Parents and Pupils

The best interests of the pupil are at the heart of all learning support. If a pupil has a particular concern that is different to the plan of a learning support session, this will be given priority.

There is an 'open door' policy and communication with the Head of Academic and Learning Support is easily accessible through emails, telephone conversations and meetings. Parents are invited to be in touch as soon as a concern about learning support becomes apparent.

7. Monitoring and Evaluation

How will we know if this policy is successful?

This policy is monitored by the Governors, the Head Teacher, the Senior Management Team and the Head of Academic and Learning Support. We will know that it is successful when:

- During pupil reporting, pupils feel confident talking about their progress, concerns and targets. (Pupils with SEND are monitored and set targets, by their form and subject teachers, along with all other students.)
- Targets are met during support lessons. (Outcomes based intervention sheets are kept for pupils receiving learning support. These sheets detail baseline information, targets, outline of the intervention, record of each session, outcomes and next steps.)
- Pupils comment positively about the effectiveness of learning support lessons. (Pupils who have learning support receive a learning support report with their end of year reports in the summer term. Before these reports are written, learning support staff invite feedback on the effectiveness of support from the pupil's point of view.)
- Parents welcome the opportunity to discuss their daughter's progress and future provision. (A member of the Learning Support team will attend parent evenings and be available for short discussions on a drop in basis. If necessary a following up appointment will be made to discuss issues or concerns further.)
- Parents and pupils feel that their views and opinions are valued. (Parents and pupils who receive learning support are invited to a review meeting towards the end of the summer term but parents are invited to email any concerns or comments as they arise rather than waiting for a review meeting.)
- Staff feel confident in discussing and addressing pupils' needs. (Weekly whole staff briefings, fortnightly Academic and Learning Support department meetings, termly Head of Department and Head of Year meetings and annual staff appraisals are some of the ways success of this policy are monitored.)

Lorraine Payne

Policy Dated September 2017 Policy to be reviewed September 2022.