

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INCLUSION POLICY

Last update: March 2020

Our beliefs and values

Katharine Lady Berkeley's School values the contribution that every child and young person can make and welcomes the diversity of different intellectual specialisms, personal strengths, and learning styles. We believe that children who feel safe, and who are supported by outstanding teaching, will learn effectively. Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well and lead happy, healthy and fulfilled lives.

Introduction

The title of this policy uses the word inclusion to summarise the vision described above. Students with SEND will be provided with the support and additional resources to enable them to make the best possible progress and take a full part in the life of the school alongside those students who do not have identified needs. Much of the support offered will be in the classroom with other students while some is more effectively provided by withdrawing individual students or small groups to provide the required intervention.

Our aims

- The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all.
- To ensure that, with support, children with SEND are encouraged to have equally high aspirations for their future and experience an appropriate degree of challenge just as for non-SEND students.
- The school identifies and supports those students who have learning difficulties or disabilities so that they have the opportunity to achieve the best possible results of which they are each capable, and leave the school with the qualifications, personal and social skills which will enable them to continue their learning and be well equipped for the demands of adult life.
- To successfully support the child's transition:
 - to this school;
 - from this school to further/higher education and to the world or work.

Our objectives

1. To identify and provide for students who have additional needs including special educational needs and disability
2. To involve children in decision making and discussions about their support
3. To operate an approach which supports academic, social, behavioural and emotional development taking into account of the range of needs of the student
4. To provide a curriculum for each student that offers a level of challenge and content which is appropriate for their needs
5. To work in partnership with parents and other agencies
6. To provide support and advice for all staff working with special educational needs students
7. To work within the guidance provided in the SEND Code of Practice, 2014
8. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
9. Make effective use of available resources

The identification of SEN

A child has SEND if he or she has a learning difficulty or disability which calls for an SEND provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Children with sensory impairments or long-term health conditions do not necessarily have SEND but, where they require SEND provision, they will also be covered by the SEND definition.”¹

The SEND Code of Practice identifies four broad areas of special educational need:

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

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, labelling individual children or young people becomes counterproductive as they often have needs that cut across all these areas and their needs may change over time. Many children will have special needs of some kind at some time during their education² and not all will benefit from being labeled. The KLB Local Offer and KLB Provision Map use the four categories of need to plan the school’s support – see the SEND page of the school website. The school’s provision has also been guided by Gloucestershire’s Guidance Booklet.³

Katharine Lady Berkeley’s School uses a range of indicators to identify a child’s difficulty and plan provision. Before arriving at KLB

- When invited and whenever possible, the SENCO attends Year 5 and/or Year 6 Annual Review Meetings for students with EHC (Education Health Care) Plans
- Admissions information including CATs, routine reading and spelling assessments, KS2 test scores (where used) and Year 6 annual reviews are used to inform provision. Every effort will be made to collect this information before the end of Year 6 so that provision can be in place at the start of Year 7.
- The SENCO attends the school’s Year 6 Open Evenings and SEND support staff assist in the activities on the Year 6 visiting days
- Additional visits in Year 6 term 5 or 6 Year 6 children who have identified SEND, with the help of their parents, are encouraged to complete a My Profile (available on the school website > PARENTS > SEND) and, where appropriate, contact the SENCO to discuss transition.
- When students with identified SEND transfer to this school from other secondary schools after the start of Year 7, the SENCO will discuss the needs of the student with the previous school so that suitable support arrangements are put in place.

KLB assesses each student’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

- Progress measures are used at the start of Year 7, at the end of each academic year and after any intervention programmes. Progress measure can be standardised reading comprehension and spelling scores, or other forms of assessment, such as the Boxall Profile or performance against SMART targets, as appropriate
- Students with SEND are assessed by a specialist teacher during Year 9, 10 or 11 to identify those who need access arrangements for external examinations. In KS3, exam access arrangements can be put in place where teachers and / or parents inform the SENCO of a need and where examination board criteria are met. An examination access arrangement in Year 6 does not automatically trigger the same provision in Year 7 as criteria differ.
- Subject assessments, as part of whole school data monitoring and intervention procedures, take place throughout the academic year.
- On-going in-class classroom assessment by teachers and teaching assistants
- The concerns of parents and staff about a child’s progress are investigated.
- Where appropriate, the advice from external agencies is sought (Educational Psychologist, Local Authority advisory services).

