



Approved by:	Date:
Status and Review Cycle	Annual
Person(s) responsible	GGL
Last reviewed on:	February 2019
Next review due by:	September 2019

Definition of SEND – Special Educational Needs and Disability

We define special educational needs and disability (SEND) using the SEND Code of Practice 2015.

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act (2010) – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

1. Key Roles and Responsibilities

- **SENCO – Special Educational Needs Co-ordinator**

The Special Educational Needs Co-ordinator (SENCo) is a member of the Senior Leadership Team and has strategic responsibility for the operation of SEN policy. The SENCo is supported by the Accelerated Learning Manager and is responsible for the co-ordination of specific provision made to support individual students with SEN, including those with an education, health, care plan (EHCP). Part of the role of the SENCo is to co-ordinate arrangements with the school staff regarding those students with SEN and/or disabilities.

Details of staff in school with specific roles:

SENCO: Mrs G Gleeson

Contact details: g.gleeson@kings-international.co.uk

National Award for SEN: gained on 26th October 2016 (required qualification for any SENCo new to role since 2009)

Accelerated Learning (SEN) Manager: Mrs A Singleton

SEN Governor: Ms J Tuck

Designated Safeguarding Lead: Mr A Inns

Deputy Designated Safeguarding Lead: Miss J Bache

Teacher responsible for managing Pupil Premium funding: Mr B Guyett

Teacher responsible for medical needs of students: Mr A Inns

2. How was this policy put together?

This policy was created in September 2018 with input of all stakeholders, including parents and staff. It was updated in February 2019. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice July 2015.

This policy can be accessed through the school website (www.kings-international.co.uk) and a hard copy can be provided on request at the school office. Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

3. Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015 and has been written with reference to the following related guidance and documents:

- Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- SEN and Disability – a guide for parents and carers (2014)
- Keeping Children Safe in Education (2018)
- Working together to Safeguard Children (2018)

4. Aims and Objectives

Aims

At Kings-International College all students, regardless of their particular needs, are provided with inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all students with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- We will use our best endeavours to give students with SEND the support they need.
- Our aim is that all students become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

Objectives

We strive to have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.

We will achieve this through:

- High quality, inspirational and innovative teaching and learning.
- Inspirational and accountable leadership at all levels.
- Consistently high academic standards and expectations for every individual.
- Creative, exciting and memorable experiences inside and outside the classroom.
- A safe, secure and caring environment in which to work and learn.
- First class resources and state of the art facilities to support learning.

We want students to:

- Develop the attitudes, characteristics and self-belief to tackle any challenges in future life.

- Enjoy their time at school and be recognised as individuals.
- Develop good relationships and lasting friendships celebrating diversity.
- Acquire the skills, commitment and resilience to become successful, independent life-long learners.
- Take responsibility for leading themselves and others.
- Receive recognition and praise for their efforts and achievements in all areas of school life.
- Be active members who contribute to the school and wider community.
- Accept hard work and discipline as requirements for success.

We want staff to:

- Receive innovative, developmental and effective training.
- Be supported, cared for, challenged and valued.
- Feel trusted and empowered to take risks in the classroom.
- Have opportunities to develop and fulfil their potential in leading the school and their own professional development.
- Participate in, contribute to and benefit from partnerships beyond the school.
- Be a cohesive group with time and opportunities to develop partnerships and relationships with others within school.
- Enjoy their work and find it fulfilling.

5. Identification of Needs

Within SEND, there are four areas of need:

Communication and Interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD (Autistic Spectrum Disorder), including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Specific Learning Difficulties (a range of conditions such as dyslexia, dyscalculia and dyspraxia). Moderate learning difficulties (Learning difficulties in most subjects MLD),

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. This can include children and young people with vision impairment (VI), hearing impairment (HI).
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Kings-International College we will identify the needs of each student by considering the needs of the whole child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. This will be from in school testing and observation and we will take into account external specialist assessments. These needs will be broader than focusing on the special educational needs of the young person. This in turn will lead to setting out the arrangements which will be put in place to address the identified needs. These arrangements may be in class, with a focus on quality first teaching. The school's provision map, which can be found on the school's website, identifies these arrangements in more detail.

A Graduated Approach to SEN Support

All teachers are expected to provide quality first teaching in lessons. If a student has SEND, the teaching is adjusted to take account for this, ensuring personalised teaching based on individual need.

All teachers are given information about individual students' SEND and how best to support them in the classroom. This is the first step in responding to students with SEND and ensuring quality first teaching.

Students with access arrangements for examinations may fall into this category. Assessments leading to access arrangements for GCSEs need to be completed in Year 9 at the earliest.

