

PRINCIPLES

We aim to:

- ensure that all students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need, disability or academic ability;
- ensure that all students with special educational needs and disabilities are identified, assessed and adequately supported;
- ensure that the school's statutory duties are met for students with Education, Health and Care (EHC) plans and disabilities;
- ensure that every child achieves their potential regardless of special educational needs or disability;
- ensure that students are enabled to become independent, resourceful and resilient learners;
- ensure that there are good links with parents as they play a vital role in supporting their child's special educational needs and disabilities;
- ensure that the views of the individual student are considered when determining the nature of provision made for the student;
- ensure that SEND students who are eligible for Pupil Premium funding are supported effectively and in receipt of their full entitlement;
- ensure that our SENDCO has the time and resources needed to fulfil the demands of the role and the effectiveness of the department;
- ensure that students are referred for statutory assessment in a timely and efficient way;
- ensure that students are offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- support all SEND students with guidance regarding post 16 study with appropriate educational providers;
- ensure that the SEND Code of Practice is given due regard and cross referenced against Guidance on Inclusion and The Disability Rights Code of Practice for Schools;
- ensure that the delegated budget is allocated in full to staffing within the SEND team and the use of consultants and external professionals.

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PRACTICE

1. POLICY

- 1.1 This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- 1.1.1. Part 3 of the Children and Families Act 2014 them
- 1.1.2. The Special Educational Needs and Disabilities Regulations 2014

2. INTRODUCTION. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES:

- 2.1. Children have special educational needs if they have a *learning difficulty* which calls for a *special educational provision* to be made for them.

- 2.2. Children have a *learning difficulty* if they:

- 2.2.1. have a significantly greater difficulty in learning than the majority of children of the same age; or
- 2.2.2. 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 in schools within the area of the local education authority;
- 2.2.3. 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.

- 2.3. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

- 2.4. *Special educational provision* means:

- 2.4.1. for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
- 2.4.2. for children under two, educational provision of any kind.

See Section 312, Education Act 1996

- 2.5. Definitions in the Children Act 1989 and the Disability Discrimination Act 1995:

- 2.5.1. A child is disabled if s/he is blind, deaf, dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

- 2.5.2. A person has a disability for the purposes of this Act if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

3. SEND COORDINATION

The SEND Co-ordinator (SENDCO) is Mr Joe Holloway, QTS. His primary responsibilities include:

- 3.1. Overseeing the day-to-day operation of the school's SEND policy.
- 3.2. Liaising with and advising fellow teachers.
- 3.3. Managing the SEND team of Teachers, Learning Support Assistants and other linked staffing.
- 3.4. Coordinating provision for students with special educational needs and disabilities.
- 3.5. Overseeing the records on all students with special educational needs and disabilities.
- 3.6. Liaising with parents of students with special educational needs and disabilities.
- 3.7. Contributing to the in-service training of staff.
- 3.8. Liaising with external agencies including the LA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.
- 3.9. Management and reconciliation of the SEND budget.
- 3.10. Reporting on all SEND matters to the school's Leadership Team.

4. COORDINATION ARRANGEMENTS

- 4.1. The SENDCO is supported by two SEND Officers, who have responsibility for managing all data relating to SEND provision, providing guidance to Learning Support Assistants and overseeing provision outside of teaching hours.
- 4.2. The SEND Officers are responsible for students who do not yet have an EHC plan but are identified on the SEND provision map.
- 4.3. The core purpose of the SEND team is to enable outstanding learning by SEND students. This is realised through: training provided for staff; adapted and differentiated learning resources; in-class targeted support; and withdrawal programmes.

5. GOVERNANCE

- 5.1. SEND provision is overseen by the SEND Governor in accordance with the Governance Handbook (2019).
- 5.2. The role of the SEND Governor incorporates guidance from The SEND Governance Review Guide, utilising the six features of effective governance to ensure that learners with SEND access high-quality provision.

- 5.2.1 The SEND Governor meets with the SENDCO once each term to review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of the approach to school improvement.

6. THE HEAD

The headteacher will:

- 6.1 Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- 6.2 Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

7. CLASS TEACHERS

Every class teacher is responsible for:

- 7.1 The progress and development of every pupil in their class.
- 7.2 Working closely with any teaching assistants or specialist staff to play and assess the impact of support and interventions and how they can be linked to classroom teaching.
- 7.3 Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- 7.4 Ensuring they follow this SEND policy.

