



SPECIAL EDUCATIONAL NEEDS and LEARNING DIFFICULTIES AND DISABILITIES (SEND)

This policy is reviewed annually.

Reviewed: July 2020 JLL KSW SENCo

Reviewed: 'KSA annex updated by David Braithwaite, September 2019'

Introduction

The School aims to meet the needs of pupils with special educational needs and learning difficulties and disabilities (SEND) and also ensures that the academic potential of able pupils is fulfilled. The term SEND is used throughout this policy to cover all these areas.

At King's it is believed that pupils with SEND should receive appropriate help and support. The following framework has been established with regard to the Race Relations (Amendment) Act 2000, Special Educational Needs and Disability Act 2001, School Census: Preparation and Guidance for 2007 DfES 2007, the Equalities Act 2010, the SEN and Disabilities Green Paper 2011 and DfE Equality Act Guidance 2012; the Children and Families Act 2014 and the SEND Code 2014 (revised 2015).

Aims

The aims of the Special Educational Needs Policy reflect the ethos of the School in that all pupils, including the most academically able, should have the opportunity to acquire a wide range of learning skills to discover and extend their own abilities so they can take responsibility for their own learning. King's strives to identify pupils with SEND as early as possible in their school career and provide appropriate support, making reasonable adjustments, where necessary so that all pupils have the opportunity of accessing the School's broad and balanced curriculum.

Admission Arrangements

- King's is an academically selective school and all pupils are screened in English, Mathematics and Verbal Reasoning in the entrance examination
- A report from the feeder school is requested, in which any acknowledged special learning difficulties or disabilities are noted
- We recommend that any special requirements for the entrance examination are discussed with the Head of Learning Skills beforehand so that reasonable adjustments, such as the use of a laptop, are considered for the entrance examination

- A positive view is taken of applicants with SEND and every care is taken to meet the needs of the individual; we are not, however, able to offer intensive, highly specialised teaching
- Parents are advised to discuss provision for their child before they accept the offer of a place at the school

Responsibilities

The Headmaster has overall responsibility for special educational needs at King's, and this is delegated to the Deputy Head (Academic), the Head of Learning Skills and specialist teachers.

- Head of Learning Skills - Joanna Lucas BA; PGCE (FAHE); OCR Dip SpLD; TPC; NDT (INPP)
- Specialist Teacher and Assessor – Jill Knipe BA; OCR Dip SpLD

Arrangements for co-ordinating Special Educational Provision

The Head of Learning Skills is responsible for:

- Collection and co-ordination of information about pupils who have or are suspected to have SEND
- Liaison within school with specialist teachers; Heads of Lower Years, Middle Years and Sixth Form; Form Tutors; House Tutors; Heads of Department; the Deputy Head (Academic); the Health Centre; the school Counsellor and with the Junior Schools' SENCOs
- Working closely with the Examinations Officer
- Involving parents in decision making about pupils with SEND
- Informing all teachers of pupils with any type of special educational needs, including the more able
- Maintaining the School's Support Register, and overseeing the records on all pupils with special educational needs
- Monitoring admissions with regard to pupils with SEND
- Contacting and liaising with outside agencies
- Organising and augmenting resource materials
 - Updating the school's SEND policy on an annual basis

Identification

The Head of Learning Skills liaises closely with the Registrar about pupils with SEND entering the school, as well as meeting with the SENCOs at St. Alban's and King's Hawford, to discuss the transition of Year 6 pupils to the Senior School.

Once at King's, pupils may be referred by subject or pastoral staff, as a result of screening tests or by self-referral. An informal assessment is then carried out and a pupil may be placed on the Support Register if it is deemed appropriate. Parents are contacted to discuss the results of the assessment and the setting up of learning support where necessary.

The Head of Learning Skills works closely with the Health Centre and the school counsellor to identify those areas in which medical, behavioural and educational implications are likely to overlap.

