



## 2.16 WHOLE SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

*This policy has due regard to the SEND Code of Practice 0 – 25 July 2014 and is compliant with the following legislative documents and guidance:*

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *Part 3 of the Children and Families Act 2014*

The SEND Policy is a whole school policy and therefore relevant and applicable to pupils from Early Years Foundation Stage (EYFS) to Upper Sixth (Year 13). Responsibility for this policy falls to the Headmaster; the day-to-day operation of the policy is the responsibility of the Director of Learning Support who reports into the Deputy Head Academic on the King's Leadership Team.

### 2.16.1 The Learning Support Team

**Director of Learning Support (FT)**, responsible for:

- Constructing, maintaining and communicating the whole school SEND register, including EYFS, to all teaching and support staff
- Keeping abreast of changes in legislation on disability and special educational needs
- Monitoring and reporting on relevant data and statistics in regard to children with SEND at the School including EYFS
- Writing and distributing Individual Education Plans (IEP's) for all students on the SEND register, detailing reasonable adjustments for the classroom, specific 'wave' of learning support provision and access arrangements needed
- Keeping abreast of current best practice in the field of SEND by attending external training courses, CPD and benchmarking with other schools
- Working closely with Deputy Head Pastoral in Willow Lodge, Junior School and Senior School to ensure that the provision for children with SEND is considered in accordance with their overall wellbeing
- Overseeing the coordination and implementation of access arrangements in school entrance exams and internal school exams in the Junior and Senior School
- Undertaking the process of applying for access arrangements in external examinations in accordance with JCQ regulations
- Arranging for screening tests of whole year groups at various points in their school career

- Using baseline and screening data to help identify children with special educational needs
- Informing parents and pupils of any SEND concerns the School may have and advising on the need for further diagnostic or medical assessments
- Monitoring the classroom provision for children with SEND by working closely with teaching staff and being part of annual departmental reviews and 'learning walks' in all key stage areas
- Identifying and facilitating regular staff training in all areas of SEND, including dyslexia, dyspraxia, ADHD and ASD
- Holding regular meetings with parents and pupils to discuss learning needs, school provision and progress being made
- Making decisions on the appropriate level of support needed for each individual child with SEND and allocating departmental staff accordingly
- Working in partnership with external agencies and the Local Authority to help identify and support pupils with SEND
- Overseeing the transition process as children move between key stages, schools and onto Higher Education and advising parents, pupils and staff according

**Specialist Dyslexia Teachers** responsible for:

- Collecting and interpreting specialist assessment data to inform practice
- Planning and delivering 1:1 support and interventions to pupils with dyslexia and literacy problems
- Planning and delivering group support interventions to support pupils with dyslexia and literacy difficulties
- Keeping parents and carers informed about their child's progress
- Organising and attending regular Pupil Progress meetings, Parents' Evenings and Information Evenings
- Keeping administrative records of pupil progress, including updating the school database and SEND register
- Communicating with parents regularly via email, phone, meetings, Parents' Evenings, report writing and IEPs and keeping records of this communication
- Keeping up-to-date with changes in legislation and JCQ rules
- Assessing children from 3rd Year (Year 9) onwards using a variety of assessment tools in preparation for applying for Exam Access Arrangements for GCSE and GCE examinations
- Maintaining and developing resources, co-ordinating their deployment and monitoring their effectiveness in meeting the objectives of school and SEND policies
- Working closely with classroom teachers in Willow Lodge, Junior School and Senior School in all areas of SEND provision

**Learning Support Assistant (FT)** responsible for:

- Supporting either individuals or small groups of pupils within or outside the classroom
- Providing specialist support for children on the autism spectrum
- Collaborating with the classroom teacher and DoLS to define appropriate activities for the pupils in relation to the curriculum
- Helping to promote independent learning and encouraging the students to make use of the school library independently
- Where appropriate, providing pupil assistance during internal and external examinations i.e. reader, scribe additional time requirements, practical assistant.

The King's School does not employ teaching assistants to work in classrooms and alongside individuals on a 1:1 basis. It is the School's expectation that children with SEND can make good progress in the classroom without the need for 1:1 support from a Teaching Assistant.

The Learning Support team is very much part of the school and does not work in isolation at any point. The Learning Support team works closely with *classroom teachers, EYFS team, form tutors, the school nurse, school counsellor, examinations officer, leadership team and safeguarding lead.*

### **2.16.2 Admissions for children with special educational needs**

In compliance with the *Equality Act 2010*, the King's School will not discriminate on the grounds of disability. As an academically selective school, every child applying for a place will be required to sit an entrance test before the offer of a place is made. If the child applying for the place has a diagnosis of a special educational need then the School can provide access arrangements, such as extra time, in the entrance test.