8. ADMISSION ARRANGEMENTS FOR SEND STUDENTS WITH AN EDUCATION, HEALTH AND CARE PLAN

- 8.1. Applications received by the school from the local and neighbouring Boroughs are considered on an individual basis and considered against the following criteria: whether the school believes it can meet the identified requirements and needs of the child; and whether admitting the child might be incompatible with the provision of efficient education or the efficient use of resources for all other children.
- 8.2. Where the application is for a student with a recognised disability, the school's capacity to provide specialised and adapted facilities and resources will also be taken into account.

9. ADMISSION ARRANGEMENTS FOR SENDSTUDENTS WITHOUT AN EDUCATION, HEALTH AND CARE PLAN

- 9.1. These arrangements are the same as for all other students. Please see the school's admission policy. Occasionally students arrive with a 'note in lieu'. Such documents may be issued when a statutory assessment has been considered but the LA has decided it is not appropriate to issue an EHC plan. (It should be noted that 'notes in lieu' are shared with schools only at the agreement of the parent/s).

10. SEND INFORMATION REPORT

- 10.1 The school does not specialise in any provision and does not have a special unit. It utilizes part of its allocated budget to employ consultants with specialist knowledge, eg. Kensington Dyslexia Centre.
- 10.2 Our school currently provides additional and/or different provision for a range of needs, including:
 - 10.2.1 Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
 - 10.2.2 Cognition and learning, for example, dyslexia, dyspraxia.
 - 10.2.3. Social, emotional and mental health difficulties.
 - 10.2.3 Sensory and/or physical needs, for example visual impairments, hearing impairments, processing difficulties.
 - 10.2.4 Moderate learning difficulties.

11. FACILITIES

- 11.1. The SEND team has the use of school classrooms which contain facilities for the following activities:
 - 11.1.1. Teaching of small groups by SEND Teachers/Learning Support Assistants.
 - 11.1.2. Literacy development through withdrawal.
 - 11.1.3. Homework club before and after school 4 days a week.
 - 11.1.4. Extra-curricular clubs.
 - 11.1.5. Using computers and specialist software packages.

12. ALLOCATION OF RESOURCES

- 12.1. In addition to the SENDCO and two SEND Officers there is one SEND Teacher. Learning Support Assistants are appointed according to the hours of support required by EHC plans.
- 12.2. Staffing is allocated in accordance with the provision detailed in the EHC plans of students. The SENDCO timetables SEND team members to ensure that students receive their statutory provision.
- 12.3. Other human resources, such as Educational Psychologists, are directed by the SENDCO according to the urgency of need.
- 12.4. Students with EHC plans are the priority for SEND Teachers and Learning Support Assistants when working in the classroom. Since it is also the aim of the SEND team to build the independence of these students, opportunities often arise for them to also support other students on the SEND register.

- 12.5. Teachers are supported by the SENDCO and the SEND team to differentiate for students with EHC plans and to enable them to meet their agreed targets. Through whole-staff training, targeted training and guidance documents, the SENDCO informs all teachers about how to differentiate and provide for all SEND students.
- 12.6. A range of intervention programmes are available for students with specific needs. One SEND Officer has a literacy focus, and delivers literacy and numeracy programmes to small groups of students; another has the equivalent responsibility for physical provision for those with disabilities. Learning Support Assistants run intervention programmes that are personalised according to SEND student needs. For example, these have included a dyslexia support programme, a creative writing programme, an appropriate behaviour programme, an older boys reading programme, and a literacy support programme.
- 12.7. A provision map is in place for the SENDCO to analyse student data and need, inform the deployment of resources, and evaluate the impact of provision and intervention. Data sources include prior attainment data, termly assessment data, reading age data and SASS (Student Attitude to Self and School) data. The SENDCO leads analysis and evaluation of data with the SEND team each term. Students with SEND are monitored using the WRAT test and other forms of standardised assessment.