Assessment

Pupils are assessed in the following ways:

- Screening tests from the L4, U4 and LR (Years 7, 8 and 9)
- Comparing underlying ability with attainment tests (MidYIS tests)
- Lucid Exact screening for Access Arrangements at end of the LR and for new pupils to the UR and L6 (Years 9, 10 and 12)
- Further individual assessment tests
- Regular discussions with members of staff (see Arrangements for co-ordinating Special Educational Provision)
- Reports from specialist teachers and EPs

Provision for Pupils with Special Educational Needs

1. **Universal** - Monitoring by Form Tutors, House Tutors, subject teachers and specialist teachers;
2. **Targeted** – Strategies for individual pupils eg. enlarged print, coloured paper, gapped worksheets, seating plans, subject specific clinics
3. **Specialist** – Help from specialist staff, including 1:1 or paired lessons; short courses for small groups in English, Maths, Study Skills, revision techniques and relaxation; Access Arrangements are made available in GCSE, IGCSE and A level examinations. Where necessary, outside agencies may be contacted.

All staff are encouraged to recognise their responsibility for the education of children with SEND. They are informed of pupils' needs through discussion with the Head of Learning Skills and by referring to the Support Register and Pupil Profiles (formerly known as IEPs), which contain descriptions of pupils' special educational needs and recommendations for specific teaching strategies.

Access Arrangements

- There is no charge for specialist support or assessment for Access Arrangements; this enables pupils to be referred swiftly without financial constraints
- Candidates may be allowed to use a word processor if their progress is demonstrably inhibited by:
 - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment
 - planning and organisational problems when writing by hand that significantly affect the standard of written work
- The use of a scribe and/or a reader is not generally encouraged as this is not pupils' normal way of working in class at King's although provision may be made for use of specialist software for reading and writing; if a scribe/reader is specifically requested for school and public examinations, special arrangements will need to be made with the Examinations Officer and charges for additional invigilators may be incurred.
- Recommendations by Educational Psychologists regarding Access Arrangements will be considered by the Learning Skills Department; however, the school reserves the right to override these recommendations if they are inconsistent with a pupil's screening history, recommendations from subject teachers and/or with Access Arrangement tests.
- In order to qualify for Access Arrangements, a history of need should be proven and intervention strategies should reflect the pupil's normal way of working; assessment results should comply with JCQ guidelines.

Procedures used by the school for working with SEND pupils

A three-tier system, *Monitor, School Action and School Action Plus*, enables the school to have a graduated response to meeting individual needs and are based on the SEN Code of Practice (2001). The three levels used at King's are as follows:

- **Monitor** is applicable to all pupils whose progress is below that expected or who have a previous history of support. Subject teachers and pastoral staff are responsible for the monitoring of these pupils and reporting back to the Learning Skills Department with any concerns.
- **School Action** occurs once a pupil is identified as requiring additional or specific provision beyond those offered within the classroom; a pupil may have weak literacy or numeracy skills, emotional or behavioural needs, sensory or physical problems, or communication and/or interaction difficulties. 1:1, paired or group

sessions, Access Arrangements and/or specialist equipment may be offered as appropriate.

- **School Action Plus** is for those pupils who have significant specific, sensory or physical needs and require specialist equipment or regular advice or visits by a specialist external agency. These pupils may have an education, health and care plan (EHCP). The school will play a full and active part in the annual review of and EHCPs with the LEA and parents, and monitor carefully the implementation and efficacy of the EHCP. External services be involved with the Head of Learning Skills in the assessment and planning of Pupil Profiles, target setting and regular reviews.

SEND pupils at King's

- SEND pupils include those with mild to moderate dyslexia; dyspraxia and motor co-ordination difficulties; ADD and ADHD; ASD; auditory processing disorders; visual impairment and hearing loss and impairment.
- We currently have no pupils with significant physical difficulties, such as wheelchair users, although we believe that 'reasonable adjustments' could be made to accommodate them.

Pupils for whom English is an Additional Language

King's Worcester welcomes pupils of all nationalities. The EAL provision aims to support and to develop pupils' abilities to communicate effectively in speech and writing in a language which is not their first language. EAL should support and develop pupils' appreciation and knowledge of British culture, manners and behaviour while maintaining an acknowledgment of their own. It should be noted, however, that the department's ability to help individual pupils may be restricted either by available resources or by timetable considerations. EAL lessons run alongside the academic curriculum.

