



SEND Policy

2017-2018

Kings College Guildford

“An uncompromising commitment to excellence”

| Contents | Page |
|--|-------------|
| Legislative framework | 3 |
| Key Personnel | 3 |
| Terminology | 3 |
| SEND statement | 4 |
| Aim | 4 |
| Objectives | 4 |
| Identifying Special Educational Needs | 5 |
| A Graduated Approach to SEND Support | 6 |
| Managing Pupils' Needs on the SEND Support List | 8 |
| Criteria for Exiting the SEND Support List | 10 |
| Supporting Pupils and Families | 10 |
| Transition | 10 |
| Supporting Pupils at School with Medical Conditions | 10 |
| Monitoring and Evaluation of SEND | 10 |
| Training and Resources | 11 |
| Roles and Responsibilities | 11 |
| <ul style="list-style-type: none"> • The Special Educational Needs Co-ordinator (SENCO) • Role of Teachers • The Role Played by Parents of Students with SEND • Role of Students • Role of the Governing Body | |
| Storing and Managing Information | 13 |
| Dealing with Complaints | 13 |

SEND Policy

Governors' Committee Responsible: EWG

Governor Lead: Mr Bob Arnold

Nominated Lead Member of Staff: Mrs M Robberts

Status and Review Cycle: Statutory Annual

Next Review Date: September 2018

LEGISLATIVE FRAMEWORK

The SEND policy operates within the statutory framework set out in the SEND Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy has been created by the Special Educational Team with support from our children, parents and staff.

KEY PERSONNEL

- SENCO for KS3 (Yr7-8) is Mrs Stephanie Oliphant, NASENCo Award/Ba Hons/PGCE
Contact details: email: s.oliphant@kingscollegeguildford.com Phone: 01483 458956 ext:283
- SENCO for KS4 (Yr9,10,11) is Miss Emma Sykes, NASENCo Award/Ba Hons/PGCE
Contact details: email: e.sykes@kingscollegeguildford.com Phone: 01483 458956 ext:286
- SENCO for KS5 (Yr12) is Mrs Stephanie Oliphant, NASENCo Award/Ba Hons/PGCE
Contact details: email: s.oliphant@kingscollegeguildford.com Phone: 01483 458956 ext:283
- The Assistant Principal responsible for SEND is Mrs Mollie Robberts, NASENCo Award/Ba Hons /PGCE
Contact details: email: m.robberts@kingscollegeguildford.com Phone: 01483 458956 ext:228

TERMINOLOGY

Special Educational Needs and Disability

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:

- 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 or mainstream post-16 institutions .

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

SEND Statement

At Kings we are all in agreement that, 'Every teacher is a teacher of every child or young person including those with SEND' (Code of Practice 2015). As an inclusive setting we aim to deliver high quality teaching to all students every lesson, every day. We believe that children learn best alongside their peers, taught by specialists and supported by specialist SEND staff. We are committed to identifying and providing for the needs of all students in an inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs and a physical disability/medical condition who are afforded the same rights as other children in the spirit of UNESCO Salamanca Statement and in line with the Equality Act (2010). The Salamanca Statement begins with the commitment to 'Education for All', recognising the necessity and urgency of providing education for all children 'within the regular education system'.

In order to create our policy we worked with students with SEND needs, their parents and the teaching staff to ensure involvement from all stake-holders so that this policy was co-produced in the spirit of the SEND Code of Practice 2015.

AIM

Our guiding principle is one of Inclusion and we aim to provide high quality teaching for all our students. This includes appropriate differentiation for individual students, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our students experience success. This does not mean treating all students equally; it means treating all students as individuals and ensuring they have the required provision to achieve the best possible progress. The aim at Kings College is for all our students to be fully included in all aspects of college life.

We believe that all students should be equally valued in college. We will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe. This is particularly important for students with special educational needs and disabilities, students at risk of social exclusion or for specific groups, such as 'looked after students'.

We believe that educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners. We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Year 7 students for whom maturity is a crucial factor in terms of readiness to learn. Many students, at some time in their college career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs
- To provide a specialist team with trained staff including qualified SENCOs
- To provide support and advice for all staff working with special educational needs pupils
- To ensure that we take the views of the child into account when planning and evaluating their SEND provision and consult students and parents on policy and provision generally
- To develop and maintain partnerships and high levels of engagement with parents
- To ensure that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- To ensure that pupils with SEND have all the support they need to make this rapid progress and become happy and confident individuals, who will make a successful transition to the next phase of their educational journey and into adulthood

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEND is built into our overall approach to monitoring the progress and development of all students. Identification includes the use of high quality formative assessment, as well as effective baseline assessments, communication with parents, students and other relevant practitioners. In practice most information for students transferring into Year 7 comes through liaison with feeder schools. All Year 7 students who come to Kings College are screened using CATS Tests which give a profile of strengths and weaknesses. Standardised tests are used to assess literacy skills. The results of these tests, together with the KS2 results, are scrutinised by the SENCO.