Teachers are responsible and accountable for the progress and development of all students in their class, including where students access additional support from learning support assistants (LSAs), teaching assistants (TAs) or specialist staff.

We monitor students' progress on a termly basis and use this information in conjunction with teacher feedback to identify the need for additional intervention. Additional intervention and support cannot compensate for a lack of good quality teaching and we ensure, through regular observations and learning walkthroughs, that our teaching meets the needs of all students, including those with SEND.

6. Identification and Assessment

Any decision to make special educational provision is taken involving the teachers and SENCo, considering all of the information gathered from within school about the student's progress based on their age and starting points. This is then compared to national data and expectations of progress. This will include:

Accurate formative assessment
 Internal staff moderation of progress
 Provision management outcomes
 Specific assessments, as required (including external specialist assessments)

Where students have higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need. This includes the educational psychologist,

learning and language support, physical and sensory support service, speech and language service and occupational therapy service.

7. Special Educational Needs Register

Where a student has been identified as having special educational needs, Kings will work to take action to remove barriers to learning and put effective provision in place. If, as a result of quality first teaching, the young person's progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the young person's previous rate of progress
- Fails to close the attainment gap

The decision will be taken whether or not the young person needs to be placed on the SEN register under the category of SEN Support (this category replaces school action and school action plus). This SEN support will take the form of a four-part cycle:

1. Assess:

We will ensure that we regularly assess all students' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the student. In some cases we will draw on the assessments and guidance from other professionals.

2. Plan:

Where SEND Support is required the teacher and SENCO with the parent/carer and student will put together a plan outlining the adjustments, interventions and support which will be put in place for the student as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the student will be shared with her/him using child friendly language. All staff who work with the student will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

3. Do:

The class or subject teacher is responsible for working with the student on a daily basis. S/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teachers.

4. Monitoring and Review:

The plan including the impact of the support and interventions will be reviewed regularly by the teacher, SENCO/Accelerated Learning Manager, parent/carer and the student. This will inform the planning of next steps for a further period or where successful the removal of the student from SEND Support.

For students with an EHCP the LA must review the plan at least annually.

Meeting special educational needs is the responsibility of all teachers. A confidential SEND register is available to all staff via their computer desktop, which identifies all students with SEND. SEND data and linked documents are also available in SIMS (School Information Management System).

Liaison with outside agencies allows the SEND Department to ensure the student's needs are met. The Department liaises with other staff, makes appointments with outside agencies for the student to be seen at College, and offers physical assistance where appropriate. Ramps and specialist equipment have been put in place and are regularly checked by the site manager. (Accessibility Plan 2014).

In some cases where additional support has not brought about sufficient progress and specific needs cannot be met, it may be necessary to apply for an Education Health Care Plan (EHCP).

Provision

- Students with SEND have access to a balanced and broadly based curriculum, including the National Curriculum.
- Provision is prioritised dependant on the severity of need.
- Identified students are offered intensive tuition on a withdrawal basis. This may take place in a small group, in pairs or individually. The time is negotiated with the student, parents and subject staff to avoid undue disruption.
- In-class support is given by TAs/HLTAs in liaison with the SENCO/Accelerated Learning Manager and teaching staff in planning and preparing for what is to be taught and how differentiation and greater access for SEND students can be achieved. Teachers and TAs have high expectations of student achievement and encourage them to fulfil full potential.
- Differentiation is by task, strategy and outcome in the classroom. A subject area may adapt materials and gauge the suitability of the task to the student and the amount of work that can realistically be expected. Some subjects are set, others are taught in mixed-ability.
- Students with SEND are fully integrated into the life of the College and may hold positions of responsibility and represent the College in a variety of ways including Student Voice.
- Students are assessed and exam access arrangements are applied for to provide equal opportunities for students with special educational needs.
- Support with homework is provided weekly after school.

Withdrawal lessons can include:

- Literacy
- Phonics
- Reading comprehension
- Creative Writing
- Accelerated Reading scheme
- Social skills
- Year 7/8/9 homework support
- Emotional support

The types of provision available are evidenced in our wave provision. These documents are available on our website and Appendix 1.

THREE WAVE APPROACH TO SEND

Wave 3

Long term interventions for students with SEN

Wave 2

Short term intervention for catch up/ identification.

Wave 1

Quality first teaching for all students

The SEN register

The SEN register is updated by the SEN team as appropriate. It holds information about students' special needs and disabilities together with suggested strategies to support. In year 7 students are transferred to Kings at the same SEN level as they were at primary school.

In discussion with parents, students and staff new students can be newly added to the SEN register.

How are students put onto the SEN register?