The following strategies may be put in place to meet the needs of bilingual learners:

- Analysis of attainment by subject and by prior attainment to identify bilingual learners who are underperforming
- Writing analysis to identify areas for development
- Clear literacy targets set across all subject areas
- Encouragement to participate verbally in lessons to develop speaking and listening skills

Partnership with Parents and Reviews

In addition to working with pastoral staff and subject teachers, we believe that there should be an emphasis on contact with parents so we can work with them to help their children. The Head of Learning Skills attends Parents' Evenings and, in addition, parents are kept informed of progress via email, telephone calls and meetings in school.

In-service Training

Training for all teaching staff will be arranged as appropriate as part of in-service training days.

Annexe for King's St. Alban's Staff

Introduction

The SEND Policy for King's St. Alban's seeks to follow closely that of King's Senior School. It aims to ease pupils' (and parents') progression at 11+. This annexe differentiates the preceding King's Senior School Policy appropriately for the scale, structure and pupil age range at King's St. Alban's.

Responsibilities

The Head has overall responsibility for special educational needs (SEN) or learning difficulties and disabilities (SEND) at King's St. Alban's, and in this is supported by the Learning Support co-ordinator and specialist teachers, the Director of Studies and Form Teachers.

Learning Support co-ordinator: Mrs Rebecca Cleugh

Additional intervention teacher: Mrs Judith Stenson

Arrangements for co-ordinating Special Educational Provision

The Head is responsible for:

- collection and co-ordination of information about pupils who have or are suspected to have SEND in liaison with the Director of Studies, the Pre-preparatory Department, Form Teachers, the Learning Support co-ordinator and specialist teachers
- involving parents in decision making about pupils with SEND – this may be in liaison with the Pre-preparatory Department, Form Teachers, the Learning Support co-ordinator and specialist teachers
- informing all teachers of the special educational needs of students, including the more able
- monitoring admissions with regard to pupils with SEND
- contacting outside agencies, or advising parents in this respect, when appropriate.

The Learning Support Co-ordinator is responsible for:



- liaising with specialist teachers;
- maintaining the School's Learning Support Register, and overseeing the records on all pupils with SEND;
- organising and augmenting a supply of resource material;
- advising staff on appropriate strategies for teaching individual pupils.

Admission Arrangements

Pupils are admitted to the School on the basis of the result of a school readiness assessment (Reception) or tests/examinations (Years 1-6) and a report from the feeder Nursery/School, in which any acknowledged special learning difficulties or disabilities are noted. If appropriate, targeted special provision may then be offered from entry.

Identification

The aim is to be aware of pupils' needs before they come to King's St. Alban's through the procedure described above. In addition to being screened in English and Mathematics in the entrance assessments, pupils' parents may provide reports from educational psychologists.

Once at King's St. Alban's, pupils may be referred to the Head by teachers as a result of observation in the classroom. A pupil may then be placed on the Pupil Concern Register and, if it is deemed appropriate, the Learning Support Register. Again, if appropriate, a pupil may be referred for further informal school-based assessment by the specialist support teacher or for specialist external support. Parents will be contacted to discuss both these arrangements and the setting up of learning support where necessary.

The Learning Support Register identifies children at the Monitor, School Action and School Action Plus stages (see main Policy pages 4-5). It also identifies waves of intervention accordingly.

Assessment

Pupils will be assessed in the following ways:

- looking at previous reports from specialist teachers and educational psychologists
- analysing screening tests
- comparing underlying ability with attainment tests
- further testing

Provision for Pupils with SEND

- Individual Provision Maps – featuring termly specific targets
- monitoring by Form Tutors, subject teachers and specialist teachers
- classroom support
- short courses for small groups on specific topics
- paired or 1:1 lessons provided by specialist internal or external staff
- additional reading sessions with 6th Form students from King's Senior School.

All staff are encouraged to recognise their responsibility for the education of children with SEND. They are informed of pupils' needs by means of discussion with the Head, the Learning Support Co-ordinator and specialist teachers, by referring to the Learning Support Register and in particular the Pupil Concern Register.

