

SEND Policy

Approved/reviewed by	
Stephen Boyle & Paul Crouch, August 2024	
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Key staff involved in creating and sharing SEND Policy with staff

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1. Aims

The SEND policy and information report aims to:

- To ensure that the educational needs of all children are identified, assessed and provided for;
- To make clear the expectations of all stakeholders in the process;
- To identify the roles and responsibilities of staff in providing for children's individual educational needs;
- To ensure that no child is at a significant disadvantage when accessing the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that the children have a voice in this process.

King's College provides a broad and balanced curriculum for all children. The Curriculum, appropriate to each Key Stage, is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the diverse learning needs of the children. Some children have barriers to learning which mean that they have special needs and require particular action by the school to ensure that they are not at a significant disadvantage compared to their peers.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

Children may have learning difficulties at any point during their school career. These may last throughout the time a child is in school, or may present for a given period of time, after which, often as a result of intervention strategies employed to support the child, no particular action is required. Teachers take account of the type and extent of the difficulties experienced by individual children in their short term planning.

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 SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report



3. Definition

The Code of Practice defines Special Educational Needs as a learning difficulty which calls for special educational provision to be made. "Learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of his or her age and / or has advisability which hinders his/her use of everyday educational facilities." "Special educational provision" means educational provision which is different from or additional to the provision made generally for children of comparable age. (SEND Code of Practice 0-25 Years)

- For the purpose of this policy Special Educational Needs refers to "A child who has significantly greater difficulty in learning than the majority of his peer group". This can be: A pupil, who after following a structured programme, is working more or less at his/her ability but requires some support to maintain this level.
- A pupil who is progressing slower than expected due to a registered medical condition.
- A pupil who is underachieving in comparison to his/her ability, therefore requiring additional support.
- A pupil who has emotional and / or behavioural difficulties which are impacting on his / her learning.
- A pupil who has a disability which either prevents or hinders him / her from making use of the educational facilities available to children of a similar age.
- A pupil with high average to exceptional ability who may need special provision. These gifted children need an improvement in the quality of work rather than the quantity.

4. Roles and Responsibilities

4.1 SENCO

They will:

- Works with the school leadership team to determine the strategic development of the SEND policy and provision
- Takes overall responsibility for managing SEND provision within their school
- Contributes to the effective management of the SEND budgets in each school
- Is accountable for raising levels of achievement and rates of progress for student/pupils with SEND
- Maintains an accurate and up-to-date register of provision made for student/pupils with SEND
- Is responsible for monitoring the implementation of the SEND policy across the school to ensure that it is embedded
- Works with relevant external agencies and services to ensure that appropriate advice and provision is sought and provided to student/pupils with SEND
- Co-ordinates the support timetable for staff with Specialist SEND roles
- Is responsible for the quality assurance of the Learning Support team



4.2 The Headteacher

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

They are responsible for:

- Delivering high quality learning and support which takes into account the specific needs of student/pupils with SEND
- The progress and development of every pupil in their class, through ownership and tracking targets
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.4 The School Psychologist & The School Counsellor

The school psychologist and the school counsellor are differentiated by the following:

Psychologist

- Test for various learning needs
- Works on all types of emotional behavioural issues
- Provides guidance to parents on dealing with difficult situations at home
- Supports developmental concerns and social and emotional concerns

Counsellor

- Assists both teachers and students through the provision of guidance and help
- Helps students with issues such as bullying, academic performance, relationship issues etc.
- Works closely with school psychologist if further support is necessary
- Supports teachers and students

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Children and young people's needs may be categorised into four broad areas:

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

These four categories broadly identify the aspects of SEND needs for pupils at our school; however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Other factors that may impact on progress and/or attainment and wellbeing but are not solely SEND include:

- Attendance
- Punctuality
- Gifted and Talented
- Underachievement
- Health and Welfare including medical needs e.g.- diabetes
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of a serviceman/woman
- Unexplained behaviour difficulties
- Family relations
- Grievances

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

5.2 A Graduated Approach to SEND Support and Waved Provision

This section of the policy sets out the principles behind our approach to supporting our pupils within the cycle of Assess > Plan > Do > Review. For the practical ways in which we approach this through our system of learning plans.