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

² <http://www.nidirect.gov.uk/what-are-special-educational-needs>

³ <http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=61267&p=0>

Other factors affecting students' progress

In assessing the needs of the child, the school takes a holistic approach. There may be other factors affecting a student's progress that would not constitute SEND but which will be taken into account in the school's provision such as:

- **Disability** (the SEND Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN⁴). If appropriate, the school is also guided by the Equality Act 2010⁵ and the DfE's “Support Pupil's at School with Medical Conditions”(2014)⁶ and the school's “Accessibility Plan” which is on the school's website. (March 2012)
- **Attendance and Punctuality**
- **Health and Welfare:** housing, family or other domestic circumstances may affect progress and a multi-agency approach, where the school works with health services and social care agencies, may be appropriate.
- **EAL (English as an Additional Language)**
- Being from a disadvantaged background which may mean that the child is in receipt of **Pupil Premium Grant**
- Being a child in the **care system**
- Being a child of **Service Personnel**

While the above factors do not constitute SEN, the school has a range of resources available to support students affected by one or more of the above.

A graduated approach

The Code of Practice states that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. The provision for students with SEND may be considered in three 'waves'.

Wave 1 describes the offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. At KLB, the quality of teaching and learning is primarily monitored through a programme of lesson observations by senior staff during the year and the collection of data which describes the progress that students are making. In addition, all teaching staff are given INSET training in supporting students with 'low level, high incidence' special educational needs.

Wave 2 SEND support takes the form of a cycle of assessment, planning, intervention and review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. Wave 2 will often include targeted individual and small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by a teaching assistant working with a teacher, will enable them to make accelerated progress.

Wave 3 intervention includes additional support where that provided through waves 1 and 2 is not having the desired effect. Wave 3 will include targeted individualised support and will be different from and additional to the school's normal differentiated curriculum.

⁴https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

⁵ <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

⁶ <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

This graduated and integrated approach is shared by the relevant educational, health and social care services to ensure that the process of identification is robust and that the child and family is supported with appropriate after-care. A parent may choose to investigate their child's needs through a private assessment. The school will consider their recommendations in light of the school's own procedures and resources, taking into account the different nature of such assessment compared to that carried out by the school or an agency contracted by the school.

Assess

A referral can be made by a member of staff, a parent or a student may self-refer. At this stage the SENCO will carry out a clear analysis of a student's needs using teachers' assessment and experience of the student, their previous progress and attainment, effort and behaviour in their school reports. The views and targets of the parent and the student are also sought. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

When a referral is made but the child is still making progress in curriculum areas that would be affected by the area of difficulty, the child's name may be added to a SEND monitoring list signifying that there has been a "cause for concern". Where progress is not being made, and where intervention and support is agreed, a plan is developed. A child needing an exam access arrangement will not necessarily be added to the SEND list and may not need a plan.

Plan

During the planning stage there is an emphasis on what we want to achieve rather than the provision that will be put in place. Outcomes are agreed, provision is guided by the Gloucestershire's Guidance Booklet, and people working with the child are informed. At this stage the child's name is added to the SEND list as receiving Wave 2: SEND Support. Plans seek to match the intervention to the needs of the classroom and parents can be requested to give practical support, assistance and encouragement. A review date is set.

If a child's outcomes are formalised in an EHC plan, relevant staff members are sent, and have access to, the student's KLB EHC plan to inform lesson planning and teaching. An Education Health Care Plan (EHC) is set up when the assessed Special Education Needs of the student cannot reasonably be met by the resources normally available to students in the school. An EHC takes into account the students' educational, health and social care needs and the views of the student, the students' parents/carers and other key workers who may be involved. If an EHC plan is set up, parents/carers have the option to have the funding for supporting the students through a personalised budget which enables the parents/carers to choose the support which is put into place.

Do

This stage should last the duration of a term (six to eight weeks), and more commonly two. Specialist staff and teaching assistants work closely with classroom teachers to link interventions and classroom teaching. KLB uses a range of evidence-based programmes to meet the identified outcomes of the child but also ensures that the intervention sessions prepare the student for the range of materials and skills required in the secondary school classroom. Teaching assistants who deliver interventions also provide in-class support so that they are well-informed about the demands of curriculum areas and so that they can aid the transference of skills back to the classroom. Where the intervention is literacy and numeracy based, specialist Teaching Assistants and those with additional training and experience deliver the programmes.

Review

The review date should be upheld. If the student has achieved the outcomes and the intervention has been successful, the child's name will be moved from the SEND register to the monitoring list. Where the intervention has not enabled the child to achieve the outcomes, the results of the intervention should feed back into the analysis of the student's needs and changes to the intervention or the outcomes should be discussed. At this point, the child may enter a successive cycle informed by the first. This should be documented as part of building a history and a better understanding of the child's difficulties. If a student with SEND continues to fall behind their peers academically and we are unable to provide further support within our provision and arrangements (see Provision Map) the SENCO may consider starting procedures for the application for an EHC plan. The first step in this process will be to action a 'My Plan +'

When a child has an EHC plan, the progress of the child will be reviewed three times per year; the student and their parents should be involved in the discussion and review of the targets. This could take the form of a formal review meeting, a telephone conversation or a parents' evening appointment.