Staff are made aware of individual pupil targets and/or strategies for working with individual pupils through discussion, Pupil Concern Form notes and individual file notes.

Early Years Procedures in Reception

Following identification of SEND, which involves the Reception Form Teacher and specialist teacher, interventions are devised. These may be additional to or different from the regular curriculum. It is important to recognise that children are normally offered a differentiated curriculum. Staff are made aware of individual pupil targets and/or strategies for working with individual pupils through discussion, Pupil Concern Form notes and individual file notes.

Pupils for whom English is an Additional Language

Children joining the school, either from a local background or from a foreign country, may need targeted support in language acquisition. This may result in some children being temporarily placed on the Learning Support Register.

An annual review of these procedures is undertaken to ensure the effectiveness of inclusive practices in EYFS and beyond.

Links to:

· [Safeguarding policy](#)

· [Equal opportunities](#)



- [Staff Code of Conduct](#)
- [Worries and Complaints](#)
- [Behaviour Management](#)
- [School Rules](#)
- [Anti-Bullying](#)
- [Physical Restraint](#)
- [Trips and visits](#)
- [First aid](#)
- [Introduction Health and Safety](#)
- [Pastoral Care](#)
- [School and Sexual relationships](#)
- [Equal Opportunities](#)
- [ICT and Acceptable Use](#)
- [Whistleblowing](#) (Confidential Reporting)
- [Wellbeing](#)
- [Missing Child](#)
- [Drugs and Alcohol](#)
- [PSHE](#)



LEARNING SUPPORT POLICY

Note:

The ability range within King's Hawford School is well above the national average and therefore a number of children who may be described as more able, gifted or talented will also need support. A separate policy, entitled the Gifted and Talented Policy, details the school's provision in this respect. A copy of this policy can be obtained via the school office (hawford@ksw.org.uk) or from the website.

Pupils are only identified as needing Learning Support if they do not make adequate progress once they have received all the interventions and adjustments within the normal class structure or early years setting, combined with good quality personalised teaching.

This policy details how the school will do its best to ensure that appropriate provision is made for any pupil needing learning support and how those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers are able to identify and provide for those pupils who have learning support needs and to allow them to join in the activities of the school alongside pupils who do not. The school keeps parents and pupils informed of any special provision that is being made and will consult and liaise regularly to ensure that provision continues to be appropriate and beneficial.

This Learning Support Policy has regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Framework for the Early Years Foundation Stage, 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Learning Support Co-ordinator in liaison with the Senior Leadership Team, Learning Support Governor and all staff. Copies are available from the school office, via the school website, from the Head Teacher or from the Learning Support Co-ordinator.

Roles and Responsibilities

The school has a designated Learning Support Co-ordinator (SENCO) for the pre-prep and junior phase. The SENDCO can be contacted by letter, by telephone to the school office or by email (venglish@ksw.org.uk). There is also a designated SENDCO for the Kindergarten, who can be contacted by letter, via the school office or by email (akingston@ksw.org.uk).

The Head Teacher has specific responsibility for Safeguarding and can be contacted by letter, via the school office, or by email (jturner@ksw.org.uk).

Identifying Special Needs

We believe that high quality teaching, differentiated and personalised, will meet the needs of the majority of children at our school. Our aim is to ensure that all pupils are given the opportunity, within the school's structure and with an equitable allocation of resources, to make the most of their potential. In this respect, some children who have a significantly greater difficulty in learning than others of the same age will need educational provision or training that is additional to, or different from, the standard provision.

Where the normal classroom structure with appropriate individualised and personalised approaches and adaptations in place does not overcome the barriers to learning or gaps in knowledge, and where it is beyond the scope of the class teacher to provide support effectively through the use of a differentiated curriculum, a child may be identified as needing Learning Support and this policy will come into effect.