If a child has particularly significant needs and/or an EHC Plan/Statement, then the Director of Learning Support will invite parents into school to discuss their child's needs in more detail. The School may also make contact with the child's current school or nursery to find out more about the provision needed. The aim of this process is to encourage an open discussion with parents and providers so that we might determine whether or not the King's School has adequate resources to meet the needs of the child.

### **2.16.3 External reports and diagnosis**

The School does not carry out full diagnostic assessments or pay for private ones. If undertaken, this is as a private arrangement which is organised and paid for by parents. Although members of the Learning Support team can conduct various screening assessments which can help identify learning needs, we will not and cannot diagnose learning difficulties. The School does, however, have good working relationships with a range of private dyslexia assessors, educational psychologists and speech and language therapists. If parents wish to get their child assessed privately they MUST contact the school first to check that the School is happy to accept a report from that particular practitioner. The School insists that it has an established relationship with the person conducting the report.

#### **2.16.4 Identifying children with special educational needs**

If at any stage in the child's time at The King's School a parent is concerned about their child having special educational needs, then they are actively encouraged to speak directly to the Director of Learning Support.

To ensure that the School actively identifies children who may have a specific learning difficulty, the Learning Support department runs whole year group screening tests at various points throughout a child's career (Junior 2, Removes, 3<sup>rd</sup> Year of the Senior School). The School uses a range of computerised screening tests, published by LUCID, which test a range of skills including spelling, reading, working memory, concentration, processing, comprehension and handwriting speed. Data from these tests is not automatically reported back to parents as the Director of Learning Support will consider the data carefully alongside input from teaching staff, grades, school reports and end of year exams. If it is felt that there might be an underlying learning difficulty which needs investigation, then the Director of Learning Support will contact parents directly via phone or email.

The School trains all teaching and support staff on a range of specific learning difficulties. Staff are actively encouraged to report concerns to the Director of Learning Support through an online referral system. These concerns are then followed up by the Learning Support team. All new staff receive training and information from the LS Team as part of the Induction process.

#### **2.16.5 Supporting children with special educational needs**

Children who have been identified or diagnosed with a learning difficulty are added to the School's Special Educational Needs and Disability (SEND) Register and an IEP (Individual Education Plan) is created. The role of the IEP is to ensure that every teacher is fully aware of the child's needs and to provide guidance on how they can adjust their teaching methods to ensure that children with SEND can make good progress. If more specific support is needed then both group and 1:1 support sessions are available. Older children studying at GCSE and A Level can book in for 1:1 support sessions with the LS team.

The type of support available to children with SEND is broken down into '3 waves'. The day-to-day decision about the deployment of resources and level of support appropriate for the child will be made by the Director of Learning Support in consultation with parents. Where the child's SEND may require more significant adjustments to the physical environment of the school and/or require more resources to be allocated, the decision will be made by the Headmaster. The school budget includes money for supporting children with SEND.

#### **WAVE 1: Quality First teaching**

- In accordance with the *Children and Families Act 2014*, the school actively pursues the philosophy that every teacher is a teacher of SEND
- It is the expectation that all pupils are able to access the full curriculum
- Most pupils on the SEND register will be adequately supported within the classroom setting by the class teacher making reasonable adjustments to teaching and learning

- It is every class teacher's responsibility to be aware of the needs of children with SEND, the adjustments that are needed, and how to successfully implement these in order to achieve the desired outcomes
- Every child with an identified or suspected special education need is added to the school's 'SEND register'. This is made available to all staff and is continually updated by the Learning Support team. Every teacher is responsible and accountable for the progress and development of all pupils in their class

## **WAVE 2: Group support**

Group support sessions are run at various times throughout the week in both unstructured lunch and break times and as part of the timetable. Group support sessions are mainly run by the Learning Support Assistant. We offer group support sessions in the following areas:

- Literacy
- Social communication skills including social stories, Minecraft, Lego Therapy and Art Therapy
- Memory training
- Study skills
- Touch typing
- Assistive technology including OneNote

## **WAVE 3: One-to-one specialist support lessons**

1:1 support sessions with one of the specialist dyslexia teachers, Director of Learning Support or Learning Support Assistant are offered to students with the most significant needs. For these lessons to take place a child is likely to be withdrawn from a particular subject, but this is only ever done after full consultation with parents and the child. These lessons are chargeable at £12.50 for 30 mins (Willow Lodge and Junior School) and £21.00 for 50 mins (Senior School). Where possible the Learning Support team will try to accommodate parental preferences regarding lessons being missed and we will never take a child from an English or Maths lesson. However, it is important to note that, given restrictions in the flexibility of the timetable, not all preferences can be met.

