

Policy Essential Information

Title: Special Educational Needs Policy (to be read in conjunction with the Brent Local Offer found at: <https://brent.gov.uk/media/9706321/Brent-Schools-Local-Offer-Minimum-Standards.pdf> and the Kingsbury High School SEN Report on the school website).

Date of last full review: June 2010

Interim update: June 2014

Status: Statutory

Committee: Equality and Behaviour

Staff Lead: Head of Inclusion (SENCo)

Governor Lead: Mary-Ann Allison

Review cycle: 3 yearly

Location: School website

Date of next review: October 2018

Kingsbury High School

Special Educational Needs and Disabilities (SEND) Policy

This policy complies with the statutory requirements set out in the Code of Practice 0-25 (2014) and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 years (DfE 2014)
- Schools SEN Information Report Regulations (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
- Teachers Standards 2012

This policy should be read in conjunction with the following school policies/documents:

- Admissions policy
- Medical policy
- Anti-bullying policy
- Policy for using data to support students
- Accessibility Plan
- Child Protection policy

Roles and responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2014) guidelines and school job descriptions.

Head of Inclusion and SEN Coordinator (SENCo):

Dr Tom Mann BA (Hons), PGCE, Adv. Nat Dip Spld, MA, NPQH, DEd.

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Governing Body responsibilities: SEN Governor: Mary-Ann Allison

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meeting the needs of students with Special Educational Needs and Disability (SEND).
- Ensuring, through the staff appraisal system, that the Headteacher sets objectives and priorities in the school development plan that includes provision for SEND.
- Monitoring the policy through the school's self-evaluation procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing and have an opportunity during the school year to meet with staff and students with SEND.
- Reporting annually to parents on the school's policy through the SEN report on the website

The Headteacher: Jeremy Waxman

- Setting objectives and priorities in the school's development plan, which includes SEND
- Informing the Governing Body
- Responsibility for allocation of funding devolved from the LA for SEND.
- Line management of the Head of Inclusion and SENCo and advocate of SEND on the school leadership team.
- Ensuring that Pupil Premium (PP) funding is allocated

Head of student development: Ms Sarah Purtill

- Managing the support staff directly involved with students, including those with SEND.
- Developing and maintaining the school's medical and CP registers and leading on safeguarding and LAC within the school.
- Sharing responsibility, with the SENCo, for those students with SEND where there are medical or safeguarding issues
- Reporting directly to the Headteacher who is the advocate for student development services on the leadership team.

SEN Coordinator: Ms Brenda Nolan

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Head teacher for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of SEND support staff, through training and appraisal.

- Screening and identifying students with learning difficulties and/or SEND.
- Co-ordinating provision for students.
- Advising on the graduated approach to SEND
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Pupil Passports for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Being responsible and accountable for the whole-school SEND resources.
- Liaising with parents and carers of students with SEND.
- Setting termly targets for students with SEND in consultation with students and their parents/carers.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Head teacher forwards to the Governors.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND
- Working alongside the SENCO as middle leaders of SEN

Other Staff:

“All teachers are teachers of special educational needs” (Code of Practice 2014)

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring pupil communication passports are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Being fully aware of the school's procedures for SEND.

- Raising individual concerns to the SENCo using school protocol.
- Ensuring that they undertake training and development in SEND and engage in coaching and mentoring as part of continuing professional development (CPD).

Classroom support staff

- Supporting students with SEND and the wider school population.
- Planning and delivering individualised programmes where appropriate.
- Monitoring progress against targets using Pupil Passports.
- Contributing to individual pupil plan target setting and the review progress, either in person or with a written report.
- Working with small groups in or out of the classroom, under the direction of the class teacher.
- Supporting SEND pupils on Educational Visits and all other pupils where possible.
- Jointly planning with teachers, where appropriate.
- Ensuring that they engage in coaching and mentoring as one means of CPD.