The Teachers' Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils', including those with Special Educational Needs. We are committed to raising the aspirations of and expectations for all pupils with Learning Difficulties or Disabilities, with the focus on improving outcomes for all children with Learning Support needs. We aim to:

- identify and provide for pupils who need learning support or have additional needs
- work within the guidance provided in the SEND Code of Practice, 2015
- operate a "whole pupil, whole school" approach to the management and provision of support for pupils needing learning support.
- provide a SENCO who will work with the SEN Inclusion Policy
- provide support and advice for all staff working with pupils needing learning support

Identifying and assessing pupils with learning support needs at the earliest opportunity, enables us to work out what action the school needs to take to achieve the best outcomes for the pupils concerned. The following four areas summarise the range of moderate learning needs we plan for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

In practice, pupils often have needs that cut across two or more of these broad areas and that may change with time. A detailed assessment of needs will ensure that the full range of needs is identified, and appropriate support identified. Occasionally a child may need more support than is possible within our setting. In these cases, the school, in consultation with parents, may commission the support of the local authority to carry out an Education, Health and Care assessment. This will involve gathering evidence from a range of relevant professionals to establish the level of provision required to meet the identified needs and achieve the desired outcomes. As a result of an Education, Health and Care assessment, the local authority may decide it is appropriate to issue an Education, Health and Care plan for the young person concerned.

Class teachers or the Head of Kindergarten (as appropriate) are responsible and accountable for the progress and development of the pupils in their class or early years environment, including where pupils receive support from teaching assistants, learning support assistants, support teachers or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may need learning support. Additional intervention and support cannot compensate for a lack of good quality teaching.

The decision to make learning support provision will involve consultation with parents and the pupil (where appropriate). The class teacher, in partnership with parents and the SENDCO, will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we will arrange for more specialised assessments from external agencies and professionals. Additional specialised assessments can be commissioned through the school, on behalf of parents, but may incur extra costs beyond the normal fees.

All teachers have access to, and are familiar with, the Learning Support Policy and the Learning Support Register. These are accessible to staff at all times via the network.

Cause for Concern in the Early Years Setting, Pre-Prep or Junior Phase

A graduated approach is taken, in which the first step is identification by the relevant early years practitioner or class teacher of children who are 'making less than expected progress given their age and individual circumstances' and are therefore causing concern. This may be as a result of the concerns of the parents, observations made in the early years setting or school class, or as a result of assessments or progress checks. At this preliminary stage a Record of Concern form will be completed by the class teacher. The class teacher will discuss their concerns with parents and will provide a written record of the conversation for the SENDCO and Head Teacher using the Record of Concern form. After consultation with parents and the SENDCO, the school may carry out further assessments and will identify targets for the pupil, designed to overcome the key barriers to learning or improve the rate of progress. At this early stage, the first response will be high quality teaching targeted at the child's areas of weakness. Within a timeframe agreed with the parents and staff involved, the pupil will be monitored by the class teacher or early years practitioner, who will plan an individualised programme with differentiated resources and materials to improve outcomes for the pupil. During this period the SENDCO may be asked to contribute to the planning and delivery of the individualised programme, or to provide resources and/or ideas for the class teacher. The SENDCO may also be consulted for advice on what additional assessments can be carried out to support initial observations and what adjustments to the learning environment might be beneficial. The class teacher will continue to monitor and record progress as the pupil works to achieve the targets set.

At the end of the agreed period, the class teacher, parents and SENDCO will review the progress made towards the targets and will decide whether the pupil continues to cause concern or has made appropriate progress. If a pupil continues to have significantly greater difficulty learning than the majority of others the same age, despite the personalised programme, they may be identified as needing Learning Support and will be recorded on the Learning Support Register.

Identification of Special Needs in the Early Years Setting

Following the identification of a pupil with Learning Support needs, which will involve parents, the designated Kindergarten/Early Years SENDCO and the Head of Kindergarten, the early years practitioners will devise interventions which are additional to or different from those provided as part of the setting's usual curriculum. It is important to recognise that children are normally offered a

differentiated curriculum. The interventions provided will therefore be beyond those differentiated activities. Children at this stage are defined as having Learning Support Needs and will be recorded on the Early Years Learning Support Register.