Upon entry progress data is monitored every term. This allows us to identify students who are making less than expected progress at an early stage. Inadequate progress might be that which is significantly slower than that of their peers starting at the same baseline or fails to match or better the child's previous rate of progress, or fails to close the attainment gap between the child and their peers.

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, family circumstances, health needs, or having a Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND). Therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most students will have their needs met through high quality teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents in order to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than a classification/label. Once students' needs have been understood they will be written a Pupil Passport, any appropriate interventions will be allocated and they will be placed on the Support List whilst support is put in place.

Further, more detailed diagnostic testing may be used. An Educational Psychologist and Specialist Teachers are able to carry out specialist testing. Outside agencies may also be involved in identifying and assessing complex needs.

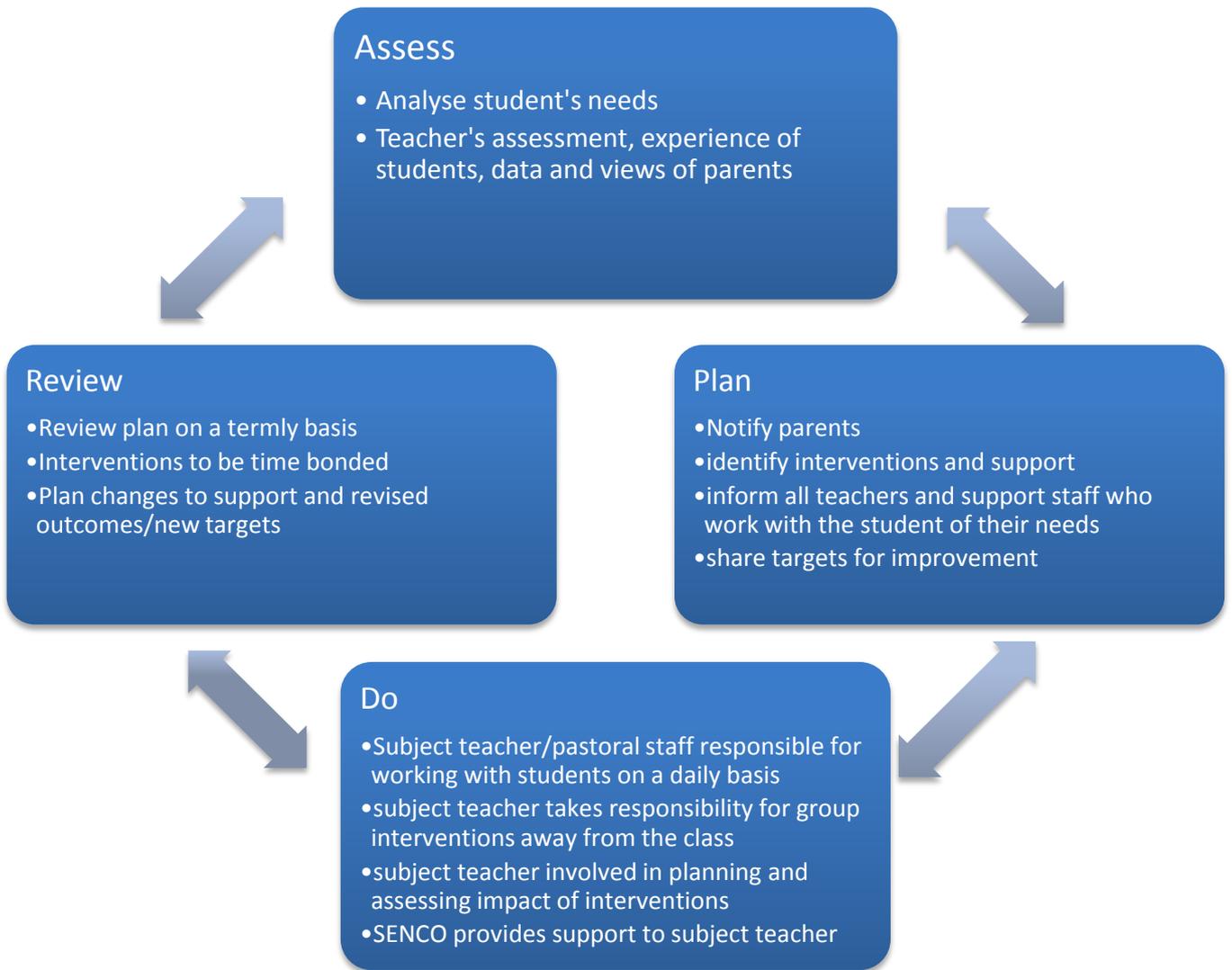
A Graduated Approach to SEND Support

In line with the 2015 Code of Practice requirements the school delivers a Graduated Approach Model as described in the diagram below for students identified as having SEND or SEN Support; with thanks to Natalie Packer, Natalie Packer Educational Consultancy www.nataliepacker.co.uk/

We believe all teachers are teachers of every child including those with SEND and all students at Kings College have access to high quality teaching. Teachers are responsible and accountable for the progress and development of the pupils in their classes, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated pupils, is the first step in responding to pupils who have or may have SEND.

Teaching staff track the progress of students in their classes, planning and implementing interventions if a pupil is not making progress. Heads of Department track the progress of groups and individuals and, working alongside teaching staff, plan interventions to improve progress. There are regular Progress meetings allowing discussion by key staff including SEND staff and SLT (Senior Leadership team) around students who are underachieving and interventions agreed upon. These interventions are monitored for effectiveness and changed or adapted when required.

Additional interventions and support cannot compensate for a lack of high quality teaching. At Kings College we pride ourselves on the high quality of teaching and learning opportunities. A rigorous system of quality assurance is in place to systematically monitor the quality of teaching including learning walks, drop-ins, department reviews, as well as formal observations and peer observations. A regular cycle of whole school and individual CPD (Continuing Professional Development) offers staff opportunities to improve their expertise in meeting the needs of those with SEND.



MANAGING PUPILS' NEEDS ON THE SEND SUPPORT LIST