Assess

Pupils with potential difficulties may be identified through a variety of methods. This is not an exhaustive list of means but does highlight some of the key strategies we use:

- CAT4 and other standardised testing
- PASS Attitudinal Testing
- Teacher referrals
- Summative Assessment
- Diagnostic Testing



- Observational Assessment
- Progress Tracking
- Pupil Progress Meetings
- Handover and transition points
- Discussions with parents
- Teacher Professional Knowledge
- Team Around the Child
- Pre-school agencies
- Referrals from outside agencies e.g. doctors, social services

Plan

Once the need for SEND support has been identified the SEN code 2014 is clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching and differentiation for individual pupils is in place. Teachers will adapt their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum with the support of the SENCo.

Pupils with an additional support need will be placed on the SEN register and have a profile which is personal to them and their needs. It will provide history of any evidence collected, access arrangements, strategies and any SEN documentation that teachers may require. This is freely available to all teachers to ensure everybody is best informed of the individual child's needs and how best to support them in school.

Following the identification and initial collection of information, the pupil will be placed into 1 of 3 waved provisions that best supports their learning needs.

Do

The waved provision model offers distinct waves of interventions tailored to the specific needs of students. It is structured into three distinct levels (waves) each tailored to a different degree of intervention. Wave 1 aims to identify and address learning issues at classroom level, wave 2 streamlines support through personalised pupil passports whilst wave 3 addresses complex needs through comprehensive plans, tailored support from the SEN team and an IEP. For context, students have the option to visit the school psychologist and counsellor voluntarily.

Wave 1

Wave 1 emphasises classroom-based strategies, where teachers identify and address learning issues directly within the teaching environment, leveraging existing resources without necessitating significant additional arrangements. This wave underscores the importance of early identification and intervention, aiming to resolve issues promptly and minimise the need for escalated support. The process of this level of intervention is through the teacher highlighting learning issues, collaborating with the SEN team to discuss appropriate interventions and reviewing the outcome.



Key Provisions in Wave 1

1. *Teacher-led interventions:* Where classroom teachers take the lead in addressing the learning difficulties or challenges experienced by the student. Encouraging a proactive approach allows for early intervention which is the ultimate goal for this wave.
2. *Differentiated instructions:* Teachers adapt their method and materials to meet the learning needs of all students in the classroom. We try to not encourage separate interventions and only advise these in special circumstances. Other examples include personal and visual timetables that show the pupil when it is time to move on from a task.
3. *Support strategies in-class:* Offering alternatives within the classroom such as flexible seating or quiet areas as it enforces the holistic approach we aim for, for our learners.
4. *Collaborating with support staff:* Regular collaboration with teaching assistants to enhance the effectiveness of the intervention. This will also allow for communication between these members of staff which is vital for the pupil to receive the appropriate support.
5. *Use of technology:* We allow the pupils to have chromebooks in our school which have been imperative in enhancing the accessibility and engagement of students with learning needs.
6. *Positive behaviour support:* Promoting positive behaviour to foster a supportive classroom culture are also advised in wave 1. This could be through clear expectations, positive reinforcement and teaching and encouraging self-regulation skills to support students in social and emotional development.

Overall, Wave 1 provisions aim to create an inclusive learning environment where all students can thrive academically, socially, and emotionally within the general classroom setting. By addressing learning issues proactively and utilising existing resources effectively, we can lay a strong foundation for supporting students' educational progress and well-being.

Wave 2

Wave 2 introduces the concept of a pupil passport, a streamlined, personalised document that outlines specific strategies and accommodations tailored to an individual student's needs. Unlike traditional Individual Education Plans (IEPs), pupil passports are designed to be user-friendly and less daunting for teachers, facilitating easier implementation and fostering a more inclusive classroom environment. This wave allows for a more structured yet flexible approach, with annual reviews ensuring that the support remains relevant and effective. In turn, as the wave increases, the greater the focus is on reviewing and updating the interventions as well as a greater presence of collaboration amongst SEN staff, classroom teachers, parents, pupils and any other external figures (i.e. SALT, psychologists, tutors etc.)

