SEND and Inclusion Policy

Kings College Guildford
“An uncompromising commitment to excellence”
## POLICY REVIEW AND AMENDMENT LOG

<table>
<thead>
<tr>
<th>Reviewed By</th>
<th>Review Date</th>
<th>Reviewing Governor</th>
<th>Date Approved by Governing Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Chinappa</td>
<td>May 2014</td>
<td>Matthew Armstrong</td>
<td>May 2014</td>
</tr>
<tr>
<td>Sharon Chinnappa</td>
<td>April 2015</td>
<td>Anna Wright</td>
<td>5 May 2015</td>
</tr>
</tbody>
</table>
School Aim, Vision and Ethos:

Our vision for Kings College Guildford is to be recognised as a leader in education, ensuring every pupil is ready to take up the challenges and realise the opportunities of the 21st Century. Staff and governors of Kings College Guildford aim to provide a broad and balanced curriculum for students; that includes setting suitable learning challenges, responding to students’ diverse learning needs and overcoming potential barriers to learning and assessments.

The Governing Body and teaching staff will ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities.

Our vision is realised through five key aims:

• To develop outstanding leaders across the whole school.
• To guide all our students to achieve exceptional Academic Performance.
• To provide outstanding learning experiences for every pupil.
• To ensure every pupil has access to high quality enrichment activities.
• To be the school of choice for boys and girls from our local community.

Inclusion

All the teachers at Kings College Guildford are teachers of students with special educational needs (SEND Code of Practice 2014) and teachers will be held to account regarding every students progress. Our school adopts a ‘whole school approach’ to special educational needs, which involves all the staff adhering to a model of good practice. We are committed to identifying and providing for the needs of all students in a wholly 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’.
Legislative framework
The SEND and Inclusion policy operates within the statutory framework set out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Introduction
Our guiding principle is one of Inclusion and we aim to provide Quality First 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.

This SEND and Inclusion policy details how we ensure that the needs of all our students with special educational needs are met. When carrying out our duties towards our students with SEND, we have regard to the Special Educational Needs and Disability Code of Practice 2014.

Kings College is committed to providing an appropriate and high quality education to all our students. We believe that all students, including those who may be vulnerable for any reason have a common entitlement which is aligned to their needs and abilities. 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 learners, 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:
• girls and boys
• minority ethnic and faith groups, travellers, asylum seekers and refugees
• learners who need support to learn English as an additional language (EAL)
• learners with special educational needs
• learners who have either a physical or learning disability
• those who are gifted and talented
• those who are looked after by the local authority
• others such as those who are sick; those who are young carers; those who are in families under stress; pregnant girls and teenage mothers
• learners who are at risk of disaffection and exclusion

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.

**Vulnerable Students** Kings College recognises that students may be vulnerable if they have greater difficulty accessing education than the majority of their peers. This is particularly important for students with special educational needs or students at risk of social exclusion or for specific groups, such as ‘looked after students’. The college supports these students through review of students' progress at Laser Meetings and Care Committees. Vulnerable students are provided support through the pastoral structure and the provision of alternative learning opportunities when needed.

All students are monitored and different levels of interventions used to help them achieve their potential if needed e.g.:

- **Group A** – No identified concerns
- **Group B** - Prior attainment concerns only
- **Group C** - Emotional needs only
- **Group D** - Progress concerns only
- **Group E** - Prior attainment and progress concerns
- **Group F** - Prior attainment and emotional needs
- **Group G** - Emotional needs and progress concerns
- **Group H** - Prior attainment, progress concerns and emotional needs

Other vulnerable students are supported from funding to:

Kings College Guildford SEND and Inclusion Policy 2015/17
• Narrow the gap between pupil premium students and the rest of the cohort
• Improve levels of progress made by pupil premium students
• Develop literacy and numeracy skills for pupil premium student
• Develop the resilience and wellbeing of pupil premium students
• Provide tailored provision for pupil premium students with complex needs.
• Provide opportunities to extend pupil experience and expectations.

