



Serva Fidem

Kingswood House School Special Educational Needs and Disabilities (SEND) Policy

This policy relates to the whole school, including the EYFS

Reviewed by: H. Angus **January 2023**

Next review: January 2024

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Introduction

Kingswood House School is an independent day school providing mainstream education for pupils aged 5-16 years old.

Kingswood House School is committed to the academic and personal development of all pupils, providing a broad and balanced curriculum. The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupil's diverse learning needs. Some pupils present with particular learning and assessment requirements that could create barriers to learning.

We recognise that a range of learning support needs, learning difficulties, behavioural problems, physical or sensory disabilities exist in this school. For some pupils these difficulties may be mild and short term, but for others they may be long term and more complex. We are committed to ensuring that all pupils can achieve well in their early years at school and go on to lead happy and fulfilling lives.

Within the school campus is a Learning Development Unit, The Study Centre, led by the Head of Study Centre, who is also the Special Educational Needs Coordinator (SENCo) for Y7-11 and Access Arrangements assessor. There is an additional SENCo who oversees the provision for pupils in Years 1-6. There are seven specialist literacy tutors, four specialist numeracy tutors, three Speech and

Language Therapists, two Occupational Therapist and an Emotional Literacy Support Assistant (ELSA). The Head of Study Centre and lower school SENCo coordinate Study Centre provision throughout the school, working closely with parents and other outside agencies. The Study Centre is timetabled to facilitate access to the curriculum whilst also taking pupil and parental wishes into consideration.

Our SENCos provide support and guidance for all staff regarding additional educational needs. They provide support in early identification of pupils with additional needs and liaise with the relevant professionals and external agencies as appropriate.

Aims and Objectives

Kingswood House School aim to provide a positive learning environment and appropriate and continuous support for pupils with Special Educational Needs and Disabilities (SEND) within the school. Pupils with SEND may at times require a more specialised programme of intervention and support than the majority of children of the same age, in part or in all of their school work or related activities.

The aims of this policy are:

- To ensure that all pupils with SEND are identified, assessed and provided for where reasonably possible.
- To enable all pupils to have full access to all elements of the school curriculum and those appropriate resources, where possible, are available for pupils with temporary or long term difficulties. This may mean that parents have to finance resources where these are not available through the Local Authority or NHS.
- Once a pupil has been identified as having SEND, the aim is to provide the necessary amount of intervention to allow the pupil to reach their full potential, but without stigma and with the least possible disruption to the normal school routine.
- To ensure that there is training and support for all staff to meet the learning needs of all pupils.
- To ensure that SEND pupils receive the appropriate support at transition stages as well when they join and leave the school.

The School seeks to uphold these fundamental principles, in line with the SEND Code of Practice (2015).

The governing body expects the School's SEND Policy to:

- Help all pupils in its care to access the curriculum, regardless of background, race or abilities.
- Ensure that wherever possible all children are taught in their own class group and only withdrawn from the classroom where additional specialist support is considered essential to provide skills and strategies to enable them to achieve their full potential.
- Allocate resources that can be used flexibly to support the individual needs of all pupils.
- Provide a staffing structure with clear lines of responsibility for SEND, making sure that all staff training is provided to facilitate the individual needs of pupils.
- Put in place schemes of work that enable all pupils to make progress.
- Operate a system of record keeping and regular monitoring of each pupil's progress.
- Find effective ways of informing and consulting with all parents regarding SEND within the School; for supporting parents who have children with SEND by devising effective lines of communication between all involved.

Definition of Special Educational Needs and Disabilities (SEND), The SEND Code of Practice and the four broad areas of need

The Special Educational Needs and Disabilities Code of Practice (2015) defines SEND as the following:

“xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. 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.” (p15/16, *SEND Code of Practice, 2015, Department for Education*)

Special educational provision is defined as “educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools,” (p16, *SEND Code of Practice, 2015, Department for Education*)

Pupils for whom English is an Additional Language (EAL) must not be regarded as having SEND solely because the language or form of language spoken at home is different from the language in which they will be taught.

The four broad areas of need, as identified in the SEND Code of Practice (2015) are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical

Admissions

Kingswood House School will not discriminate on entry because of a pupil’s individual needs. However, it may be that the School is unable to accept a pupil owing to the fact that:

- They may be unable to access our mainstream curriculum or GCSE syllabus.
- We do not have the specialist facilities to meet their needs.
- Accepting them would create an imbalance of individual needs within the mainstream classroom.
- Admission to the school would be incompatible with the efficient education or others of the efficient use of resources.

