

## Special Educational Needs and Disabilities (SEND) Policy



### 1 Introduction

1.1 This policy is based on the Special Educational Needs and Disability (SEND) Code of Practice 2015 which gives practical guidance to institutions on how to implement their statutory responsibilities in relation to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014

It is only compulsory for independent schools that are on the section 41 list (specialist SEND schools) or relevant early years providers to have regard to the Code of Practice. King Henry VIII Preparatory School receives some Early Years funding (which is passed on to parents as a fee remission) and as such any Early Years children with additional needs will be supported in line with guidance from the Code of Practice. In order to achieve a consistent approach across the school, although not compulsory, the school will apply the principles of the Code of Practice across the school. The policy will be reviewed in the light of any new legislation.

1.2 King Henry VIII Preparatory School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

*(The above definition of SEN is taken from Section 1.3 of the SEN Code of Practice.)*

1.4 Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development;
- sensory and/or physical needs;
- medical conditions.

- 1.5 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.6 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **2 Aims and objectives**

- 2.1 In making provision for pupils with SEN, our aims and objectives are:
- to create a learning environment that meets the special educational needs of each child;
  - to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
  - to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
  - to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
  - to enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
  - to ensure that parents or carers are able to play their part in supporting their child's education;
  - to ensure that our children have a voice in deciding how their individual needs might best be met and this should be dependent on age and stage;
  - To identify resources that would meet pupils' individual needs and communicate this information to parents.

## **3 Educational inclusion**

- 3.1 At King Henry VIII Preparatory School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
  - require different strategies for learning;
  - acquire, assimilate and communicate information at different rates;
  - need a range of different teaching approaches and experiences.
- 3.2 Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
  - planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
  - planning for children's full participation in learning, and in physical and practical activities;
  - helping children to manage their behaviour and to take part in learning effectively and safely;
  - helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

#### **4 Assessment of need and the 'graduated response'**

- 4.1 King Henry VIII Preparatory School aims to provide a 'graduated response', through which any additional provision made for children with additional needs intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.
- 4.2 Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school, so that we can build upon their prior learning and any special provision already made for them.
- 4.3 Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.
- 4.4 Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. This is sometimes referred to as **Wave 1** provision: high quality, inclusive teaching.

Where a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes will be provided, often through the support of a teaching assistant. This is sometimes referred to as **Wave 2 Booster** provision, and pupils in receipt of such intervention will not necessarily be considered to have special educational needs.

Where pupils have completed two rounds of intervention and using the 'Assess Plan Do Review' model, teachers find that the pupil has not made the necessary progress then the school may consider LASS/COPS testing with parental permission. As the Senior School is selective the school may also suggest that parents employ a tutor.

- 4.5 Where necessary, we may withdraw children from the classroom as this will allow us to maximise learning. During this time we ask the children to work in small groups, or occasionally in a one-to-one situation outside the classroom.
- 4.6 If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use wave 1 and 2 strategies to support them which are tailored to the identified needs of the child. The class teacher will keep parents or carers informed of the provision being made and draw upon them for additional information to help plan that provision. The Learning Support Leader (LSL) will support Year group teams in the planning and provision for the pupil, and take the lead in further assessments of their needs.
- 4.7 Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, such as sensory, physical, communication or behavioural needs, we will record the special planning required in a Referral and Tracking Form. A Referral and Tracking Form will record the nature of the child's special needs, the planned objectives of the special provision being made, the agreed short-term targets set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for review. In most cases, this review will take place once a term.