13. IDENTIFICATION AND REVIEW OF STUDENTS' NEEDS

- 13.1. Students with SEND (new to the school) are initially identified by the SENDCO during the Primary Transfer process, assisted by a SEND Officer with responsibility for transition. These students are placed on the school's provision map, and over the course of their first months at the school, data is collected on them to inform a judgment by the SENDCO about their SEND level. This data includes Key Stage 2 SATS data, assessment data from the first of the school's termly examination periods and feedback from Teachers, Associate Leaders and Deputy Heads.
- 13.2. A similar process is employed for students in Years 8 – 11, with the data from periodic assessment being used by the SENDCO to judge SEND level.
- 13.3. Identification of students with SEND also takes place by teachers who subsequently inform the SENDCO. The SENDCO is then able to look in detail at individual student cases to make a decision, or refer to external professionals for advice.
- 13.4. The SENDCO has a programme for ongoing observation and assessment of students with EHC plans and those with special educational needs and disabilities but who do not have an EHC plan. Feedback is provided to teachers, parents and students about student progress and achievement on the outcomes of this programme.
- 13.5. The SENDCO is also available for contact by parents whom are concerned about their child's progress or who may believe their child possesses a SEND.
- 13.6. Students who have been identified as potentially having a SEND by a teacher, other professional or parent may be tested using standardised reading age tests. These supplement the data set from which the SENDCO makes a judgment about SEND level.

The SENDCO may also call on other professionals, such as Educational Psychologists or Occupational Therapists, to assist him in determining a student's needs.

- 13.7. The needs of students with EHC plans are reviewed through the Annual Review Meeting process. Prior to this meeting, information is collected from Teachers and Learning Support Assistants to enable the SENDCO to discuss with parents a student's progress.
- 13.8. SEND students are identified as having SEND status if their progress is inadequate. Adequate progress is defined as progress that, for instance:
 - 13.8.1. Closes the attainment gap between the student and the student's peers.
 - 13.8.2. Prevents the attainment gap growing wider.
 - 13.8.3. Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
 - 13.8.4. Matches or betters the student's previous rate of progress.
 - 13.8.5. Ensures access to the full curriculum.
 - 13.8.6. Demonstrates an improvement in self-help, social or personal skills.
 - 13.8.7. Demonstrates improvements in the student's behaviour.
 - 13.8.8. Is likely to lead to appropriate accreditation.
 - 13.8.9. Is likely to lead to participation in further education, training and/or employment.
- 13.9. If progress is inadequate, action will be taken above and beyond that which is taken by teachers as part of their everyday practice. The triggers for provision could be the teacher's or other's concern, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:
 - 13.9.1. Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
 - 13.9.2. Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
 - 13.9.3. Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
 - 13.9.4. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
 - 13.9.5. Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

- 13.10. If a student is named at SEND intervention level, teachers will be informed and are expected to differentiate learning for the student. If this is successful in making the student's progress adequate, they will return to no SEND status.
- 13.11. If progress remains inadequate, the SENDCO will direct internal or external professionals to provide for the student.
- 13.12. If the student's progress remains inadequate, the SENDCO will consider a statutory assessment. Should he decide this is appropriate, he will commence the process in line with the Royal Borough of Kensington and Chelsea's guidance and that in the SEND Code of Practice.
- 13.13. If a student with an EHC plan makes adequate progress, the SENDCO will discuss with the parents at the Annual Review meeting whether they would agree to reduce the provision in the student's EHC plan. If agreed, this recommendation will be made to the relevant Local Authority in accordance with the annual review procedure.
- 13.14. If a student makes consistently adequate progress and no longer requires SEND provision, the SENDCO may recommend that an EHC plan be removed with the agreement of parents.

14. CURRICULUM ARRANGEMENTS

- 14.1. All SEND students are taught without exception in mainstream classes and are supported by a Learning Support Assistant or SEND Teacher according to the provision in their EHC plan.
- 14.2. SEND students are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by a SEND Teacher, SEND Officer or Learning Support Assistant. Their literacy and/or numeracy skills and achievement may be addressed by appropriate, personalised programmes designed by the SEND team.
- 14.3. All SEND students take part in the school's standard curriculum.
- 14.4. There are some personalised routes available for students at Key Stage 4: a small number of students with BESD needs are placed on a personalised pathway to support them to achieve 5 9-4 grades at GCSE. They study the Key Stage 4 core subjects and may take an appropriate BTEC qualification. This flexibility ensures that the students gain access to accredited courses whilst providing for their specific needs.

15. ENGAGEMENT IN ACTIVITIES

All SEND students have equal access and are integrated into all school activities.

