



Kings' School

SEND Policy 2024

Policy name	SEND Policy	Owner / PAY
Hampshire model policy		
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1. Aims

Our **Special Educational Needs and Disability** (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:

1.2

At Kings' School we have unlimited ambition for all our pupils so that they all have the opportunity to experience personal academic excellence, develop exceptional character and achieve an inspiring future.

The Pupil Support Department has a central role in this as we work strategically with all stakeholders to discover brilliance in every student. We work closely with staff, pupils, parents and professionals to identify and remove barriers to learning. We support our staff to deliver quality first teaching both in the classroom and through the fully accessible extra-curricular activities and trips available to all our

pupils. We empower young people to develop exceptional character and strive to ensure all pupils achieve their full potential.

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 [Education and Health Care Plan \(EHCP\)](#), we will request to attend the Year 6 Annual Review and begin planning at this stage.

On entry to the school, pupils complete [Cognitive Ability Tests](#) (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 [who](#) 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 SENCO, the graduated response will be followed. The first step is to ensure adaptations to Quality First Teaching [and adherence to the Assess Plan Do Review \(APDR\) process](#). 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, **Learning Support Assistants** (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 **K** 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

As a school, we support delegated responsibility for the leadership of SEND, so that all members of staff are aware of the key role they play in supporting needs, ensuring progress and promoting inclusivity for all our pupils. We know that when we get this right for our pupils with SEND, we positively impact all our pupils. We also know that we have a responsibility to keep all our pupils safe and are aware of the additional barriers to this for pupils with SEND, as outlined in the updates to Keeping Children Safe in Education. (See Appendix 1) Within this context, we have distilled the roles and responsibilities related specifically to the SEND department below:

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 10 and 11 and Exams Access Arrangements Assessor
- **Miss J Mansbridge**– SENCO – Year 6 transition, Years 7 and 8 **and Teacher in Charge of Resourced Provision**
- **Mrs G Foster – SENCO – Year 9**
- Mrs. N Matthews – Resourced Provision Coordinator

Other Department Members:

Mr A Kahl – Exams Access Arrangements Assessor

- Mrs N Reeve - Pupil Support Exams Coordinator
- Mrs A De Wet – Pupil Support Officer
- Mrs K Hay – Tower Base Teacher
- Learning Support Co-ordinators: Miss J Nash, Mrs J Cann, Mrs A Abyzova, Mrs L Smith
- Learning Support Assistants.

5.1 The SEND Leadership team 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 EHCPs

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 Administrator, the Learning Support Co-ordinators, Learning Support Assistants (LSAs) and the Pupil Support Officer.

Overview of LSA timetabling

Monitoring and evaluation of provision

5.2 Learning Support Assistants:

- 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 **Continuing Professional Development (CPD)**– to meet both departmental and whole school development needs

5.3 Subject Teachers

As an inclusive school, with an ethos of 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. **From when they first notice a potential learning challenge, through to pupils with EHCPs, subject teachers will use the APDR process to highlight and support the learning of any of their pupils. If, following early identification of a learning challenge and adaptive teaching, a subject teacher continues have a concern, they will make a referral to a triage team of SEND/ Pastoral/ Welfare for further investigation.**

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

[SEND Information Report](#)

Appendix 1 Safeguarding Concerns

(taken from points 199 – 200 of Keeping Children Safe in Education updated September 2023)

199. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

200. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person with oversight for SEND in a college.

The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)