School SEND beliefs and values

Kingsbury High School is a school which takes great pride in the diversity of our community, our commitment to equality is paramount. We believe that, whatever our backgrounds, there are many ways to be successful at our school; we strive to be the best that we can be; we believe that all should have that opportunity.

We recognise that people have different needs and we understand that treating people equally does not always mean treating them all exactly the same. We recognise that for some students, extra support is needed to help them to achieve and to be successful.

We are developing a more inclusive approach to looking after students at our school and our school structures and systems have been adapted with this in mind. All of our staff, teaching and non-teaching are focused on our pupils' education, personal and development and success. We have a newly formed Student Development Faculty that places emphasis on the pastoral aspects of school life and safeguarding of our students. Our approach is more caring and supportive and is underpinned by the ethos of the school.

Definition of SEN

The school identifies pupils as having Special Educational Needs if they meet the definition set out in the Special Educational Needs (SEN) Code of Practice (**DfE June 2014**). SEN is defined as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of local educational authority or
- c) have “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.”
(Equality Act 2010)

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

However:

“Whether or not a child has SEN depends both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school, but not another”.

DfEE: Excellence for all (1997)

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-day activities.

(SEN Code of Practice 2014)

Our aims

At Kingsbury High School we aim to ensure that all students have access to a broad and balanced curriculum. Our teachers will provide the best possible teaching within the classroom setting to meet the needs of all our students. Our KS3 curriculum has been adapted to suits the needs of our all students, including those with SEN, for example the development of stronger foundations for literacy and numeracy.

Provision for those with SEN should match the nature of their needs within their allocated budget. We ensure that students, along with their parents/carers, are involved in SEN target setting on a termly basis. We work in partnership with parents and carers and outside agencies to ensure that our students with SEND are supported and integrated into the life of the school. Provision for students with SEND is monitored and evaluated against specific outcomes and we take action when

pupils fall behind in their progress.

Our objectives

- To have a whole-school inclusive approach to meeting the needs of our students with SEND.
- To have an effective whole school provision management of universal, targeted and specialist support for students with SEND.
- To provide a broad and balanced curriculum that enables students to make progress and prepares them for future success in life.
- To have effective and positive relationships with parents and carers
- To maximise opportunities for our students with SEND in school and for the next phase.
- To ensure that provision is monitored and evaluated annually and is improved year on year

Identifying Special Educational Needs

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting with persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The school recognises this range of needs and has planned for them. We aim to meet individual needs once they are identified.

The following are **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice 2014 outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Admission Arrangements for Pupils with SEN

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard to the Code of Practice. Admission arrangements for pupils with SEND, (but without an Education, Health and Care Plan), do not differ from those of other pupils. However, in the case of a student in possession of an Education, Health and Care Plan (EHCP), the placement recommendations of the last Annual Review will be taken into account.

The Total Communication Resource (Hearing Impaired Unit)

The school has an additionally resourced provision (ARP) for up to 8 pupils with a hearing impairment. These pupils have statements or EHC Plans and have access to a specialist teacher of the deaf and specially trained communication support workers (CSWs). The LA refers students to this unit for specialist 1:1 teaching in addition to mainstream teaching alongside their peers.

Graduated Approach to SEND Support

We have a flow diagram that demonstrates our new whole-school approach to SEND (see appendix 1). This reflects the new Code of Practice (2014) approach called 'assess, plan, do, review'. The school has one SEN Support list that includes all pupils with a statement of SEN or an EHC Plan and those identified as having additional needs but who do not have a statement or an EHC Plan. The majority of students who are on our list have already been identified at primary school. However, some pupils' difficulties become evident as they face the challenges of secondary level education. Our school has the following measures in place to ensure we identify learning difficulties and/or SEND.

Year 7 intake

a) Primary liaison

- Our school works in partnership with local SENCOs, including those from the feeder primaries. We visit the feeder primaries for transition meetings during

Year 6 and also non-feeder primaries when contacted by those SENCOs. This sometimes involves meeting the parents of pupils who are identified as having particular transition concerns.

