



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

## **Policy area**

Students, Parents

## **Statutory regulation**

Equality Act 2010

## **SLT Lead**

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## **Last Updated**

March 2024

## **Last Approved**

May 2024

## **Next review**

May 2027

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# THE KING ALFRED SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This policy should be read in conjunction with the following School policies:

- Access Arrangements and Reasonable Adjustments Policy
- Accessibility Plan
- Equal Opportunities Policy
- Lower School Curriculum Policy
- Upper School Curriculum Policy
- Safeguarding Children in Education

## 1. INTRODUCTION

Every child is an individual with his or her own individual needs. King Alfred School (KAS) is committed to supporting every pupil to develop into a confident and independent person. During their school career, some pupils encounter significant and substantive barriers to learning; Special Educational Needs. It is vital that a consistent, whole school, best practice approach is employed to identify SEND at an early stage, and to support pupils in developing strategies to overcome these. This policy reflects the principles of the updated SEND Code of Practice, 2015.

### **Definition of SEND**

The Code of Practice, 2015 states that:

*A child or young person has SEND if he/she has a learning difficulty or disability, which calls for special educational provision to be made for them.*

*A child or young person has a learning difficulty or disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority of others 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.*

### **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Categories of Need**

The SEND Code of Practice, 2015 outlines four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

## **2. AIMS AND PRINCIPLES**

### **Aims**

- To ensure that pupils with SEND achieve their full potential in all areas.
- To ensure that pupils with SEND become confident, independent pupils prepared for study and life beyond school.
- To provide support and advice on SEND for teachers, parents and other relevant stakeholders.
- To promote equal opportunities for all pupils.

### **Principles**

- To operate a consistent approach to the management and provision of support for SEND pupils, in both Upper and Lower School.
- Provision for pupils with SEND is a shared responsibility between teaching staff and the Learning Support team who will work collaboratively to best meet the needs of each individual.
- To enable a pupil centred approach where pupils participate in the process regarding their support needs.
- To follow the principles of the Code of Practice, 2015 and make decisions about support in relation to current and complete information for each pupil.
- As far as possible, for KAS to make reasonable adjustments to allow for the inclusion of all pupils.

## **3. IDENTIFICATION OF PUPILS WITH SEND**

### **Pupils with SEND**

At different times in their school career, a pupil may have a special educational need. At KAS, we use the SEND definition as stated in the SEND Code of Practice, 2015 (above).

If a pupil is identified as having SEND, we will provide an intervention that is **additional to or different from** the normal differentiated curriculum, intended to overcome the barrier to learning.

Pupils fall behind in schools for many reasons. They may have been absent from school, or they may have attended many different schools and not had a consistent opportunity to learn. They may not speak English very well, or at all. There may be a whole range of external factors that distract them from their learning. At KAS, we are committed to ensuring that all pupils have access to learning opportunities. This does **not** mean that all vulnerable pupils have SEND. **Only those with a learning difficulty that requires special or additional educational provision will be identified as having SEND.**

### **Identification process in Upper School**

Class teachers, support staff, parents/carers or the pupil themselves may be the first to notice a difficulty with learning. At KAS we ensure that assessment of educational needs directly involves all stakeholders; pupils, parents and teachers. The Learning Support Team, led by the Assistant Headteacher, Personalised Learning, will also support with the identification of barriers to learning.

We use the following process to assess any pupils that may require support:

**Issue:** Class teacher/tutor/pupil/parent raises a concern about a possible SEND learning difficulty.

**Action:**

- If a parent, pupil or member of the pastoral team raises the concern, the tutor will conduct a 'snapshot' of the pupil across the curriculum, to assess whether the pupil is displaying issues with learning that are consistent with a SEN. This can be characterised by progress, which is significantly slower than that of peers starting from the same baseline. If, after analysing the snapshot, the concern appears to be a SEND, the Head of Year will refer to the Learning Support team.
- If a classroom teacher raises the concern, they will first liaise with the Head of Department and trial differentiated teaching strategies to establish whether these will have an impact. If the teaching strategies do not have an impact, and the concern appears to be a SEND, the Head of Department will refer to the Learning Support team.
- If a referral is made, the Learning Support team may conduct observations of the pupil with the purpose of observing key SEND criteria.
- In some cases, parents may be required to fund internal assessments or to requisition external assessments to gain further information.

The final decision as to whether a pupil is identified as having SEND, and will receive additional support, will lie with the school's qualified SENCO (Assistant Headteacher, Personalised Learning). The SENCO will make decisions by assessing and triangulating complete and current information. External reports provided by parents will be considered, but the corresponding, current in-school feedback and observations must correlate with any concerns reflected in the reports.

