



**SEND
Policy**

2017

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Rationale

The staff of KD Grammar School for Boys recognises that students of all abilities and nationalities may experience obstacles to learning, and that a small proportion may have statements of educational needs. Our aim is to provide access to a relevant curriculum for all students. The responsibility for ensuring integration for all students with special educational needs lies with all members of staff.

The Content of the Policy and its Relationship to Other Policies

This policy should be considered in conjunction with other written policies on Accessibility, Equal Opportunities, Behaviour, and Curriculum.

This policy has regard to the 2015 SEND code of conduct although we recognise that many of the requirements do not have direct application to independent schools.

Aims:

- to have due regard to the 'SEN Code of Practice' on the identification, assessment and Support of students with Special Educational Needs;
- to ensure full entitlement and access for students with special educational needs to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum), so that they can reach their potential and enhance their self-esteem;
- to enable special educational needs students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that students can develop as valuable members of society both now and in the future, e.g. students should develop a range of desirable qualities such as safety awareness, politeness, perseverance, initiative and independence;
- To endeavour to assist students with different special educational need, e.g. dyslexia, dyspraxia, dyscalculia, emotional problems, attention deficit disorder (ADHD), autism (ASD), hearing/visual impairment, to fully access the curriculum
- to educate students with special educational needs alongside their peers, whenever possible, within the normal curriculum, after giving due consideration to the appropriate wishes of the students and their individual needs;
- to stimulate and/or maintain student curiosity, interest and enjoyment in his/her own education;
- to meet the needs of all students who have special educational needs by offering continual and appropriate forms of educational provision by the most efficient use of all the available resources;
- to share the responsibility of meeting special educational needs by involving the whole staff;
- to maintain the firmly established Learning Support provision, so as to provide additional support for students and a source of reference for the staff;
- to involve parents and students in the identification, assessment and delivery of special educational needs and to strive for close co-operation between any agencies concerned and for a multidisciplinary approach to the resolution of pertinent issues.

Objectives

The objectives relate directly to the aims of the SEND Policy of the school and are intended to show how the structures and systems that are in place actually put the aims into practice:

- Education provision is achieved through full integration into the mainstream school. The SENCO and teaching support staff offer advice to subject-teachers and departments on employing teaching methods and resources that allow all students (irrespective of ethnic origin, academic ability, special needs etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. We consider one of our key roles is to raise awareness of staff in these issues and to support them in delivering the curriculum to maximum effect;
- Lessons are conducted in a secure, supportive and disciplined manner. The students and staff interact in a manner that demonstrates mutual respect. The staff believe that learning takes place most effectively in the context of a caring relationship and that a good teacher/student relationship fosters trust and promotes self-reliance and initiative and an enthusiasm to learn;
- Members of staff use a graded reward system, e.g. direct verbal praise, acknowledgement in assembly of particularly good work, house points for outstanding effort by a student. Certificates and medals are presented as house points are accrued. This encourages all students to work to their true potential and to experience a sense of achievement even though they may have special needs (See Assessment Policy);
- All teachers are given details of the special educational needs of each student on the Special Needs/Support Register eg. type of need, differentiation required etc. These are provided on hard copy to staff and are also on the school's SIMS system. All supply staff are given an overview of the students in school with any kind of special need
- Each student on the Special Needs/Support register has a Student Profile section in the Staff Shared area. This gives basic information to help teachers in the classroom and includes strengths and weaknesses and strategies the student finds useful.
- The SEN staff work out a programmer for each student and for all small groups who may require withdrawal from a specific subject on the timetable. This is done with the agreement of parents and students. Care is taken to ensure that each student's curriculum is relevant to his needs, both present and future, allowing access to the different curricular and skill areas. There is regular liaison with the SEN staff and mainstream staff about individual students, their needs and their progress. Six weekly plans are created for all small groups receiving intervention and their progress is tracked 6 weekly.
- All lessons with specialist staff are given on a 1 to 1 basis and follow specific programmes of study. Centre staff liaise with parents once a term to update parents on the progress of their children.
- The SEN support staff provide expertise in the education of students with learning difficulties and individual lessons are taught in the Library. The specialist work in the Library is recorded on an Individual Educational Plan which is reviewed in February and towards the end of the summer term when parents are invited to discuss the content

of the plan. Additional interim IEPs can be written when needed. Some students may have a Teaching Assistant (TA) working with them in some mainstream lessons;

- The involvement and interest of the student and his parents will influence the effectiveness of any assessment and intervention. Both the parents and the student have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/ students/ teachers, supported when and where appropriate by other specific professionals and agencies;
- A standard procedure is in place for assessing, monitoring, recording and reviewing progress, both formally and informally;
- A policy of effective management of students' behaviour is supported by the implementation of the whole school approach to behaviour and discipline.

