



Kings' School

SEND Policy

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1. **Aims**

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

1.1 **Department Vision/Intent:**

The Pupil Support Department will play an intrinsic role in the school, collaborating with all staff to ensure that all pupils are fulfilling their optimum potential, whilst ensuring their well-being. Standardised procedures will be in place to share with staff, current information and strategies to enable pupils to fully access the curriculum. The Pupil Support Department will be known for pro-actively, creatively and holistically addressing the educational needs of pupils in a consistent and systematic way.

2. **Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report
- [Opportunities for All: Strong Schools with Great Teachers for your Child, 2022](#), which sets out the DfE's policy for Education over a period of several years. This is not statutory guidance.
- [SEND Review, right support, right place, right time](#). This was a consultation reviewing practice for SEND nationally.

3. **Definitions**

The SEND Code of Practice (2015) states that:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is 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.

4. Identification and support

We are committed to the early identification of SEND in order that students receive the right support and maximises their learning experience at Kings'. We liaise closely with local Primary Schools to obtain information about pupils' needs and endeavor to provide the continuation of support (where possible) to ensure a smooth transition. Where a pupil is known to an external agency, we will liaise closely to ensure the best possible provision. Where a child already has an EHCP, we will request to attend the Year 6 Annual Review and begin planning at this stage.

On entry to the school, pupils complete CATs, baseline assessments and Reading Assessments and this information is used to identify any students who might require additional support or careful monitoring. This information is shared with staff and teachers, Heads of Year and support staff monitor the progress of students closely throughout the academic year to ensure early identification of a concern. Where a teacher identifies a difficulty or concern to the SENDCO, the graduated response will be followed. The first step is to ensure adaptations to Quality First Teaching. The SEND identification and support flow diagram (see Appendix 1) is followed. At each stage, clear communication with all stakeholders is essential to ensure consistent and effective provision.

Categorisation of Need:

There are four broad areas of need outlined within the SEND Code of Practice 2015:

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

The level of support required by a student is denoted by the following categories:

- **E – EHCP** – Pupils with an EHCP may have more complex needs which can only be met through additional funding and associated support. EHCPs set out statutory provision which must be adhered to.
- **K – SEND Support** – These students have a need which requires for provision that is additional to or different from their peers. They may require interventions, or support from Head of Year, Welfare, Specialist Teachers, LSAs or the SENCO.
- **IN – Monitoring** – These students have a level of need which will require class teachers to have an understanding of their needs which should be met through Quality First Teaching. This is the universal offer, available to all pupils. These students do not

necessarily have any input from Pupil Support, but may be moved onto the SEN Register if they are not making adequate progress to receive additional support.

As a school, we follow a needs led model and we will endeavor to support the presenting needs of the pupil regardless of diagnosis.

5. Roles and responsibilities

Roles and responsibilities - Pupil Support Leadership Team

The Pupil Support Department Leadership Team comprises of an Assistant Headteacher, two SENCOs and a Resourced Provision Coordinator as detailed below:

- Mrs A Payne – Assistant Headteacher
- Mrs. K Wilde – Lead SENCO overseeing all year groups and SENCO for Years 9,10 and 11 and Exams Access Arrangements Assessor
- Ms. K Housego – SENCO – Year 6 transition, Years 7 and 8
- Mrs. N Matthews – Resourced Provision Coordinator

Other Department Members:

- TBC – Teacher in Charge of Resourced Provision
- Mr A Kahl – Exams Access Arrangements Assessor
- Mrs N Bumstead – Pupil Support Exams Coordinator
- Mrs A De Wet – Pupil Support PA
- Mrs K Hay – Tower Base Teacher

5.1 They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance and training to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Budget management
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEND up to date
- Ensuring statutory requirements for students with SEND are fulfilled, including chairing Annual Review Meetings
- Line management of the SEND Exams Coordinator, Learning Support Assistants (LSAs) and the SEND Administrative Assistant
- Overview of LSA timetabling
- Monitoring and evaluation of provision

5.2 LSAs:

- Classroom support for SEND students across the curriculum
- Small group support within the classroom
- Small group intervention as guided by the SENCo and class teacher
- 1:1 support for interventions and delivery of bespoke programmes as appropriate and under the guidance of the SENCo
- Close monitoring of Linked Pupils on a termly basis and completion of communication logs.
- Support for lunchtime and afterschool interventions
- Creation of differentiated materials as appropriate and in conjunction with the class teacher
- Engage in CPD – to meet both departmental and whole school development needs

5.3 Subject Teachers

As an inclusive school, with an ethos of *una laborantes*, working together to ensure the best outcomes for all pupils, the vast majority of SEND support is delivered by class teachers within lessons, where they follow the same broad and balanced curriculum as all pupils within their year group. Progress for SEND pupils is the responsibility of the class teacher. LSA support is provided in lessons, as appropriate to support the class teacher, so that students receive expert curriculum teaching from subject specialists. Subject teachers will highlight any pupils who they believe may have SEND to the SENCo.

5.4 Heads of Year

Heads of Year have a vital role to play within the support system for all pupils with SEND. There is close and regular communication between the SENCOs, Resourced Provision Coordinator and HOY to ensure that that all pupils' needs are met.

5.5 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the head teacher, SENCOs and Resourced Provision Coordinator to determine the strategic development of the SEND policy and provision in the school

5.6 The head teacher

The headteacher will:

- Work with the SENCOs, Resourced Provision Coordinator and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6. Monitoring arrangements

This policy will be reviewed by the Pupil Support Leadership Team every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equalities Policy (Exams)
- Supporting Children with Medical Needs
- Behaviour Policy
- Anti-Bullying
- Attendance
- Child Protection