Managing students' needs on the SEND register

Most students will be invited to a intervention programme with a small group of students with similar needs; students will share the outcomes of the group's plan.

Where appropriate, KLB's SENCO will use Gloucestershire's My Plan to document the outcomes and actions for an individual. The SENCO sends the plan to relevant teachers and TAs to inform planning and practice. As described in the "Cycle of Action", the plans can be reviewed after a term but, more commonly, after two.

The school's Local Offer, on the website, describes our provision although it is subject to change through the annual review of our provision. The school's costed-provision map and results, with the findings of the Education Endowment Fund's⁷ research, informs the effectiveness of the intervention programmes.

As part of the graduated approach, the school may employ the services of other agencies to advise on the support needs of a student after successive cycles of a My Plan have demonstrated that no progress has been made.

Students on the SEND register will receive information, advice and guidance to support them in making the next step after school.

Supporting students and families through associated policies and documents

The school SEND page signposts parents to a range of sources of support and advice. Please refer to the following documents and links

- KLB's local offer and provision map
- Gloucestershire's Local Offer
- KLB's Admission Policy
- Year 6 parents transition information
- Accessibility Plan
- Anti-bullying Policy

Monitoring and evaluation of the effectiveness of the SEND policy

- The Governing Body, receives a review of the effectiveness of the SEND policy once per year.
- The SENCO also meets with support staff in departmental meetings each term to discuss provision and the progress of children with EHC plans
- The SENCO will meet with the SEND governor to review the implementation of the policy and practice.
- The school analyses student data to assess performance and identify areas of concern. Classroom practice is reviewed by departments and the Senior Management Team.
- The development plan for SEND is included as part of the school improvement plan the success of the policy is assessed through:
 - The examination success of students on the Code of Practice
 - The views of students and parents
 - Maintenance of records of assessments over time
 - Liaison between the SENCO, teaching and learning support staff
 - Regular monitoring by the governors
 - The destinations of students after they leave the school
 - Progress measures and case studies

⁷ <https://educationendowmentfoundation.org.uk/>

Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole. All teachers have to take account of and make provision for the needs of students with SEND at various times.

The Headteacher

- Has overall responsibility for the provision for children with SEND
- Monitors the use of resources in delivering the SEND policy

Leadership Group

- The SENCO is a member of the Leadership Group
- All members of the Leadership Group will take into account the needs of students with SEND with respect to their areas of responsibility

Special Educational Needs Co-ordinator (SENCO)

The school's SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCO). The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEND policy
- Informing governors of the progress of the implementation of the policy
- Liaising with and advising subject teachers
- Managing the SEND team of teaching assistants
- Co-ordinating provision for students with special educational needs
- Liaising with parents of students with SEND
- Contributing to in service training of staff
- Liaising with external agencies, including Local Authority (LA) support and educational psychology services, the Careers Service, health and social services and primary school staff, examination board access arrangement services (EAA)
- Ensuring staff are informed of students' needs and are given strategies to support high incidence SEND
- Ensuring that students who have SEND Support and those with an EHC plan have appropriate targets and outcomes

Teaching Assistants

The school employs a team of Teaching Assistants who will work with individual students, small groups and provide whole class support as appropriate. They will often have the best knowledge of the needs and progress of individual students and therefore have a key role in supporting those with SEN. They are expected to keep appropriate records, to work in cooperation with subject teachers and to provide feedback to the SENCO.

Heads of Year

- Liaise with SENCO over students with special educational needs including behavioural difficulties

Teachers and Tutors

Will be aware of students in their groups who are:

- on the SEND register
- on the examination access arrangements list
- receiving interventions

Storing and the Management of Information

- Please refer to the school's Freedom of Information Policy
- Student's SEND files are stored securely
- Teacher reference documents regarding a student's needs are on the school's network that can be accessed by staff, not students.

Dealing with Complaints

There is a number of ways in which a complaint may be pursued. For matters concerning Special Educational needs, the following would normally take place. The parent or carer makes direct contact with the Headteacher or SENCO who will investigate the complaint and communicate with parents/carers within seven working days of receiving the complaint. The parent or carer may wish to contact Parents in Partnership who will come and act as advisor and mediator in the event of disputes over provision.

The school also has a standard Complaints Procedure and a more specific Curriculum Complaints Procedure, either of which may be followed if appropriate. These are available on request from the school and on the school's website.

Associated policies

Curriculum Policy

Teaching and Learning Policy

Assessment Policy

Single Equality Scheme

Complaints Procedure

Curriculum Complaints Procedure

Pupil Premium Policy

Freedom of Information

Approved by Governors' Teaching and Learning Committee: 4 March 2020