To ensure equality of opportunity for all pupils, parents of a prospective pupil with existing assessment documents and reports, an Individual Support Plan (ISP) and/or an Educational Health Care Plan are requested to submit copies of such papers to the Headmaster and Head of Study Centre to determine whether the School can reasonably provide the level of support needed by the pupil. Failure to disclose this information may later result in parents being asked to withdraw the pupil without being charged fees in lieu of notice if the School cannot provide adequately for a pupil’s SEND.

Detailed arrangements for admissions are described in the School's Admissions Policy and Accessibility Plan/Policy.

Identification of Special Educational Needs and Disabilities

Kingswood House School takes a whole school approach to provision for pupils with SEND through assessing, planning, delivering, reviewing and recording information to ensure that all children achieve their potential. All staff should ensure that pupils with SEND engage in all the regular activities of the school, so far as is reasonably practical.

Before a child enters the School, the Headmaster, SENCos and Admissions Registrar will have an opportunity to meet the parents/carers during the Admissions Procedure. The Admissions form should indicate any concerns that the parent may have: some children with very specific needs may have already been identified by outside agencies and these reports must be made available to the School.

At Kingswood House School, it is the role of the class teacher in the first instance, to identify any existing pupil who may have SEND.

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff," (6.36, p99, *SEND Code of Practice, 2015, Department for Education*).

Assessment, planning, delivering, reviewing and recording information ensures that all pupils' progression is tracked. Before identifying a child as needing additional support the class teacher, with the SENCo, will establish a clear analysis of the pupil's needs.

The procedure for teaching staff to raise a concern is as follows:

1. **Assess:** The class or subject teacher will highlight and identify a pupil's needs as part of their own assessment cycle.
2. **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected outcome along with a review date.
3. **Do:** The class or subject teacher remains responsible for working with the pupil. The SENCo will support the main class/subject teacher with further assessment of the pupil's particular strengths and weaknesses, to inform the intervention.
4. **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly. The impact and quality of the support and interventions is evaluated to determine whether additional support should be maintained, increased or decreased, or whether further assessment is required.

Kingswood House School follows a graduated response when meeting the needs of pupils with SEND:

Stage 1: Differentiation is embedded within daily classroom and subject planning, progress is monitored through daily observation, ongoing formative assessment and the summative assessment cycle by class and subject teachers. Monitoring should continue for an academic term before additional provision is considered. Pupils are considered on an individual basis for intervention.

Stage 2: If further concerns are raised about an individual pupil, parents are consulted. Observations and assessments take place in order to establish appropriate support strategies. Progress is monitored by regular meeting with the class/subject teacher and SENCo.

Stage 3: Support within school from specialist tutors and health professionals may be offered and the cost of this will be met by parents. In an independent school parents are in a strong position to seek additional support sooner than might be suggested in some state schools and this additional support is funded by parents. A formal assessment may be sought from an external professional to provide a greater understanding of the pupil's needs and how best to support them within school.

Stage 4: Where there is a need for more specialist support or intervention in addition to on-going learning support within school, Kingswood House School may agree for pupils to receive appropriate therapy on school premises or at an alternative establishment. This fosters a strong partnership between other professionals and school staff and enables us all to benefit from their expertise. Kingswood House School reserve the right to review such arrangements. Any costs involved with consulting these specialists are met by parents.

Pupils in receipt of an Education, Health and Care Plan (EHCP) are at Stage 4. Pupils will be monitored throughout the stages and where it is deemed that sufficient progress has been made; support will be withdrawn or reduced in consultation with the class teacher, parents and SENCo.

Education, Health and Care Plan (EHCP)

Under Section 36 (1) of the Children and Families Act (2014) Parents and the School have the right to request that the Local Authority carry out an assessment of a pupil with a view to drawing up an EHCP. The School will always consult with parents before exercising this right. If the Local Authority refuse to carry out an assessment, the parents (but not the School) have a right to appeal to the First Tier Tribunal for Special Educational Needs and Disability.

Where a prospective pupil is in receipt of an EHCP, the parents must request that the Local Authority consult Kingswood House School formally to ensure that the provision specified in Section F of the EHCP can be delivered by the School. Kingswood House School will cooperate with the relevant Local Authority to ensure that regular reviews of EHCPs are carried out as required.

Any additional costs that are needed to meet the requirements and stipulations of the EHCP, for example one-to-one support, will be charged to the Local Authority if they are responsible for the fees and Kingswood House School is named in Section I of the EHCP. In all other circumstances, charges will be made directly to parents unless additional services and resources can be considered as 'reasonable adjustment', in accordance with the Equality Act 2010.