SEND support will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the student to make good enough progress, and where assessment data indicated this is because special educational needs are providing a barrier to learning.

The following sources inform a decision to place pupils on the SEND register and movement off the support list.

- Internal assessment data
- Information from previous school
- Staff concerns
- Information from the parent
- Specialist teacher /professionals reports
- MIDYIS/CAT4
- Lucid Assessments (internal)
- Reading and spelling testing
- Medical reports
- Progress monitoring
- KS2 attainment levels

All students at Kings College have their progress monitored continually. Their progress is measured rigorously against challenging targets set from their own starting points. The SEND team work with each student each year to write a Pupil Passport which details their individual barriers, support strategies and targets/advice from assessments or reviews. Parent/teacher meetings are held at least twice a year for all students. In addition to feedback from teachers, parents of students with Pupil Passports are invited to meet with a member of the SEND department to review their son/daughter's progress and have input into their child's Pupil Passport. These students will be identified as having SEND and their progress will be monitored according to the model outlined above. With the correct support it is anticipated that the majority of these students will make expected progress. All these students will be identified as having SEND Support but some may be placed on a SEND Support Arrangements Plan.

Where a student with SEND is not making adequate progress, teachers, the SENCO and parents will collaborate on problem-solving, planning support and teaching strategies for individual student through SEND Support Arrangements plan.

When pupils have higher levels of need, we refer to specific specialist professional agencies to assess: for example, Educational Psychologists (EP), Physical and Sensory support service (PSS), or Language and Literacy support service (LLS).

We ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared to their peers and national expectations. We listen to the views and experience of parents and the pupil. In some cases we draw on the assessments and guidance from other educational professionals e.g. EP's, PSS and from health and social services, where appropriate.

Where SEND Support is required, the teacher and SENCO, with the parent, put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil are shared with her/him using child friendly language. All staff who work with the pupil are made aware of the plan. Parents are asked to share in the monitoring of progress.

Any teachers working with a pupil with identified SEND needs will have up to date relevant information on the pupil's needs and agreed strategies that should be put in place. They will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO provides support, guidance and advice for the teachers.

The plan, including the impact of the support and interventions, is reviewed each term by SENCO or member of the SEND department, parent and the pupil and any other relevant staff. This informs the planning of the next steps or where successful, the removal of the pupil from SEND Support.

For pupils with an EHCP, annual reviews are held in line with statutory requirements.