- Before transition to Kings International staff visit the primary school to collect information on all students. Students already on the Special Educational Needs (SEN) register are highlighted and information from the primary school is updated onto the Kings system and shared with staff.
- The Accelerated Learning Manager will liaise with previous schools re late entry students and information will be added to the SEN register and staff informed.
- If a member of staff feels that a student may have SEN they will share this with SENCO/Accelerated Learning Manager. Information will then be collected from parents, student and other staff. If the overall picture shows that there may be some SEN, with parental agreement, further assessment via specialist professional advice will be sought.
- Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have. They are also able to contact the SENCO/ Accelerated Learning Manager in school or by email to raise any concerns they may have about how their child's additional needs are being met in school.

When can a student be taken off the SEN register?

Students can be taken off the SEN register if there is no longer a need for additional support. An example of this may be that they were initially identified as struggling with reading, but with additional intervention they have caught up with their peer group.

Prior to removal staff, parents and the student are consulted. A confirmation letter is then sent to parents. The student's SEN file is then moved to the main school file.

Provision Mapping

All students with SEND have differing provision dependent on their individual needs. This provision is mapped onto a spreadsheet and costed in accordance with Surrey Provision Management guidance. Over time each student with an EHCP will have a personalised profile which will provide relevant up-to-date information about the student, their family and their goals and aspirations. Information will be sought from students and parents as well as from teaching staff. Profiles will also contain detailed information about provision and outcomes over time.

Parent meetings

Parents of students on the SEND register should have contact with teaching staff/SENCO/Accelerated Learning Manager at least termly via: appointment, parents meetings including parents evenings and student review days. Other communication may be by phone or e-mail. The focus of these meetings will be to discuss a student's progress against agreed targets and expectations; how to improve access to learning and remove any barriers. A plan will be agreed by all and supported by both College and home.

In some cases where additional support has not brought about sufficient progress and significant needs cannot be met, it may be necessary to apply for an EHCP (Education Health and Care Plan).

Applying for an EHCP (Education Health and Care Plan)

When students are receiving support, but progress is still slower than expected, it may be applicable to start the process of application for an EHCP Needs Assessment. This will be done following consultation with parents, student, class teachers and supporting professionals/outside agencies. Evidence needs to be gathered to include information about support already in place, progress and interventions and information reports from professional (e.g. Educational Psychologist) and a request for assessment with the accompanying information, will then be made to the Local Authority. Full details about the process can be found in Chapter 9 of the new Code of Practice 2014. [Click Here](#)

Partnership with Parents:

SURREY SEND INFORMATION AVICE AND SUPPORT SERVICE (SSIASS)

Provide impartial, confidential and free support to empower parents, children and young people to:

- fully participate in discussions and make informed decisions
- express their views and wishes about education and future aspirations
- promote independence and self-advocacy
- develop positive relationships with schools, colleges, universities, the local authority and support services to achieve positive outcomes.

Their services includes:

- Telephone support provided by SEND trained advisors
- Face to face support by trained advisors and volunteers
- Community support through workshops provided at local venues, offering a variety of training and surgery sessions as well as an annual conference. These are sometimes held in partnership with other organisations.

Where can I find SEND information?

- Kings-International Website: www.kings-international.co.uk
- The SEN Information Report: <https://www.kingsinternational.co.uk/send>
- Provision waves 1, 2 and 3: <https://www.kingsinternational.co.uk/send>
- Surrey's Local Offer which includes other agencies that provide a service
- The College's admission arrangements: <https://www.kingsinternational.co.uk/admissions>
- Accessibility Plan: <https://www.kingsinternational.co.uk/policies>
- Supporting Students with Medical Needs: <https://www.kingsinternational.co.uk/policies>
- Equality Policy: <https://www.kingsinternational.co.uk/policies>

The College's policy on managing the medical conditions of students

At Kings International we recognise that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Please refer to our Supporting Students with Medical Needs Policy. Children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 (page 5 of the guidance).

SEND Training and development

At Kings we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of students with SEND by running ongoing personal development via a programme of twilight training.

Individual areas of need for training are identified for teachers and teaching assistants via performance management and training is planned either via in-house mentoring, external courses or joint training with other schools.

Whole school training on SEND is provided by the SENCO/Accelerated Learning Manager or via outside specialist speakers.

New staff induction is run by the SENCO/Accelerated Learning Manager in relation to SEND policy and practice.

The SENCO/Accelerated Managers' own professional development includes attendance at SENCO networks, courses, conferences to boost specialist knowledge and experience.

Reviewing the SEN Policy

In line with all school policies the SEND policy will be kept under regular review by the SENCO and linked governor, Mr G Price. It will next be reviewed in September 2019

If parents have comments or concerns that they would like to share, these should be addressed to the SENCo, Kings International College in the first instance.

For complaints please see the complaints procedure on the college's website.