### **2.16.6 Working with the Local Authority, EHC Plans and Statements**

If a child has significant special educational need or a disability and has been awarded an EHC Plan or Statement of Educational Needs (Wales only), then the King's School will work closely with the Local Authority and hold annual reviews as required. Parents can apply for an EHC Plan or Statement by contacting their Local Authority directly and the King's School is happy to support the application with relevant information about the needs of the child seen in an educational setting.

It is important to note that without an EHC Plan or Statement the King's School, as an independent provider of education, is not part of the LA 'local offer'. Consequently the King's School is very unlikely to be able to access LA run specialist support services in school. If a child's needs are such that regular support from a specialist service is needed, then it is advised that parents speak directly to the LA to

find out which maintained sector school has the most suitable provision or consider paying for these services privately.

### **2.16.7 Staff training on issues relating to SEND**

The King's School is fully committed to training all staff in several areas of special educational needs and disability. Regular training sessions and workshops are run internally by the Learning Support team at least once per academic year. The School also arranges for external trainers to come into school to provide specialist information on a range of specific learning difficulties. This has included sessions on dyslexia, working memory, social stories, autism spectrum disorder, ADHD/ADD, brain injury, visual impairment and speech impairment.

Members of the Learning Support team keep up-to-date with current best practice in the field of SEND by attending regular external training sessions run by recognised professional bodies including the British Dyslexia Association, NASEN, PATOSS and the University of Chester.

### **2.16.8 How is The King's School accessible to children with SEND?**

The school has an Accessibility Plan that is updated every three years and reviewed annually by the Senior Leadership Team and Director of Learning Support.

### **2.16.9 Access Arrangements**

Some children with special educational needs will be entitled to access arrangements including extra time in tests and examinations. The School seeks to provide every opportunity, from Junior School onwards, for children to practise using this extra time in their end of year school tests, mock examinations and, where possible, class tests. To apply for access arrangements in external examinations at GCSE or A Level, the School follows the rules outlined by the Joint Council for Qualifications (JCQ) in their document '*Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments*'. These rules change annually and are published each September. When the student enters the 3<sup>rd</sup> Year of Senior School, The Learning Support department will re-test every child who is on the SEND register at that time and who has been entitled to extra time in the past. These assessments will determine whether or not the child qualifies for access arrangements in their external exams. A private assessment with a diagnosis alone is **not** sufficient evidence for the School to apply for access arrangements with JCQ. In accordance with JCQ rules '*the SENCO must paint a picture of the candidate's normal way of working which clearly demonstrates the need*'. This means that the pupil has had opportunity to practise using the access arrangement(s) before the formal examination period. This will include internal school tests, mock examinations and examinations. The access arrangement used by the pupil will be monitored during these periods so that a decision can be made as to whether the arrangement is required and that it **IS** the candidate's '*normal way of working*'. The final decision will be made by the Director of Learning Support.

### **2.16.10 Transition**

When a child is moving to King's from another school, the Director of Learning Support will liaise directly with the SENDCO and class teacher or nursery provider at the child's current setting to find out more about the current provision. If the child is starting in the Sixth Form, a copy of the 'JCQ Form 8' will be required for the purpose of applying for access arrangements. For children with special

educational needs moving through the school, having a 'whole school' approach to SEND provision helps ease the transition process. The Learning Support team works closely with parents, the child and class teachers to make sure the transition is a smooth process.

## **2.17 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

- 2.17.1 Pupils are expected to be fluent in English; if English is an additional language the relevant box should be ticked on the application form.
- 2.17.2 EAL teaching is not normally provided but if a place is offered this will be arranged where appropriate; parents will bear the cost of such tuition.
- 2.17.3 Overseas pupils must be resident with family within a reasonable daily commute.
- 2.17.4 Overseas pupils must qualify through the appropriate examination in the usual way.

## **2.18 GIFTED AND TALENTED STUDENTS**

- 2.18.1 The School's philosophy underlying the teaching of Gifted & Talented pupils is as follows:
  - To ensure that inspiring and engaging teaching, which challenges all to think, is at the heart of all that we do and that we equip students with a technical mastery and emphasize the beauty within each subject as well as connections with other subjects.
  - To ensure that extension and enrichment are an integral part of learning, using material that allows any student to be stretched, whilst encouraging those we believe to be especially talented to take up particular opportunities and encouraging scholarship at all times.
  - To provide enrichment opportunities outside timetabled lessons that will stimulate gifted students.
- 2.18.2 Setting work for gifted students. Schemes of work are planned to include material that differentiates between pupil ability and that stretches gifted students. Provision for gifted students might include
  - Use of higher ability material (e.g. AS material at GCSE level).
  - Use of more complex tasks for gifted students.
  - Less use of scaffolding and greater independence in task completion.
  - Extra reading material set around the subject matter.
  - Referral to websites and other sources relating to associated topics or materials.

**THIS POLICY WILL BE REVIEWED IN SEPTEMBER 2019**