Each pupil is an individual and will have a programme to meet their needs. It is expected that all teachers at Kings College offer good quality teaching and will deliver high quality differentiated lessons, adapting lessons to pupil needs. The SENCO is responsible for coordinating and monitoring SEND provision. TAs support individuals in class and run small group interventions, as well as helping with assessment and review of pupils' progress. The SENCO is a specialist teacher of pupils with SPLD. She, along with the specialist assessor, assesses pupils and works with individuals and groups both in and out of lessons. She also trains staff on how to support pupils with SPLD and other special educational needs.

All pupils on the SEND support list are reviewed three times a year by a member of Kings College staff, this could include teachers, staff on the SEND and Inclusion Team or the pastoral Heads of Key Stage. Parents and pupils are invited to these meetings as well as other relevant staff and agencies. At these pupil-centred meetings, the pupil's progress is discussed, outcomes and actions on the plan reviewed and new outcomes agreed upon.

Pupil provision is recorded on a costed provision map in Excel. Pupils also have a Profile and a pathway plan document where outcomes, action and progress towards outcomes are recorded.

Pupils are assessed in reading, spelling and writing on entering the school as well as screened for mathematical ability and attainment. Pupils also take the MIDYIS (Middle Years Information System) test which gives us valuable data on pupils' innate verbal, mathematical, non-verbal and application of literacy skills. We use this information, as well as KS2(Key Stage 2) assessments and information from primary school to decide on necessary interventions.

If a pupil is at K (SEND Support) on the SEND support list and they are not making progress towards their outcomes and academic targets despite review meetings, outside agency support and spending at least £6000 a year on their individual support, application for an EHCP will be considered at a multiagency meeting . If the consensus at the meeting is that an EHCP is needed, the school will submit an application.

Pupils with ECHPs will have their statement ceased if they have made progress towards their agreed outcome and the school no longer needs to spend over £6000 to provide the support that they need to make progress after careful monitoring and discussion with all stakeholders.

CRITERIA FOR EXITING THE SEND SUPPORT LIST

The SEND Support List is reviewed every term alongside student progress data and assessments from interventions. When a student can be seen to have made progress in intervention and/or working in line with their peers they are removed from the support list. This change is communicated with parents and the child and they remain on a monitoring list to be reviewed each term to ensure that progress is maintained. The support list at Kings remains a transient list for children when they require support and this may be for their whole time at school, for a small period or for several periods when support in addition to classroom practice is required.

SUPPORTING PUPILS AND FAMILIES

Parents and young people can find information on SEND from:

- The SEND information Report (14 questions), which is updated yearly ([link](#))
- Surrey Local Offer which includes other agencies who provide a service <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- The school's admission arrangements including tours and brochure <http://www.kingscollegeguildford.com/policies>
- Contact SENCO re information on Access arrangements for exams and assessments

TRANSITION

Pupils with SEND transferring to Kings College from primary school have enhanced transition support. This includes individual tours and visits, parent and student transition meetings with a member of the Senior Leadership Team, transition support morning for vulnerable students which are in addition to the two day orientation visits made by all pupils in the summer term. Staff from Kings College liaise with staff from the primary schools and any other professionals involved in supporting the students before they start at Kings College to ensure the smoothest transition possible.

At Kings we help our students with SEND to start planning for their future adult life as early as possible. Our aim is to support our student to go on to achieve the best possible outcomes in employment, independent living and participating in society. This includes: discussing aspirations and supporting planning for these in Pupil Passport meetings with students and parents, ensuring career advice and information provides high aspirations and a wide range of options for students with SEND and helping students and parents understand and explore how the support they receive will change as they move into different settings, and what support they are likely to need to achieve their ambitions. Particular care is paid to the transition between key stages (with KS3-4 considered between Yr8 to Yr9). Students with SEND are provided with options guidance and the SENCOs check that options choices are ambitious and suitable for each individual.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Kings College recognises that pupils with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

At Kings College all pupils with serious/complex medical conditions will have an individual healthcare plan. They may access the Student Support Centre and special arrangements made for PE, including changing and toilet facilities. Staff are trained to support pupils with medical needs - please refer to medical policy which sets this out in detail.

Pupils who have medical needs that mean they cannot attend school may be referred to Surrey's Access to Education (medical) service. Some pupils may be enrolled in computer based education packages.

MONITORING AND EVALUATION OF SEND

We regularly evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all pupils to inform future developments and improvements.