Roles and Responsibilities

Headmaster: The Headmaster has responsibility for the day-to-day management of all aspects of the school, including provision for children with SEND. The Headmaster, Senior Leadership Team and SENCo work in close collaboration in the early identification and subsequent provision for pupils with SEND.

Governing Body: The Governing Body have responsibilities in relation to SEND ensuring that the necessary provision, where appropriate, is made.

SEND Link Governor: The governor with responsibility for SEND is familiar with the School, having previously worked in the Study Centre and also having worked in the Learning Support Centre of a local independent secondary school.

SENCo: Both SENCos play a key role, in collaboration with the Headmaster and governing body, in determining the strategic development of the SEND policy and provision. They take on day-to-day responsibility for the operation of the SEND policy and coordination of provision made for individual pupils with SEND. They both work closely with staff, parents, guardians, carers and external agencies

to secure positive outcomes for all pupils. The SENCos provide professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

With the support of the Headmaster and colleagues, the SENCos seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupil's needs by monitoring the quality of teaching and standards of pupil's achievements and by setting targets for progress. Both SENCos liaise with curriculum coordinators so that learning for all pupils is given equal priority and those available resources are used to maximum effect.

Both the SENCos are involved in progress reviews for pupils with SEND; an important part of this role is discussing the needs of individuals with class teachers and keeping close and positive contact with all parties concerned.

Teachers: Class and subject teachers are responsible for the following:

- Quality first teaching
- Identifying and assessing children causing concern
- Setting internal targets for each pupil
- Monitoring pupils' progress
- Ensuring the right of all pupils to access the curriculum
- Planning differentiation
- Initiating and implementing a graduated response
- Liaising with Head of Study Centre and SENCo and Learning Support Assistants (LSAs)
- Liaising with parents and pupils
- Developing, reviewing and delivering intervention, where required
- Liaising with external agencies, where appropriate, in conjunction with the relevant SENCo
- Involvement with policy development
- Attendance at CPD and INSET opportunities

Learning Support Assistants (LSAs) and Non-Teaching Staff: These colleagues play a crucial role in the lives of our pupils. We fully expect and encourage our staff to contribute and participate in discussions about pupils experiencing learning.

We have a large team of LSAs who work closely with class and subject teachers and both SENCos to support a differentiated curriculum to meet the needs of individual pupils. The LSA team have a range of qualifications and experience.

Parents: We respect that as parents, you know your child best. In relation to your child's SEND and attendance at Kingswood House School, parents are responsible for:

- Informing the School of any specific needs their child may have upon entry, or as these become apparent.
- Supporting projects, homework and Study Centre activities relating to their child.
- Supporting the communication between professionals and external agencies.
- Organising and facilitating assessment processes where applicable.
- Attending progress review meetings and participating in sympathetic and positive discussions in relation to their child's difficulties and attainment.
- Acknowledging and supporting Study Centre Programmes of Study.

Curriculum Entitlement

The School has an inclusive curriculum, providing a framework of well-defined and achievable aims and objectives. Schemes of Work are differentiated to cater for a range of learning needs. The learning environment is carefully managed by teaching staff to nurture positive attitudes and inspire confidence in the children with regard to their own abilities.

The aims of individual Programmes of Study in the Study Centre are discussed and shared with teachers and parents on a termly basis. Copies are given to parents and are accessible for all teaching staff via the school's secure system. Teaching staff plan their schemes of work and/or lessons with consideration for specific differentiation for pupils with SEND. LSAs work within the classroom following guidance from the teacher to support the specific SEND of individual pupils.

All teachers provide Quality First Teaching to ensure that all children can gain access to a broad and balanced curriculum. It is accepted, however, that as the demands of the curriculum increase some pupils with SEND may require a modified curriculum; this is carried out in consultation with the Headmaster.

Recording Individuals Needs

The Head of Study Centre maintains the SEND Register and individual pupil profiles. These documents combined provide valuable information for teaching and support staff. They detail assessment results, recommendations and strategies to support individual pupils with SEND. They also contain information related to levels of support available to an individual pupil, including Study Centre intervention.