In consultation with parents and with the support of the SENDCO, the school may seek advice and support from a variety of external agencies, for example speech and language therapists, educational psychologists, Autism Outreach, occupational therapists and special needs consultants. With the support of the SENDCO, an Individual Provision Map (IPM) or Individual Intervention Plan (IIP) may be devised by the early years practitioners in association with the child and the child's parents. The targets on the IPM/IIP will aim to overcome the barriers to learning or close the gaps in knowledge and understanding. The targets will be used by the early years practitioners to inform their planning and to support them with the implementation of a personalised programme, for example 1:1 speech and language sessions, the use of a visual timetable or movement breaks. The IPM or IIP will be reviewed regularly, in association with parents, the Head of Kindergarten and the child's key worker, with new targets set according to the progress made. With the support of the SENDCO, the key worker and the Head of Kindergarten will decide on the additional action needed to help the child to progress in the light of earlier observations, assessments and discussions. This support will be related to the child's individual needs and may include:

- different learning materials or special equipment
- adaptations to the learning environment
- support within the Kindergarten environment
- some small-group or individual support lessons
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to 'one-off' or occasional advice on strategies or equipment

Identification of Special Needs in the Pre-Prep and Junior Phases

Following the identification of a pupil with Learning Support needs in the pre-prep or junior phases, the class teacher and subject teachers, supported by the SENDCO, will devise interventions which are additional to or different from those provided as part of the School's usual curriculum. It is important to recognise that children are normally offered a differentiated curriculum. The interventions provided will therefore be beyond those differentiated activities. Children at this stage are defined as having Learning Support Needs and will be recorded on the Learning Support Register.

In consultation with parents and with the support of the SENDCO, the school may seek advice and support from a variety of external agencies, for example speech and language therapists, educational psychologists, Autism Outreach, occupational therapists and special needs consultants. With the support of the SENDCO, an IPM/Pupil Profile may be devised in association with the child and the child's parents. The targets on the IPM/Pupil Profile will reflect the additional needs identified and will aim to overcome the barriers to learning or close the gap in knowledge and understanding. The targets will be used by the class teacher and the child's subject teachers to inform their planning and to support them with the implementation of a personalised programme to help the child make progress, for example 1:1 speech and language sessions, 1:1 literacy support, the use of a visual timetable or movement breaks. The IPM/Pupil Profile will be reviewed regularly, in association with parents, the class teacher and SENDCO, with new targets set according to the progress made.

The child's class teacher, who has the most contact with the child and has a key pastoral role, will remain responsible for monitoring the child on a daily basis, liaising with relevant subject staff,

communicating with parents and ensuring the IPM/Pupil Profile targets are relevant, reviewed and updated as appropriate. With the support of the SENDCO, the class teacher and subject teachers will decide on the additional action needed to help the child to progress in the light of earlier observation, assessments and discussions. This support will be related to the child's individual needs and may include:

- different learning materials or special equipment
- support within the classroom environment
- some small-group or individual support lessons
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to 'one-off' or occasional advice on strategies or equipment
- adaptations to the learning environment

Individual Provision Maps

Strategies employed to enable the child to progress will be recorded within an Individual Provision Map. The IPM will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- expected outcomes

The IPM will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and that have been discussed with the child and the parents. The class teacher, with support from the SENDCO, will be responsible for reviewing and updating the IPM at least once a term and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Pupil Profiles

Pupil Profiles are used to aid the pupil's transition from one year group to the next, informing the next member of staff about the pupil's learning profile. A Pupil Profile outlines the pupil's areas of strength, areas of challenge, recommended teaching and learning strategies, plus any key target areas which have been focused on through periods of additional support.

The Learning Support Register

The SENDCO, with the support of the Senior Leadership Team, is responsible for maintaining and updating the Learning Support Register for the school. A pupil who has been identified as having Learning Support needs will be recorded on the Learning Support Register. When a pupil no longer requires provision that is additional to and different from the provision for the majority of the children the same age, he/she will no longer be recorded on the Learning Support Register.