This is done by:

- Learning walks completed by the SEND team and Senior Leadership Team
- Observations of lessons and interventions
- Monitoring of pupil progress and attainment
- Pupil voice
- Book reviews
- Department and school self-evaluation
- School and department development planning
- School questionnaires to parents
- Data analysis of intervention gains
- Staff questionnaires and feedback about initiatives and focus areas
- Any external audits by Surrey e.g. SEND Monitoring visits by Babcock4S and OFSTED inspections
- SENCO networks and local partnerships
- Termly reports to the EWG and Leadership team to review progress

TRAINING AND RESOURCES

The professional development of all staff involved in meeting the needs of students with SEND is on going and continuous. A wide range of training opportunities is provided which includes:

- Professional development sessions provided by SEND specialist
- Courses offered by external providers, accredited and non-accredited
- Departmental INSET sessions for all learning support staff
- Sharing good practice at departmental meetings
- Staff workshops on meeting the needs of specific students
- Information shared on 'Pupil Passports'
- Shared strategies in the SEND staff shared area and on display in the staffroom
- Follow up training for newly qualified teachers and trainees
- SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND

ROLES AND RESPONSIBILITIES

Provision for students with special educational needs and disabilities is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

The Special Educational Needs Co-ordinator SENCO

Their key responsibilities include:

- to work in collaboration with the leadership team, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of students with SEND
- to work in partnership with parents of students with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by students with SEND
- to liaise with the relevant Designated Teacher where a looked after pupil has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that students make smooth transitions between school placements

- to work with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- to promote the inclusion of students with SEND in the school community , ensuring they have access to the school’s curriculum, facilities and extra-curricular activities
- to ensure that the records of students with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual students with special educational needs
- to coordinate the effective deployment of learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND

Role of Teachers

Their key responsibilities include:

- to provide good quality inclusive teaching for all the students in their class, to differentiate and to provide for the individual needs of all their students, adapting their teaching and the learning environment as appropriate, and to be accountable for the progress of all their students, including those who receive additional support from learning support assistants and specialist teachers
- to communicate with and direct the focus of the work of TAs/HLTAs within their classrooms
- to implement classroom interventions for students to bridge gaps and improve attainment
- to work with the SENCO to monitor the effectiveness of interventions and the progress made by students with SEND, including getting feedback from students
- to work collaboratively and communicate concerns to their Head of Department and SENCO if they believe a student may have a special educational need and is not responding to good quality teaching and classroom interventions

The role played by parents of students with SEND

Kings College is committed to building strong partnerships with parents of students with SEND. The school seeks to ensure that parents have the opportunity to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child’s education.
- have knowledge of their child’s entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision

To make communications effective staff at Kings College will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the student’s strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand the procedures and are aware of how to access support in preparing their contributions
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Role of Students

Students should be active partners in their own learning to achieve the best outcomes. To achieve this the students’ views will always be sought although this may not be through direct discussion with them. Students will be encouraged to participate in decision-making processes in education, including the setting of learning targets, contributing to their Pupil Passports, contributions to the assessment of their needs and reviews of support. They need to be part of the process, to know that they are listened to and that their views are valued.

Role of the Governing Body

It is the statutory duty of the governors to ensure that the school executes its responsibilities in meeting the needs of children with SEND following the requirements of the SEND Code of Practice.

The governor with particular responsibilities for SEND is Mr Bob Arnold. He can be contacted via Mrs Baker at the school office.

Designated Teacher for Children in Care- Mrs M Robberts, Assistant Principal

Designated Safeguarding Lead- Miss A Wallis, Vice Principal

Member of staff responsible for Pupil Premium Grant and Looked After Child Funding- Mrs M Robberts, Assistant Principal and Miss A Wallis, Vice Principal

Member of staff responsible for managing medical needs of students – Miss Tara Skelton

STORING AND MANAGING INFORMATION

The School follows national and local guidance on storage and information sharing.

Please refer to our Data Protection, Freedom of Information, E-safety (which includes staff & pupil acceptable use of ICT) and Confidentiality guidelines which can be found on our webpage:

<http://www.kingscollegeguildford.com/policies>

All confidential information is communicated to others only on a need-to-know basis.

Any action that the school takes is considered to be in the best interests of the student. Trusted relationships with students, built up over many years, may be damaged if confidentiality is breached. Where there is a conflict of interests between the student and their parents, the welfare of the student must be paramount.

All staff, external agencies /visitors working with students, students and parents are made aware of our guidelines. SEND files are stored separately from main school files while pupils are on roll. Once a pupil leaves the SEND file is matched with the main school file and stored for 12 years in the school archive. Files of students who transfer to another school within the UK before school leaving age are forwarded to their new school.

DEALING WITH COMPLAINTS

Any complaints from parents of students with special education needs concerning the provision made at the school can be made through the school's procedures as set out on the school's website.

In the first instance please contact the SENCO responsible for their support.