16. SUPPORTING STUDENTS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

- 16.1. Either the SENDCO or the SEND Officer with responsibility for transition visits primary schools of the majority of incoming Year 7 students with EHC plans and meets with primary school SENDCOs regarding all SEND students. Information is shared in verbal and written form. Information is also received via the transfer of files from primary

schools and from the Educational Psychology Service. These mechanisms ensure effective transfer of information.

- 16.2. Incoming Year 6 students with EHC plans are invited to visit the school with their parents or a primary school professional to meet the SEND team, see the school facilities and take part in introductory activities. These visits take place in the second half of the Summer Term and the week prior to the start of the Autumn Term.
- 16.3. At the annual review of Year 9/10/11 students with EHC plans, a Transition Plan is agreed. A post 16/careers guidance worker is invited to the meeting and at subsequent meetings as appropriate.
- 16.4. If the SENDCO believes the placement of a student with an EHC plan is breaking down, he refers first to the SEND team at the relevant Local Authority for advice. An Educational Psychologist's report may then be sought and the SENDCO will submit a report to the Local Authority. This may result in a recommendation for the student to transfer to another school. Transfer arrangements are made on a case-by-case basis.

17. EVALUATION BY THE GOVERNING BODY

The governing body review the SEND policy annually and SEND provision is evaluated by the link governor and full governing body each academic year. As required, the Head's report contains a review of SEND provision, informed by the SENDCO.

18. COMPLAINTS

There is a formal complaints procedure which parents of SEND parents may follow. Please see the policy on complaints.

19. INSERVICE TRAINING

The SENDCO is responsible for providing training for all staff according to the needs of students at all SEND levels.

20. EXTERNAL TEACHERS AND FACILITIES

The Educational Psychology Service is frequently employed by the SENDCO to advise on and provide for students with SEND.

- 20.1. Other Services utilized by the SENDCO include:
 - 20.1.1. Schools Speech & Language Therapy Service;
 - 20.1.2. Family Resource Project;
 - 20.1.3. Looked After Children Service, provided by the Royal Borough of Kensington and Chelsea, facilitated by Director of Student Needs;
 - 20.1.4. CENMAC, Centre for Micro-Assisted Communication;
 - 20.1.5. Sensory and Language Impairment Team, Wendell Park Primary School;

- 20.1.6. Child and Adolescent Mental Health Service (CAMHS);
- 20.1.7. The Royal Borough's Virtual School;
- 20.1.8. The Kensington Dyslexia Centre.

21. THE ROLE OF PARENTS

- 21.1. The SENDCO endeavours to build positive relationships with the parents of all students with EHC plans and parents are able to contact the school and speak to either the SENDCO or a member of the SEND team at any time.
- 21.2. Each student with an EHC plan is assigned a key Learning Support Assistant who is responsible for primary contact with parents and they speak with parents on a regular basis, sometimes daily. The SENDCO telephones or meets all parents of students with EHC plans as necessary and always receives parents who wish to speak face-to-face at school. At each Parent Day, the key Learning Support Assistant arranges to meet the parents of their assigned students with an EHC plan and the SENDCO may join the meeting to support.
- 21.3. At Annual Review meetings, parents of students with EHC plans are presented with data pertaining to the student's academic progress, success rate in achieving EHC plan outcomes and reading age. Details of the student's provision and any intervention they have received, and its impact, are also provided. Progress against the objectives in the student's EHC plan is evaluated and agreed adjustments are recommended to the relevant Local Authority.
- 21.4. Parents of a cross-section of SEND students are surveyed annually to obtain their views on SEND provision as part of the SEND team's stakeholder's survey.

22. SAFEGUARDING

- 22.1 The school is conscious of the potential for additional safeguarding issues regarding SEND students as outlined by the Department for Education in 2018 within the guidance document: 'Keeping children safe in education' September 2018, including:
 - that behaviour, mood and injury may relate to possible abuse and not just their SEND or disability;
 - a higher risk of peer group isolation for some students;
 - the potentially disproportionate impact of bullying;
 - the potential impact of communication difficulties.
- 22.2 The school continues to provide additional pastoral support for SEND students with a view to identifying and responding to safeguarding issues as appropriate.

23. MONITORING ARRANGEMENTS

- 23.1 The school is following closely the national developments with regards to the changing framework for SEND.

- 23.2 This policy and information report will be reviewed by Joe Holloway, SENDCO/Deputy Head, every year. It will also be updated as necessary during the year. It will be approved by the governing board.