### **Identification process in Lower School**

Throughout the year, class teachers and the leadership team monitor pupil's progress using close observation, scrutiny of work samples, regular parent liaison, and discussion with specialist subject teachers. At any other time, should a teacher feel a pupil is failing to access the curriculum fully, or would like to investigate a learning behaviour, an Initial Concern Form is completed and submitted for the SENCO for further consideration.

Each term, Learning Conversations are held between each individual class teacher, Core Curriculum Coordinators, the SENCO and the Heads. This is an opportunity for class teachers to raise difficulties experienced by pupils to the whole team.

Following this, an action process is triggered, monitored by the SENCO. This may involve observation of the child by the SENCO or an internal assessment which considers literacy, numeracy, handwriting, language skills, social interaction, fine and gross motor development, as well as emotional literacy. If this results in further intervention being required, parents are informed and fully engaged. Initial Concern Forms and suggested actions are shared with the Head and Deputy Head; referral to play therapy or strategies to support SEMH may also be triggered at this point.

Identification of pupils who might benefit from additional support may also be the result of standardised end-of-year assessments in reading, spelling and numeracy.

If the SENCO, in collaboration with teaching staff and parents feel that external advice would benefit the pupil, a referral is made. The school supports and encourages external professionals to request information through a school questionnaire prior to the assessment.

Once an external report is received, parents are encouraged to meet with the SENCO, Learning Support teacher and class teacher to discuss the outcomes and next steps.

## Disabled Pupils

KAS is committed to upholding legislation set out in the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

*"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities"*

Section 1(1) Disability Discrimination Act, 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Therefore, where a disabled pupil requires special educational provision, they will also be covered by the SEND definition.

This section should be read alongside the Equal Opportunities Policy and Accessibility Plan.

## 4. PROVISION

### Process of Provision in Upper School

Once a pupil is identified as having SEND, we will follow a process of plan, do and review:

Plan:

- A Learning Support Plan will be devised for the pupil. The plan will be written by the Learning Support team in consultation with the pupil, subject teachers and the parents of the pupil.
- This Learning Support plan will include specific details of additional support and will be shared with all subject teachers to ensure a cohesive approach.
- A Pupil Profile will also be written for the pupil and will comprise details of the pupil's SEND, and strategies that will support the pupil. The Learning Support teaching will use these strategies, as will all relevant subject teachers. We are committed to the principles outlined in the SEND Code of Practice, where it is classroom teachers who have the key responsibility for ensuring students with SEND are appropriately supported.

Do:

- The Learning Support Plan commences and strategies from the Pupil Profile are actioned by the subject teachers in lessons.

Review:

- Pupil progress is regularly reviewed using both subject and Learning Support teacher feedback. The Learning Support teacher will lead the review of this but all subject teachers will provide updates to ensure a holistic picture of progress.
- Parents and pupils will be invited to a regular review (at least termly) of the Learning Support Plan. The timeframe of the review will depend on the length of the additional support intervention, which will be decided at the planning stage. Reviews will determine

whether further additional learning support is required or whether pupils have largely overcome their barrier to learning and the additional support is no longer required.

### **Provision Types**

The provision will be designed for each pupil and tailored to their specific SEND. It may take the form of a small group or one-to-one lesson led by a Learning Support teacher.

Occasionally, it may take the form of short term in class support. The length of the additional support will vary depending on the needs of the child.

### **Process of Provision in Lower School**

The Lower School SENCO oversees the learning support of all pupils with a specific learning difficulty. As team of specialist teachers provides individualised one-to-one or small group support following a graduated response.

### **Universal Provision**

Teachers deliver high quality teaching to all children. This includes personalising aspects of a pupil's learning and differentiating work to support individual children.

### **Targeted Provision**

This involves targeted, structured provision to address a particular concern through a timed and monitored intervention programme, such as Catch Up. This extra support is intended to close the gap in progress and may be delivered by a member of the Learning Support team or a trained Teaching Assistant.

### **Specialist Provision**

Once a pupil is identified as needing Specialist Provision SEND we follow a process of plan, do and review:

Plan:

- An Action Plan is devised for each pupil at specialist 1:1 provision level and disseminated to key stakeholders.

Do:

- Action Plans are implemented by specialist teachers through weekly one-to-one or small group lessons. Carryover strategies are actioned by class teachers. Where relevant and in collaboration with parents, opportunities for repetition and consolidation are provided regularly for the child to complete at home. The SENCO and Learning Support staff are available to assist in the implementation of external specialist recommendations into the classroom.

Review:

- Action Plans written by each Learning Support teacher are reviewed twice a year in collaboration with the student.
- In the Autumn and Spring terms there are formal opportunities for parents talk through the Action Plans / Action Plan Reviews.
- Learning Support teachers maintain regular contact with parents, eg through home-school books, to feed back on their child's progress and how to provide support at home
- Provision for each child is reviewed on a termly basis in collaboration with teachers and in line with the child's needs.
- The Lower School SENCO meets regularly with all those involved with the pupil to discuss and evaluate progress and next steps.

