

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, Senior Deputy Head and Headteacher.

And reviewed every two years

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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 reference to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2015 (DfE), Children and Families Act 2015, the Equality Act 2010: Advice for Schools (Department for Education, Feb 2013); and Mental Health 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 2015 (DfE).

'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 pupils 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.

In addition to the entrance examination, any student with potential barriers to learning may be invited for an interview and screening assessments with the Head of Academic Learning Support. The information gathered during this process will inform any appropriate conditions if an offer is made.

Pupils who are in receipt of an Education, Health Care Plan (EHCP) must follow their Local Authority's consultation process. Whereby the school will formally respond to the LA as to whether we can meet the student's needs and deliver the provision in EHCP once a consultation is received.

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 2015 (DfE)).

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 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 Learning Support.

Head of Academic and Learning Support

The school has a Head of 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) pupils
- Contributing to the in-service training of staff
- Co-ordinating the involvement of external agencies and professionals

The Head of 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 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 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 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

Learning Support Teachers 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 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 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 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 Learning Support may coordinate 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 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 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 Learning Support Assistants and Learning Support Teachers. This includes assessments of reading, spelling and mathematics. All assessments are overseen by the Head of 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 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 public examinations. In order to qualify for such arrangements, awarding bodies require pupils to have been assessed by a Specialist Assessor or an Educational Psychologist with whom the school has an established relationship and for there to be 'evidence of need in the normal working arrangements'. 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 pupil requires such arrangements, then she will be given guidance to enable her to make the best use of this facility.

The school is unable guarantee the provision of access arrangements in external exams as this will depend on an online application to the JCQ being approved. JCQ regulations are updated regularly and the school takes the responsibility of meeting these regulations very seriously to safeguard the validity of individual pupil's results and the integrity of the school's examination procedures. An application approved for GCSE exams will need to be submitted again for GCE (A level exams).

Access arrangements for internal tests and exams are accommodated at the discretion of the Head of Learning Support who carefully considers evidence of need and the appropriateness of available access arrangements.

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 pupils 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 is aware that pupils with SEND can be more vulnerable to exploitation, bullying and other safeguarding issues. Staff are trained in line with KCSIE 2021 and know how to report concerns.

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.

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

~~Academic and~~ Learning Support staff work closely with teachers to ensure that what is covered in sessions has an impact on progress. Good use is made of examination feedback and report comments/targets in setting objectives for learning support sessions.

~~Academic and~~ Learning support may 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 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)

Pupils with an EHCP 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 EHCP. Support that is not covered by Local Authority funding will be at the cost of parents as set out in the Reach 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 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 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 pupils.)
- 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.)

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