- The LA consults with the school about students who are transferring with statements or EHC Plans in the autumn term of Year 6.
- We prepare relevant information about our students with SEND in communication passports and make these available to teachers and classroom support staff.

b) Initial screening

Once in our school all pupils are screened using:

- KS2 data
- NFER cognitive profile tests
- Literacy based tests
- Additional tests where appropriate eg WRATs 4

Screening in other year groups

- Using our graduated approach, teachers or pastoral staff who are concerned about a pupil's lack of progress or social, emotional and mental well being, will inform the SENCO. A member of SEN staff will undertake observation of the pupil followed by a range of relevant assessments, if necessary. We have two specialist SEN teachers who are able to conduct in depth learning assessments. Parents/carers will be informed of this development.
- Outcomes of assessment may lead to a specific timed intervention; suggested strategies will be shared with parents/carers and teachers.
- The SENCO may advise or request additional assessments from other professionals.

Referrals or concerns from parents/carers

Parental/carer concerns are dealt with in the same way as teacher concerns.

When a student is falling behind: 'Assess, Plan, do, review'

The graduated response will start once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the student to make good progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Consideration of whether SEN provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and parents/carers. The outcomes considered should include those

needed to make successful transitions between phases of education and to prepare for adult life.

A member of the SEN staff will further assist the classroom teacher to ensure that additional specific timed interventions, with outcomes, are deployed in the classroom. If these are unsuccessful the SENCo will involve parents/carers and plan the next steps. This may involve seeking the advice and guidance of other professionals and further assessments. The student will then be placed on the SEN Support list and appropriate support put in place. Teachers will be informed of the strategies to be used and the student's progress will be reviewed termly. Where sufficient progress against outcomes is made the student will be removed from the SEN Support list. This decision will be made using progress data, teacher reports and/or outside professionals' advice.

External agencies may include:

- Child and Adult Mental Health Service (CAMHS)
- Early Interventions Service
- Brent Carers
- Brent Outreach Autism Team (BOAT)
- Educational Psychologist (EP)
- Special Educational Needs Support and Information Service (SENDIAS) , formerly the Brent Parent Partnership
- School Health
- Brent Visual Impairment Team (BVIS)
- Brent HI Service (BHIS)
- Brent School Inclusions Team
- Physiotherapy
- Occupational Therapy
- Speech Therapy

SEND support takes many forms but might include:

- strategies and recommendations shared with teaching and support staff to ensure the students' needs can be met in the classroom
- extra help from a teacher or support staff
- specialist differentiation or resources or equipment
- an individual timetable
- small group intervention
- support in non-curricular time
- support for medical, physical or personal care difficulties
- mentoring
- speech therapy: receptive and expressive language and social skills groups

- assessment for special exam arrangements
- 1:1 teaching

In exceptional circumstances some students may fail to make adequate progress towards identified outcomes. Where pupils are making inadequate progress in multiple areas, given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHC Plan is needed. The arrangements required to be put in place in order for students to progress would be beyond the school 's core offer of £6000. The decision on whether to apply for an EHC Plan assessment would be made by the SENCo in consultation with parents/carers.

Students with a statement or an EHC Plan will have an individual pupil plan (IPP) which is planned and reviewed termly. Parents and students are involved in this process.

Supporting students with medical needs

Students with medical problems are looked after by the Head of Student Development and the school has a separate medical policy which outlines the support they should receive. Where a student with SEND also has a medical issue, the Head of Student Development and the SENCo will work together.

Supporting Students and Families

- The Local Authority is required to publish The Local Offer with details of support available for families.
- The school is required to produce an annual SEND Information Report and this links directly to The Local Offer and the school's SEN policy. Details of the report can be found on the school's web site under Pastoral/School Support.
- Local Authority and NHS agencies may support the family and include: Brent Carers, BOAT, CAMHS, SENDIASS.
- The school will ensure that access arrangements are put in place for those students who meet exam board criteria. Reasonable adjustments are made for students with a disability which prevents or hinders them from being able to sit examinations in the same way as the majority of students. The Exam Officer works closely with SEN staff to ensure appropriate support is in place.
- There are close links with partner primary schools and transition days prior to joining the school.
- The SENCo arranges transition meetings in order to prepare for SEND students entering the school.
- Students are supported during the transition and Options process at the end of the Foundation stage in Year 8.