External Agencies

The Head Teacher, with the support of the SENDCO, is responsible for involving external agencies in the education of children needing additional support. External agencies will usually conduct more specialist assessments to inform planning or measure a pupil's progress, give advice on the use of new or specialist strategies or materials and, in some cases, provide support for particular activities. In consultation with parents, the support of an external professional may be sought via a GP consultation, an NHS referral or a private appointment with a specialist. In some cases, there may be an additional cost involved to parents. The following list contains some of the external agencies that may be consulted:

- Dyslexia Action
- Speech and Language Therapy
- Social Services (when children are at risk)
- School Nurse (for reference to paediatricians, etc)
- Educational Psychologists
- Occupational Therapists
- Communication and Social Behaviour Team
- Dyspraxia Foundation

Support Staff

Support provision at the school is the responsibility of the Head Teacher. This responsibility is partly delegated to the SENDCO. The school employs a number of learning support assistants who provide additional support within their timetabled commitment. In some circumstances, where the normal support provision is insufficient to ensure a child is able to access the curriculum, it will be necessary to consider provision of staffing beyond the school's normal staffing levels. Any extra parental contributions in funding, in addition to school fees, required to ensure support provision is equitable and appropriate, safeguarding the needs of all pupils, will be discussed and agreed by the Head Teacher and the parents.

Partnership with Parents

We are committed to working in partnership with parents, who play a vital role in supporting children with additional needs. The decision to identify a child as 'causing concern' or to make special educational provision will involve consultation with parents and where appropriate the pupil. This will enable parents to play an active and informed role in supporting their children. Regular feedback and discussion is encouraged, with opportunities for meetings at the official Parents' Evenings or, by arrangement, before or after school. Twice yearly reviews of IPMs will include parents, to whom practical support and advice will be made available.

Supporting Pupils and Families

The following addresses may be useful to parents:

Dyspraxia Foundation: www.dyspraxiafoundation.org.uk

Dyslexia Action: www.dyslexiaaction.org.uk

Speech, Language and Communication Needs: www.worcestershire.gov.uk/cms/speech-language-communication.aspx

The King's School Admissions Policy is available via the school website (See Appendix 5)

Supporting Transition between Classes and Schools.

We are committed to ensuring that the transition between classes/year groups and for those moving between phases is planned for and managed to make sure that pupils continue to build on their achievements and transfer between classes or schools with confidence. Information relating to additional provision will be communicated via the Pupil Profile to the new teacher or setting.

Supporting Children with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some 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.

We benefit from the full-time support of a qualified nurse who is responsible for the arrangements in place to support pupils at school with medical conditions.

Monitoring and Evaluation of Learning Support

We are committed to regularly and carefully monitoring and evaluating the quality of provision we offer to all pupils, including those with Learning Support needs. We conduct regular audits, sample parental views via questionnaires, and sample staff views via staff meetings and weekly briefings. Our Rewards Policy ensures that all pupils, including those with learning support needs, can celebrate their successes, in and out of the classroom, with the awarding of stickers, House Points, Head Teacher's Awards and Commendation Certifications in assemblies, as well as Progress Prizes at the annual Speech Day.

Role of the Learning Support Governor

The King's Hawford Learning Support Governor can be contacted by telephone or letter via the school office (hawford@ksw.org.uk).

The Learning Support Governor has specific oversight of the school's arrangements for Learning Support and Disability. In partnership with the School Leadership Team they review regularly how expertise and resources can be used to address learning support needs and improve the quality of whole-school provision as part of their approach to school improvement. As part of their role, the Learning Support Governor will:

- ensure that we meet statutory requirements
- ensure we promote a positive and inclusive ethos
- ensure we provide support and rigorous challenge for children with SEN
- have a working knowledge of types of Learning Support we are providing for
- monitor the evaluation of progress of pupils with Learning Support needs against the progress of others
- report to the full governing body about Learning Support

Training and Resources

The Learning Support Department is provided with its own annual budget which is managed by the SENDCO.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement or with identified Learning Support needs. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and knowledge of the Learning Support needs most frequently encountered. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENDCO liaises with the Head Teacher in the planning and provision of relevant training.