**Principles**

• We value all children in our school equally.
• All students are entitled to a broad and balanced curriculum, which is differentiated to meet their individual needs and abilities.
• All children are entitled to experience success.
• All children are entitled to have their particular needs recognised and addressed.
• All children should be helped to reach their full potential – we have high expectations for everyone.
• Good special needs practice is good practice for all students.
• Additional intervention and support cannot compensate for Quality First Teaching.
• Parents/carers know their child best and should be full partners in planning and reviewing support for their child.
• Students with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support

**Aims**

• To ensure that we take the views of the child into account when planning and evaluating their SEND provision and consult students and parents/carers on policy and provision generally.
• To develop and maintain partnerships and high levels of engagement with parents/carers.
• To raise the aspirations of and expectations for all students with SEND.
• To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
• To ensure that all students have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities.
• To ensure that students with SEND engage in all the activities of the school alongside students who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for students with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Kings College Guildford SEND and Inclusion Policy 2015/17
What informed the development of this policy?

The new vision for children with SEND was developed and formally consulted on in spring 2014 with staff, students and parents.

The content of this policy was informed by ethnographic research with students with SEND and their parents. This found that:

- Overall the students with SEND, and their parents in the study, see the support at King’s College as good and improving
- Support from the SENCO and special needs team was particularly valued
- There are lots of examples of individual teachers going out of their way to support individual parents and students
- Communication is seen as accessible and responsive
- Parents really appreciated the times they were given positive feedback about their child’s behaviour and achievement
- All children have aspirations for the future and want to succeed

They felt support would be even better if:

- Work was more understandable and practical
- Students were helped to deal with their frustration
- The use of part time timetables was re-examined

As a result of this feedback, there is a greater emphasis in this policy on quality first teaching, student voice, resilience and appropriate use of alternative provision.

Definition of special educational needs and disabilities (SEND)

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 educational facilities of a kind generally provided for students of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Identification and assessment of students with special educational needs
The identification of SEND is built into our overall approach to monitoring the progress and development of all students. 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, and family circumstances. 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 Quality First 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. Examples of interventions available are included in the Kings College Provision Map in Appendix A.

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/carers and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil’s areas of strength and difficulty, the parents'/carers’ 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.

Teachers are responsible and accountable for the progress and development of all the students in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.
The College also has a special unit for Physically Disabled students, which has 12 places.

**SEND Support**

At Kings we begin working with our students when they are in year 6. Our in-depth transition programme includes visits and meetings with feeder schools, parents, students and teaching staff. This ensures that we have an accurate picture of need prior to students starting in year 7. Rigorous baseline testing at the beginning of year 7 ensures that information gathered at transition is reliable and enables the SEND and Inclusion and teaching team to identify any student who may have underlying needs previously not identified. A number of taster days and a summer school all add to enabling the new students in year 7 to feel at home and included at Kings.

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of ‘assess–plan–do-review’ as recommended in the SEND Code of Practice (2015). In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes and the pupil’s views on the extent to which the support is working. Where a pupil continues to make less than expected progress despite the school’s best efforts, and with the agreement of the child’s parents/carers, we will involve appropriate specialists and outreach services.

Some students will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these students will then be removed from the school’s register of SEND students. However, we continue to monitor the progress of such students closely to ensure their progress is maintained.

**Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHCP) to enable them to achieve the best possible outcomes. If we believe that a child’s needs require provision and resourcing over and above that which we make available to our SEND students from delegated funding, we will request that the Local Authority conduct an assessment of the child’s education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.
Prior to September 2014, the children with the most complex needs were issued with a Statement of Special Educational Needs rather than an EHCP. These children will continue to have a Statement until the Local Authority completes its transition from Statements to EHCP’s.

**Access Arrangements for exams**

Kings College, in line with the Disability and Discrimination Act, will identify and assess the students that need this support. Parental consent will be obtained for such assessments by a specialist teacher or an educational Psychologist. Students’ views and opinions will also be taken into account in regards to access arrangements.