- The school employs a careers advisor who offers valuable information, advice and guidance for post-sixteen and transition phases. Additional advice is available from the Local Authority for students with additional needs
- The school counsellor is professionally trained and qualified and works to support the emotional needs of students for whom there is a concern.
- The school's Student Development Faculty also provides support for parents and students during the school year and in the run up to exams.

Monitoring and evaluation of SEND

The school is able to monitor the success of its provision by looking closely at a number of factors including:

- Accessibility of classrooms for disabled students by adapting timetables and rooming.
- The school has a number of sound treated rooms for students with hearing impairment.
- Arrangements to ensure accessibility and safety for all.
- Inclusion in PE and all co-curricular activities and trips.
- The progress of SEND students academically and socially through internal and external assessment, and monitoring behaviour and attendance.
- The use of the form tutor and pastoral system to monitor student well-being.
- Evaluating the management of any safeguarding concerns, where appropriate, with the Head of the Student Development faculty.
- Regular whole-school Learning Walks that include a focus on teaching & learning and differentiation.
- Regular fortnightly meetings between the SENCo and Head teacher
- A regular SEND update to the Governors.
- Support staff being made aware of the specific requirements of students.
- All SEN staff have regular CPD opportunities
- All teachers take part in regular Teaching and Learning coaching and mentoring sessions that focus on CPD for the classroom.
- The SENCo ensures that required training is up to date for all support staff.

Training and Resources

The school is funded for SEND by the Local Authority following the updated national system used for mainstream schools:

Element 1: core education, place led funding from the Education Funding Agency for all students attending school

Element 2: Additional Support driven by proxy indicators such as local deprivation and prior attainment decided by the Education Funding Agency

Element 3: Top-up funding from the Local Authority to meet the individual needs of High Needs students placed in the school.

Additionally:

- The school has a CPD budget devolved to each faculty area. This means that we can send staff on the training that they need for their role.
- All newly appointed teachers and support staff undertake induction and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice.
- The SENCo works closely with the Local Authority and attends professional meetings and training in order to keep up to date with local and national SEND updates.

Appendix 1

The 'graduated approach' to SEN at Kingsbury High School

CLASS TEACHER

ASSESS

- Pupil not progressing & you suspect SEN or learning difficulty
- Analysis of pupil needs
- Consult pupil and parent
- Three mini cycles of 'assess plan, do, review'

CLASS TEACHER & SEN Keyworker

PLAN

- Pupil still not progressing
- Formally notify parent & Progress Leader
- Agree adjustments, interventions and support – agree time frame
- Record expected impact on progress – 'expected outcomes'
- Book date to review
- Tell all relevant staff
- Provide support, where necessary, to meet outcomes based on evidence provided by staff with skills and knowledge

CLASS TEACHER & SEN Keyworker

REVIEW

- Review, in line with the agreed date
- Evaluate impact - pupils and parents views
- Led by class teacher

CLASS TEACHER & SEN Keyworker & Support & other

DO

- High Quality Differentiation
- Class teacher remains responsible for pupil day to day
- Class teacher to work closely with support or specialist (link to class teaching)
- SEN Keyworker to support class teacher

SEN Keyworker & SENCO

INVOLVING SPECIALISTS.....

- Where the pupil still does not make expected progress
- Where informal assessment indicates this
- Schools to work with LA and other providers – may include commissioning services
- Senco, teacher, Progress Leader, specialist and parents to decide nature of support and expected outcomes

SENCO

REQUESTING EHC PLAN ASSESSMENT

- Pupil not making progress with existing SEN intervention & support
- Apply for EHC Plan?