Links with other services and agencies

Kingswood House School is in the fortunate position to have a range of specialist staff onsite. However, we also maintain links with Local Authorities and their Local Offer as well as NHS Trusts treating pupils who are referred by their GP. In addition to this, we also maintain links with independent services. These may include services such as:

- Speech and Language Therapy services
- Occupational and Physiotherapy services
- Hearing and Visual Impairment services
- School Nurse and Health Clinic
- Child and Adolescent Mental Health Team (CAMHS)
- Educational Psychology
- Behavioural Optometry

Study Centre support

The Study Centre is a Learning Development Unit at Kingswood House School, led by the Head of Study Centre. The Study Centre offers a range of additional specialist intervention for pupils on a 1:1 or small group basis. These interventions are put in place as a result of the following:

- Recommendations as a result of a Taster Moment, including assessment and professional reports;
- As stipulated in Section F of an EHCP;

- Professional recommendation, following an assessment results with an external professional;
- Review of progress and person-centred approach between the pupil, class/subject teacher, parents and Head of Study Centre and/or SENCo.

It is important to note that the Study Centre is not able to provide general tuition in a variety of subjects. The Study Centre does, however, offer the following:

- Speech and Language assessments and subsequent therapy sessions, if required;
- Occupational Therapy assessments and sessions, if required;
- Specialist 1:1 Literacy tuition;
- Specialist 1:1 Maths tuition.

The Study Centre team have developed specific criteria to ensure support remains appropriate and to promote independence amongst learners. All pupils are referred for Study Centre support via the Head of Study Centre and/or SENCo following a Taster Moment, observation and feedback from teachers and parents, recommendation of an external professional or as the result of an EHCP.

Speech and Language Therapy

Following an assessment with a member of the SaLT team, a recommendation may be made for subsequent therapy, which will then be put in place with the agreement of parents.

A pupil may be discharged from the Study Centre when, through assessments, observations and feedback from teachers and parents, they are able to demonstrate age-appropriate skills in the areas of:

- a) receptive language,
- b) expressive language,
- c) social communication, and,
- d) speech intelligibility / articulation at school, home and in the wider environment.

The pupil will be able to process and use spoken language at such a level that they can adequately access the school curriculum and can participate fully in school life, including being able to ask and answer questions in class as well as being able to interact appropriately and hold conversations socially across a range of environments.

Occupational Therapy

Following an assessment with a one of the Occupational Therapists, a recommendation may be made for subsequent therapy, which will then be put in place with the agreement of parents. As an alternative to direct therapy, a sensory regulation plan and/or a motor skills programme may be recommended. This will be devised by the Occupational Therapist and handed to the appropriate member of staff who will facilitate this with the pupil, as prescribed. An equivalent home programme can also be provided, as needed.

All pupils receiving Occupational Therapy, whether direct or indirect, will have their goals reviewed on a termly basis, to ascertain progress made and to set new targets for the following term.

A pupil's readiness to be discharged from OT will be determined by their progress towards termly goals, set by the therapist.

Pupils who are in receipt of an EHCP will have their goals and progress reviewed annually, as set out in their EHCP. Outcomes set in the previous year, specified in Section E of their EHCP, will be reviewed each year, in line with their Annual Review cycle. A full assessment will be carried out as part of the phase-transfer process.

Literacy

Upon entry to the Study Centre for specialist Literacy support, the tutor will consider the results of recent assessments before completing any further assessments. They will liaise with the pupil's class/subject teachers, LSA and any other professionals working with them, if applicable.

In the event that a pupil's assessment scores are within the average range (standardised score 85+), they may be discharged from the Study Centre. A discharge will not take place until the individual needs of the pupil have been considered and discussed with the Head of Study Centre and/or SENCo, teachers and LSA (if applicable). If the pupil is in receipt of an EHCP, this will be discussed as part of the Annual Review cycle.

Teaching staff should maintain communication with the tutor following discharge to ensure that this remains appropriate.

Maths

Upon entry to the Study Centre for specialist Maths support, the tutor will consider the results of recent assessments before completing any further assessments. They will liaise with the pupil's class/subject teachers, LSA and any other professionals working with them, if applicable.

A discharge will not take place until the individual needs of the pupil have been considered and discussed with the Head of Study Centre and/or SENCo, teachers and LSA (if applicable). If the pupil is in receipt of an EHCP, this will be discussed as part of the Annual Review cycle. Factors to initiate discharging a pupil from Maths support are multifaceted and include: assessment data, classroom progress, and the ability to be able to work independently, engaging with the curriculum.

Teaching staff should maintain communication with the tutor following discharge to ensure that this remains appropriate.

Any queries with regards to the provision a child is receiving in the Study Centre should be directed towards the relevant tutor in the first instance.