**How Kings College Guildford adapts the curriculum and learning environment for students with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable students with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND students in their class and know a range of strategies that can be utilised to support students. They are able to draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed, including support for those students with hearing impairment, visual impairments and SLCN.

**Additional support for learning available to students with SEND**

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of students and individual students within the school. Interventions available are shown on Appendix A. Some interventions are delivered by Higher Level Teaching Assistants (HLTAs) under the direction of the teacher and/or the SENCO. Teachers deliver other interventions. The Local Authority school-based speech and language therapist works closely with school staff to ensure that we address the needs of our students with language and communication needs effectively. A HLTA or TA supports some students in class for part of the school day, either individually or in a small group. These students continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. HLTAs and TAs understand the need to develop independence and resilience in the students with whom they work and support is only assigned when it is needed.

**Support for students with social, emotional and mental health difficulties**

Some students’ special educational needs relate to social, emotional or mental health difficulties. Whilst some students display their difficulties through challenging or disruptive behaviour, other students may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some students may have disorders such as attention deficit disorder (ADD), an anxiety disorder, attention deficit hyperactive disorder (ADHD) or attachment
disorder. We address the needs of these students by individual or group interventions to increase their resilience, liaising with relevant outreach services and health professionals as appropriate. In response to parental feedback we have an in-house facility offering tailored behaviour provision for students who would benefit from a smaller learning environment. We recognise that behaviour difficulties sometimes mean that a student is having difficulty accessing the curriculum. We use a variety of pastoral systems and assessments to determine if a student has an unidentified emotional issue that could be the cause of an undiagnosed learning difficulty. To help us identify these students we use attendance data, behaviour, effort and organisation scores, and observations from staff. There are a range of tests that the SENCO can then run with a student to help identify whether the issue is as a result of a special educational need.

Specialist provision, equipment and facilities
If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the Physical Disability Centre Manager to secure the equipment if needed and any training for staff required in its use. The Physically Disabled Centre caters for the physical and learning needs of up to 12 students. This is a unique resource to Kings where specialist support and provision is available for students with a physical disability (wheelchair user or otherwise). Students who have a Statement for their physical disability may apply to be supported by the PDC. Sporting events and residential trips - without parents - are organised by the PDC. Sixth Form students are offered a Life Skills course, careers advice and specially-tailored work experience placements, in addition to a weekly visit to the gym.

Specialist facilities include a fulltime member of staff to support students throughout the day. It also provides physiotherapy, which takes place in the physiotherapy room, and access to a range of outside agencies.

Support in lessons is timetabled in all core subjects, PE and practical Design & Technology lessons. Levels of support will vary for each individual depending on their needs. In all cases, the Learning Enhancement Team liaises closely with parents, carers, students and teachers.

Admission to the Physically Disabled Centre is based upon the availability of spaces in the first instance. Statemented students, with a disability which has a significant and long-term impact on their everyday life, are encouraged to contact the College to arrange an individual visit with relevant staff and to apply to the College in consultation with their Case Worker at the Local Authority.

How Kings College Guildford evaluates the effectiveness of its provision for students with SEND
Intervention programmes are time-limited and the progress and attainment of children taking part is tracked every module. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child’s needs or we will plan a different type of support. Parent/carer and student voice is used to evaluate the effectiveness of provision and teachers are asked to evaluate the effectiveness of the support by the SEND team as well as a range of student progress data and behaviour, effort and organisation scores. Outcomes of whole school quality
data relates directly to teaching and learning, staff skill and expertise in effective differentiation.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy.

We have robust tracking systems for monitoring the progress of all our students, including those with SEND. The ‘assess-plan-do-review’ cycle ensures that we match provision closely to each child’s needs and that we respond quickly to any evidence of inadequate progress. The progress of SEND students in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. We involve the child and family fully in the planning and review process.

Admissions
Students with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria. This is published on the school website.