- 4.8 Parents or carers will always be invited to attend and contribute to the Referral and Tracking review meeting. This will be chaired either by a member of the Learning Support Team or the child's class teacher. The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means.
- 4.9 If a Referral and Tracking review, or other assessment of a pupil's progress, identifies that, over a period of two terms, progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case, parents will be expected to seek external specialist support, which may include an educational psychologist. External support services will provide information for the pupil's new Referral and Tracking form. The new strategies in the Referral and Tracking Form will, wherever possible, be implemented within the pupil's normal classroom setting.
- 4.10 Nationally, only a very small proportion of pupils with SEN will require an Education and Health Care Plan (EHCP). This is a statutory document which outlines the nature of the child's special needs, the type of provision which must be made for them, together with any resource allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's EHCP, then the school, and the Coventry School Foundation (CSF) Governing Body will give careful consideration as to whether or not the child's need can be fully met. There is no duty to admit a child outside of EYFS as the rest of the school is not bound by the Code of Practice. All pupils with an EHCP will also have referral and Tracking Forms, and an annual review of their EHCP, conducted in accordance with the Code of Practice, and in which parents and pupils are involved.
- 4.11 Some children who have SEN will be provided with extra time in their assessments. This is dependent on advice from external professionals, information provided in an Education and Health Care Plan, what constitutes as 'normal provision' with regards to extra time and school discretion. The decision to provide extra time and how much is dependent on each individual child with SEN.
- 4.12 In the event that pupils have accessed high quality first teaching and subsequent interventions (internally provided and / or from external providers) and little to no progress has been made, the school may conclude that the likelihood of Senior School transition (through academically selective assessment) is small. This information will be treated with extreme sensitivity but will be communicated to parents. Pupils will not be asked to leave King Henry VIII Preparatory School in this situation.

## **5 The role of the Learning Support Team**

- 5.1 In our school, the Learning Support Team:
- manages the day-to-day operation of our SEN Policy and maintains the SEN register;
  - co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school, through waves 1 and 2;
  - supports and advises colleagues;
  - oversees all assessments of the progress made by pupils with SEN;
  - arranges and attends all Referral and Tracking Form review meetings, many of which a member of the team will chair, when the Headteacher is not involved;
  - maintains records of all children with SEN;
  - acts as a main point of communication with parents and carers, in addition to the class teacher;
  - acts as the link with external agencies and support services;
  - monitors and evaluates this Special Educational Needs Policy
  - manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
  - contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN;

- meet frequently. As KHPS is a split site school, this is paramount to ensure smooth transitions and consistency for those children with SEN;
- support the team of teaching assistants in successful implementation of programmes of support.

## **6 The role of the Headteacher**

- 6.1 The Headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met for pupils in Key Stages 1 and 2. In the EYFS the named person is the Assistant Headteacher (Swallows). The Headteacher oversees and line manages the work of the Learning Support Team. In particular cases, the Headteacher may liaise with external agencies and the LA, and may chair some Referral and Tracking meetings or EHCP review meetings.

## **7 The role of the governing body**

- 7.1 The CSF governing body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs within the EYFS.
- 7.2 The CSF governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.
- 7.3 The governing body are informed regularly through the Academic and Resources sub-committee about the number of pupils within the Preparatory School with identified additional needs.

## **8 Allocation of resources**

- 8.1 The Learning Support Team is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 8.2 The Headteacher informs the governing body of how the funding is allocated to support special educational needs. All funding (with the exception of specific linked to an EHCP) is allocated from the main school budget. Careful decisions are made to ensure the provision of the school is as good as it can be in the light of competing school priorities.
- 8.3 The Headteacher and the Learning Support Team meet annually to agree on how to allocate and use our SEN allocated funding. The Learning Support Team draws up the necessary resources bid when the school is planning its budget.

## **9 Partnership with parents and carers**

- 9.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs.
- 9.2 The SEND policy is published on the school website. Paper copies are available from the school office upon request.

9.3 Through Referral and Tracking review meetings, or regular termly parents' meetings, we share the progress of pupils with SEN with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child.

## **10 Pupil participation**

10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

10.2 Where possible, children are involved in an appropriate way in agreeing targets in their Referral and Tracking Form. This information is collated by means of a 'Pupil Passport' which directly informs the Referral and Tracking Form. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

## **11 Monitoring and review**

11.1 The Learning Support Team monitors the progress or difficulties of children on the SEN register. They provide staff and governors with summaries of the impact of our policy on the effectiveness of our SEN provision.

11.2 The Learning Support Team is involved in supporting teachers in drawing up Referral and Tracking forms for the children in their class. The Learning Support Team and the Headteacher hold regular meetings to review the work of the school in this area.

11.3 The governing body will review this policy every three years, or sooner if necessary, or in response to changes in national SEN policy.

**Date: Spring 2018**

**Person(s) responsible: Learning Support Team**

**Planned review date: Spring 2021**