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attend the Local Authority's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Storing and managing Information

Since January 2020, all confidential Learning Support information relating to pupils is scanned and uploaded to the pupil's SIMs page under their SEN sub-section. All staff have access to SIMs. Documents that are available to all staff via the school network are the Learning Support Register, IPMs, Pupil Profiles and summary documents of information from external agencies. Professional reports from external agencies are uploaded to the SIMs by the SENDCO to enable access for all staff, additionally this information is accessible on transition to the Senior School.

Accessibility

With regard to The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, we plan to increase over time the accessibility of the school for disabled pupils and to implement their plans. The Accessibility Plans for King's Hawford can be obtained via the school office.

Assessment, Recording and Reporting

The school uses a range of assessment procedures. These are outlined in the Assessment, Recording and Reporting Policy, which is available via the school office or the school website.

Specialist Facilities and Equipment

A dedicated quiet, welcoming and fully-resourced area is provided for support teaching. Support provision is reviewed regularly, with flexible structures provided for targeted delivery via in class support, small group provision or 1:1 lessons. A Learning Support budget is made available to the SENCO, who reviews and maintains a range of appropriate resources and software.

Statutory Requirements

This policy has regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015). This is a mandatory requirement in the Early Years Setting, as the children in the setting are supported by the local authority. The Code of Practice is not a legal requirement for classes outside the early years setting. Access to support from external specialists is not a right for children outside the early years setting.

English as a Foreign or Second Language (EFL/ESL)

Children joining the school, either from a local background or from a foreign country, may need targeted support in language acquisition. Our policy is, wherever practicable, to integrate children fully in the school's learning programme. However, where children have little or no English, it will be necessary to suspend certain parts of the programme to ensure that sufficient time is allocated to assist linguistic development. The primary objective is to assist the children in developing their language skills. In most cases, the fact that the children will be fully immersed in an English-speaking school will produce rapid language development.

Dealing with Complaints

In line with the general Complaints Policy, complaints from parents will be dealt with, in the first instance, by the Head Teacher. In the event of parents remaining dissatisfied, an appeal may be lodged with the Chair of Governors, who will form an appeal committee.

Monitoring and Review

This policy was created by the school's SENCO in liaison with the Senior Leadership Team, SEN Governor and all staff. This policy will be monitored and reviewed on an annual basis.

Policy last reviewed: September 2020

Associated Policies

The following policies can be obtained via the School Office, via the school website or from the Head Teacher via email (hawford@ksw.org.uk).

- The Gifted and Talented Policy
- King's School Admissions Policy
- Accessibility Plan
- Assessment, Recording and Reporting Policy

Contact Details for Current Role Holders

The Head Teacher can be contacted via the School Office or via email: jturner@ksw.org.uk.

The Learning Support Co-ordinator for Kindergarten and Early Years is Miss Anna Kingston. She can be contacted via the School Office or via email: akingston@ksw.org.uk.

The Learning Support Co-ordinator (SENCO) for the Pre-Prep and Junior phases is Mrs Vicki English. She can be contacted via the School Office or via email: venglish@ksw.org.uk.

The Learning Support Governor can be contacted via the School Office or via email: hawford@ksw.org.uk.

COVID-19 Response – addendum July 2020

From March until July 2020, additional support lessons continued throughout the school closure via the online recorded video platform, Zoom. These were taught weekly by the SENCO as one-to-one sessions with individual pupils and continued to focus on the pupil IPM targets, where possible.

The planned return to school in September 2020 will see the continuation of additional support sessions taking place in the Loft, the designated space for support. Pupils receiving additional support will be collected by a named member of support staff and accompanied to the teaching space. The pupil will sit across a one metre table away from the support teacher to maintain a social distance. At the end of each teaching session, the member of the support staff will return the pupil to their classroom/year group bubble and will then be responsible for cleaning down their teaching area with the cleaning sprays provided, prior to collecting the next pupil.

Support staff will also provide some in-class support within Year 3 and remain within this year group only. Support staff will adhere to the whole school policies of social distancing and basic hygiene.

Comprehensive records will be kept of which pupils have accessed the support teaching during each day in the form of an electronic register. These registers will be maintained by the SENDCO.