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
The designated Special Needs Co-ordinator is Mrs Stephanie Oliphant. She is the Assistant Principal with responsibility for SEND and Inclusion and has achieved the National Award for SEND (NASENCO), which is a statutory requirement for SENCos (Clause 864, Children and Families Bill, 2014). She is in school full time. Her key responsibilities include:

- to work in collaboration with the Principal, 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/carers 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 regards 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 learning support assistants, providing support and training as needed
• to contribute to the in-service professional development of staff in relation to SEND

Teachers
• to provide Quality First 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 work with the SENCO to monitor the effectiveness of interventions and the progress made by students with SEND, including getting feedback from students.

Higher Level Teaching Assistants/Teaching Assistants
• to support students with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies
• to develop the independence and resilience of the students with whom they work
• to provide feedback to the teacher and/or the SENCO on the progress of the students with whom they work to inform planning and review
• to regularly seek feedback from students on the extent to which the provision is helping them to succeed.
All SEND and Inclusion staff are line managed by the Assistant Principal SEND and Inclusion.

**Arrangements for training and staff development**
The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support is given to Newly Qualified Teachers and other new members of staff.

**Work with parents/carers and partners**

**Arrangements for partnership with parents/carers**
We recognise the importance of working in partnership with parents/carers. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of students with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their child’s education. We will always tell parents/carers when their child is receiving help for their special educational needs and disabilities and will involve them fully in planning and reviewing any SEND provision.

Teachers will work closely with parents/carers at all stages in his/her education and if parents/carers have concerns their first port of call should be the class teacher. Parents/carers of any pupil identified with SEND may contact the Parents in Partnership Service of Guildford for independent support and advice.

**Pupil participation**
Students and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND students to express their views.

**Working with disabled parents/carers**
Kings College recognises that there will be a number of disabled parents/carers of children within the College, and we work to try to ensure they are fully included in parents/carers’ activities. We hold parents'/carers’ meetings in the Hall that is accessible, and can offer some BSL interpretation.

**Links with other mainstream schools and special schools**
Advanced planning for students in Year 6 is essential to allow a smooth transition to secondary school. Primary SENCos liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support students at the time of transfer.
Kings College Guildford has good links with its feeder schools and has access to Transition outreach services.

**Links with other agencies and voluntary organisations.**
External support services play an important part in helping the school identify, assess and make provision for students with special education needs.
The school receives regular visits from the nominated Education Welfare Officer for the area.
Multi-agency Care Committee meetings, with representation from Social Services, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable students.

The SENCO works closely with the Educational Psychologist assigned to the school and meets with her at regular interval to plan her work in the school for the term. Other agencies and outreach services that the school works with include:

- Matrix Youth Support
- Challenger Troop
- Guildford College – Transform & The Well Project
- MPCT Farnborough
- Guildford Short Stay School
- Change of Scene Farm
- Skillway
- A to E (Non-medical and medical)
- Lift Off programme
- 14-16 Skills Programme
- The Willows
- Woking STEPS
- Specialist Teaching and Learning service – Educational Psychology
- County Behaviour Support
- Speech and language therapy service
- Language and Learning service
- Occupational therapy service
- Physiotherapy service
- REMA (EAL support and advice)
- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Education and Welfare Officer
- Social Care services
- Guildford Family Support
- Police Outreach Officer
Dealing with complaints

- If a parent wishes to complain about the provision or the Policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

- If the issue cannot be resolved, the parent can submit a formal complaint to the Principal in writing or any other accessible format. The Principal will reply within 10 working days.

- Any issues that remain unresolved at this stage will be managed according to the College’s Complaints Policy. This is available, on request, from the College office.

Policy Review

This policy will be reviewed bi-annually in consultation with staff, students, parents, carers and governors.

Kings College Guildford: Local Offer
Further information on Kings College Guildford’s arrangements for supporting students with SEND can be found in the school’s Local Offer which can be accessed via the website: www.kingscollegeguildford.com.

Legislation and guidance relevant to this policy
Children and Families Act 2014, Part 3
Educational Needs and Disability Code of Practice: 0 to 25 years 2014
Equality Act 2010
Education Act 2011

Related school policies
Equal Opportunities Policy
Anti-bullying Policy
Anti-Cyber bullying and e-safety policy.
Accessibility Plan