Special Educational Needs Coordinator (SENCO)

The role of the SENCO involves:

- the day to day operation of the school's SEND Policy;
- liaising with and advising members of staff and contributing to the in-service training of staff;
- providing opportunities for training across a wide range of programmes
- coordinating provision for children with special educational needs;
- maintaining the Special Needs Register and overseeing the records of all students with special educational needs;
- liaising with students and parents of students with educational needs;
- the supervision of all Support staff and preparation of their timetables;
- preparing the Support Learning timetable for individual lessons in the Library
- keeping the Senior Leadership Team informed about Support Learning matters;
- preparing paperwork for the annual reviews of statemented students / EHC plan students and attending the review meetings;
- liaising with external agencies as appropriate;
- liaising on a regular basis with the Deputy Head and Headteacher;
- preparing student profiles to provide information on all special educational needs students for all mainstream teachers;
- ensuring all students attending the Library have IEPs
- a weekly meeting with support staff to discuss any problems, ideas etc

All Staff

All staff are encouraged to:

- share in the responsibility for the successful planning and provision for students with special educational needs;
- develop a climate with the school in which each student can grow in self-esteem and self-confidence, as a valued member of the school;

- develop individual's strengths, abilities, interests and aptitudes in order to raise a student's achievement and allow him/her to fulfil his/her potential;
- celebrate the success of students;
- implement the Group Educational Plan where appropriate

Identification, Assessment and Review Procedures

This process takes into consideration the recommendations of the SEN Code of Practice and as a school we employ a graduated response to SEN

Stages of Support

Trigger

Concerns about academic progress, either by parent, teacher or student. These are usually raised at the six-weekly SMT assessment meetings but a Record of Concern Form/Student referral form can be completed for the staff at any point in the year.

Involvement Form Teacher / subject teachers

Action

- SENCO to speak to parents to gain written permission for screening
- SEND teacher to assess the student in question
- Outcomes of the review are shared with all stakeholders and actions to be taken recorded on the school system (as appropriate student is placed on the Special Needs / Support register) and also on SIMS. All staff have ready access to SEND information through SIMS class registers

Monitoring Review of progress to be made every 6 weeks

Guidelines Referrals are made for a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school;
- has communication and/ or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum will be referred, once parents have been informed, to the Learning support.

School Support Offered

Once a student is identified as requiring support at the initial trigger point, the SENCO will suggest to the SLT an appropriate way forward. The level of support is determined through benchmarking tests, class based evidence and meetings with all stakeholders. In most cases the support falls into the following categories:

Stage 1 Teacher Based Differentiation

In many cases a teacher can differentiate their planning and/or use the support of a class based TA to make sure that the student in question makes progress. This is monitored closely by the Key Stage Coordinator and SENCO, informally every day and formally every six weeks.

Stage 2 Intervention – Through mentoring and support the student in question makes progress. This will normally include additional sessions in the library or with teaching staff. The impact of the intervention is measured weekly and formally every six weeks. Coupled with this support all teaching staff are made aware of how best to support the student in question (this is then monitored through planning). Where progress is not then made the next stage may be applicable). This is monitored by the Key Stage Coordinator, SENCO (and where applicable HOF) informally every day and formally every six weeks.

Stage 3 Specialist group or one-to-one provision

When short /medium term intervention is in place and a student is still not making the required progress, the SENCO may suggest that a specialist one-to-one programme would be support learning. If this is agreed with parents, an IEP/HC plan is drawn up with specific targeted goals that are reviewed on a regular basis. Programmes at the school are delivered by the teaching assistant. Although these are also monitored every six weeks, they are more formally monitored twice a year.

Stage 4 Local authority assistance

Once the school has taken all possible action and the student has still failed to make progress we will consider an educational health needs assessment. The school will then work in partnership with the relevant Local Authority to support this process. The school also works in partnership with a professional psychologist who is used to advise on key divisions.

We recognise that at present many students are still on the old statement system and that this will operate in parallel with the EHC for the next two years. We will be informed by the Local Authority when our students that are statemented will be transitioned onto the new plan. At this stage, even if the LA does not issue an EHC plan, the school will continue with an IEP that is reviewed regularly with parents.

Admission of Students with Special Educational Needs to the School

Students are normally admitted to the school following a successful Entrance Examination and interview with the Headteacher. For prospective students known to have special educational needs, admission will not be solely based on the examination but will refer to a recent report from an educational psychologist and advice from the SENCOs. Special educational needs students will be required to have a suitable ability and work ethic to be able to cope with the academic curriculum of the school. The staff will endeavour to meet the varying needs of students joining the school.

On entry

The SENCO will provide additional information to staff about new intake that will be requiring support. The SENCO will also provide detailed information to staff about all those students on the Special Needs Register.