Key Provisions in Wave 2

1. *Pupil passport development:* At this stage, we begin to build a portfolio of documentation within the school to share with staff. The pupil passport (PP) outlines specific support strategies, accommodations, and adjustments needed to support the student's learning and development. They are designed to be clear, concise and easy to understand for teachers and other school staff. These are freely available on the pupils SEN profile and shared with parents.



2. *Collaborative planning:* When creating this bank of strategies, the involvement of teachers, the SEN department, parents and pupils (depending on age) in developing the PP. We find this ensures that the support strategies are comprehensive and tailored as well as reflective of the students unique needs and strengths.
3. *Annual review and updates:* Regular review of pupil passports on an annual basis, or this can be more frequently if required. We can assess the effectiveness of the strategies and make changes where necessary.
4. *Clear communication:* This information is communicated effectively to all relevant stakeholders to promote consistency in implementing the chosen strategies across different classroom settings and allows for a cohesive approach.
5. *Monitoring and evaluation:* Monitoring the impact of the strategies implemented through the PP and evaluating the effectiveness in supporting the student's learning and overall well-being. This is through assessment tracking, communication with parents and teachers and through weekly meetings with the SEN department.
6. *Empowerment and engagement:* We aim to involve students in the process as much as possible, giving them the power to advocate for themselves and to further understand their learning needs and the support they require. This promotes self-awareness, self-advocacy and ownership of their education.
7. *Record-keeping:* We build up records of the pupil passports, store any previous documents and update their register comments as often as required. This ensures continuity of support as the student progresses from year to year, or from primary to secondary school.

Special considerations - It is imperative to highlight that this is holistic and for certain pupils who have physical disabilities, such as hearing or visual impairments they may be on wave 2, however they do not receive any additional support from the SEN department but sharing strategies with their teachers and coordinating with any equipment or updates with parents.

Overall, Wave 2 provisions under the waved approach aim to provide a structured yet flexible framework for delivering personalised support to students with specific SEN needs. By emphasising collaboration, clarity, and ongoing evaluation, schools can ensure that pupil passports effectively meet the diverse needs of their students and support their academic and social development.

Wave 3

Wave 3 in the context of our wave provision refers to the highest level of support and intervention within a waved approach framework. It is characterised by the creation and implementation of Individual Education Plans (IEPs) for students who require significant and ongoing support due to complex learning difficulties or disabilities.

Key Provision in Wave 3

1. *Comprehensive Needs Assessment:* Initially, we conduct a thorough assessment of the students strengths, challenges and specific learning needs. This assessment can involve teachers, parents, external specialists and typically if a member of the SEN team has a previous relationship with the student, they will lead the assessment.
2. *Development of IEP:* Collaboratively develop detailed IEPs that outline specific goals, objectives, and strategies to support students academically, socially, emotionally, and behavioural development.

3. *Specialised support services:* Provision of support from our in-house SEN team such as direct meetings and tutoring with the SENCo, meeting with the SALT, and counselling and emotional support with our psychologist.
4. *Regular review and monitoring:* Conducting regular reviews of the IEP to assess progress towards goals, evaluate the effectiveness of the intervention and strategies put in place and make adjustments accordingly.
5. *Data driven decision making:* Using data and evidence based practices to inform decisions about the IEP and interventions. Reviewing data sent by classroom teachers, feedback from other educational staff, parental feedback and comparing this with their previous grades.

Overall, Wave 3 provisions aim to provide intensive, individualised support to students with significant SEN needs, ensuring that they have access to the specialised services and accommodations necessary to achieve their full potential academically and personally.

Assess and Review

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's development and current needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. In primary, the SENCo meets with each class teacher at least once a term and in secondary with each head of year at least once a term. There are also weekly meetings with the primary and secondary SEN teams to continually review progress.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.3 Consulting and Involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality-first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will provide interventions according to individual needs.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

7. Expertise and CPD

We aim to qualify all our SENCOs with the National SENCO Award within two years of joining.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Monitoring by the SENCO
- Using provision maps to measure progress

8. Useful Policies

This policy links to our policies on:

- Safeguarding
- SMSC Policy
- GDPR/Data Protection
- Child Protection
- Behaviour
- Accessibility Policy
- Supporting pupils with medical conditions