### **Pupils with Statements of SEND or Education, Health and Care Plans**

Where a pupil has a statement of SEND or an Educational, Health and Care Plan, the Assistant Head, Personalised Learning (Upper School) or the Learning Support Coordinator (SENDCo) (Lower School) will arrange provision in accordance with the needs of these pupils and in line with the funding provided by the Statement/EHC plan. This provision may involve a mixture of in-class support and one to one support, depending on the needs of the child. This may be provided by an existing member of the Learning Support Team or by one or more Learning Support Assistants. On admission, an Individual Education Plan (IEP) will be prepared for each child with a Statement or EHC plan and this will be updated on a termly basis. The status of each Statement or EHC plan is reviewed on an annual basis during which process the Assistant Head, Personalised Learning and the Learning Support team will liaise closely with the representative from the appropriate borough.

## **5. ACCESS TO THE CURRICULUM**

This section should be read alongside the Curriculum Policies for Upper School and Lower School.

### **Classroom Teaching for SEND Pupils**

The SEND Code of Practice, 2015 states that:

*High quality teaching differentiated for individual pupils, is the first step in responding to pupils who may have or have had SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.*

All pupils at KAS will be able to access the full curriculum. Schemes of work, across the curriculum, will reflect inclusive approaches for teaching and learning and will take account of SEND. In the classroom, teaching and learning is personalised for each class of pupils, and teachers use a range of strategies to do this. In some cases, they will have the opportunity to deploy additional staff from the Learning Support department to augment their support of pupils in their class. The Curriculum Policy includes further details of differentiation.

### **Training and support for teachers**

Improving teaching and learning lies at the heart of the school's work. Through professional development and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils. We aim to meet every pupil's needs within mixed ability inclusive classes.

In both Lower and Upper School, we develop the expertise of staff to support pupils with SEND and provide regular training including access to the following:

- SEND criteria and strategies information
- Training on best practice for deployment of in-class support
- Training on classroom strategies for specific types of need e.g. Dyslexia
- Meetings with key members of staff regarding a specific pupil's need e.g. Learning Support Assistant, Assistant Headteacher, Personalised Learning/Learning Support Coordinator (SENDCo) in Lower School.



## **Information for Staff**

It is vital that teaching staff have access to clear and current information on pupils with SEND in order to plan effective personalised lessons.

In Upper School each pupil who is identified with SEND, is added to the SEND Register. This is a document which includes links to any relevant reports and the current Pupil Profile. If a pupil has ever had SEND, but does not require additional support, they are added to the SEND Aware Register so that teachers are able to view historical needs and be aware of these for planning and monitoring purposes.

In Lower School each pupil who is identified with SEND is added to the SEND Register. This provides a snapshot of the child's learning strengths, weaknesses and provision both internal and external.

Due to the age of the children, the Lower School SEND Aware Register identifies both those children who have been flagged with a concern, or are at risk of poor attainment, but have not usually undertaken formal assessment and may not have a formal diagnosis, and those who have a diagnosis but for whom differentiated provision at universal level is deemed appropriate.

## **Communication with parents**

KAS will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents of pupils in Upper School receiving additional support will receive copies of the Learning Support Plan and the Pupil Profile for their child. They will also be invited to participate in the termly review of their child's progress. This may take the form of a meeting, although could be a telephone call or email exchange.

Parents of pupils in Lower School who receive additional support will receive Action Plans and Action Plan reviews twice each academic year. They will be invited to meet the Learning Support teacher to discuss the initial Action Plan and participate in the Spring review of their child's progress. The review of the second Action Plan forms part of the end of year reporting process however, parents are encouraged to make contact throughout the year with their specialist teacher.

## **External Agencies**

Where external tutors or other professionals are employed privately by parents, Learning Support teachers will make reasonable efforts to liaise with them as deemed appropriate by the school. This will most likely take the form of a telephone call or email dialogue and very occasionally may involve a face-to-face meeting. However, external agencies will not be invited to review meetings or become involved in decisions regarding provision for individual pupils.

## **Access Arrangements**

Some pupils with SEND may be eligible for Access Arrangements for examinations. KAS adheres to the regulations set out by JCQ, which are updated annually. The Access Arrangements procedure remains separate from the SEND policy although evidence of need may be sometimes taken from relevant information on the SEND or SEND Aware Registers.

Further details can be found in the school's Examination Access Arrangements and Reasonable Adjustments Policy.

## **Safeguarding**

Pupils with SEND or certain health conditions can face additional safeguarding challenges and can be more prone to issues relating to safeguarding such as bullying or isolation. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

More details of the school's approach can be found in its Safeguarding Children in Education Policy.