Access to a balanced and broadly-based curriculum

All our students are entitled to a balanced, broadly-based curriculum. Within the Learning support department, teaching and learning programs are provided to allow students to develop literacy and numeracy skills which, in turn, helps them to access all areas of the curriculum. All the facilities of the school, including the wide range of ICT, are available to all students. Departments are encouraged to think creatively about how they can develop alternative means of assessment to allow students to show their true potential within a subject area.

After entry

All students enter mainstream classes. Individual students are soon identified as requiring extra help. Strategies to provide for this include both support within the student's teaching groups and / or withdrawal for lessons in the Library where individual educational programmes are devised. Continuous observation, identification and assessment of need takes place termly. Close liaison with parents is encouraged so that any concerns they identify can be dealt with.

Integration

Every student is encouraged to develop his / her own talents and strengths, whether they be academic, physical, practical, artistic, dramatic or technological. The individual is also encouraged to participate fully in school life - clubs, nasheeds, sports teams, helping with Open Days, social occasions etc. Irrespective of any special needs, students are actively encouraged to develop personal qualities - reliability, perseverance, honesty, truthfulness, co-operation, consideration, helpfulness, tolerance. The school works hard to develop a student's self-esteem and feelings of self-worth and to ensure that he participates in his individual learning and increases his responsibility for learning and behaviour.

Review procedures

In the main the monitoring and review of students with any special needs follows the same procedure as that of all students in the school. The targets set for each student in his IEP are reviewed and discussed with the student twice a year and parents are also given the opportunity to discuss these. For

students with more significant needs (usually those students with Statements of Educational Needs) there are more formal reviews with parents and involved agencies. The views of parents and students are actively sought and acknowledged throughout this process.

Withdrawal from lessons

Students are withdrawn from mainstream lessons to attend individual lessons in the Library. The lessons are usually 50 minutes in length and may require the student to be disapplied from a certain subject(s) if agreed by the student and his/her parents.

Testing and Tracking of SEN Students

All Students in Middle School and College

Students are tested to provide a first filter that can be used to identify students in need of learning support. In this way we can quickly identify any individuals who may have specific learning difficulties such as dyslexia and dyspraxia. They are then screened using more in depth testing.

SEN Students

All students on the SEN Register are tested on Reading Accuracy, Reading Comprehension and Spelling once a year, e.g. by using WRAT 4. From this data each student on the Register can be tracked to ensure progress is being made.

Support by Classroom TA

The TA may be attached to certain students who they have to support or may support specific struggling students as directed by the teacher. This support is tracked by the subject teachers.

Intervention groups

This support is usually by the TA in the Library under direction from a subject teacher. An initial test is to be set by subject teacher to be used before and after intervention to gauge progress. The data is reviewed by Faculty Heads, Key Stage Coordinators and the SENCO on a half termly basis.

The Role of the Learning Resource Centre (Library)

The overall aim is:

To provide a setting and atmosphere whereby each child can learn to maximise his/ her own talents and abilities whilst learning to appreciate the difficulties of others.

The Centre provides specialist teaching for any student who requires support regardless of age or ability or subject area. It provides a source of reference for all the teaching staff to assist them teach special needs students in the classroom.

Links with the mainstream school

Links with the Senior Leadership Team

The SENCO is line-managed by the Deputy Headteacher and works closely with him to discuss the needs and progress of individual students.

- **Links with Subject Leaders**

Part of the regular meetings will be used for discussion on special needs issues as they arise.

- **Links with all teaching staff**

Any member of the teaching staff is welcome to the Library at any time and may use the resources. There is regular liaison (as required) between the specialist support staff in the Library and the teachers of their students to discuss progress being made, work being taught and any problems. A Special Needs Information folder is found in Sharepoint, with all relevant paper work. This contains articles and information about various special needs and suggestions of good teaching practice when working with a class containing several special needs students. All teaching staff have access to individual student's IEPs.

Partnership with parents

The school recognises the need for effective partnership with parents and endeavours to:

- inform and consult parents when appropriate;
- ensure that parents are notified of any decision by the school that impacts upon support provision being made for their child;
- ensure that parental views are actively sought and acknowledged in relation to their child's support provision.

The Learning Support department responds to the need for individual contact on a needs driven basis, providing intensive liaison between home and school as required. Regular review meetings are held involving parents, students, Learning support staff and teaching staff.

Criteria for evaluating the success of the policy

The school considers a number of criteria when evaluating the success of its policy, both quantitative and qualitative.

Quantitative

- Internal academic tracking system
- Key Stage 2 levels
- Key Stage 4 results
- House Points achieved
- Attendance / truancy / punctuality
- Post 16 placements

Qualitative

- Additional student achievements / involvements, accredited or otherwise e.g. in the local community
- Feedback at the end of the year to enable action for the following year
- Staff feedback - IEPs
- Teaching Assistant feedback