

SEND Policy

Drafted by LM HB SB March 2018: signed off (FGov) March 2018; Next review March 2021

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Vision Statement

As Christians we begin with the premise that God intends *all* children to work towards an understanding of His plan for their lives.

We acknowledge that each child is unique and that the parents carry the ultimate responsibility before God for their children's development. The school works with the parents in providing the appropriate atmosphere, teaching and range of experiences; these should help every child to develop physically, mentally and spiritually to reach their God-given potential at each stage of their life. This will involve strengthening weaknesses and developing specific talents.

Definitions

Our provision for students with special educational needs reflects both the Education Act 1996 and the Equality Act 2010.

Education Act 1996: A candidate has 'special educational needs' if he/she has a learning difficulty which calls for special educational provision, OR he/she has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for students within the school.

A candidate has a 'learning difficulty' if he/she has significantly greater difficulty in learning than the majority of children of his/her age.

Equality Act 2010: A student is considered to have a disability if he/she has a mental or physical impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Process of Provision

For children with special educational needs we:

1. Facilitate an assessment of the student and diagnosis of the difficulty. This is either done internally or with the help of external agencies/professionals.
2. Write individual programmes, where necessary
3. Provide support for the student as appropriate to his/her needs and according to the resources available (see later for details relating to the different stages of the school).
4. Supply differentiated learning materials and make reasonable adjustments to the school environment.

We adopt a whole school approach to special educational needs, with Special Educational Needs Coordinators working closely with class teachers to enable differentiated and personalised learning.

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The Special Educational Needs Co-ordinators work with teachers and parents to:

1. Liaise
2. Advise
3. Support
4. Co-ordinate contact with outside agencies
5. Keep an up-to-date Special Needs register

The voice of the student is important in our provision for special educational needs. As appropriate to age, students are made aware of their own learning/emotional profile and asked to contribute to individual educational plans where appropriate (see later for details).

We provide in-service training for all staff involved in the teaching of special needs children. This is delivered either by a SENCO or by an outside professional.

We value the place of prayer, so will encourage children to seek God for themselves, recognising that God's power is made perfect in weakness and that He can give knowledge and understanding.

It is our desire to foster an attitude of appreciation in gifted and talented children across the whole school, so that they recognise that their gifts are God-given and are for the good of the whole community. Special arrangements will be made for these pupils to be extended for example taking additional exams or being given additional experiences and opportunities by specific teachers (see later for details).

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/set teacher in the first instance. Anyone who feels unable to talk to the teacher or tutor, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment with the SENCO.

In the event of a formal complaint, parents should follow the complaints procedure. The Oxfordshire Parent Partnership Service is available to offer advice.

SECONDARY SEN/D

Secondary SEN Referral

The aim of the Special Needs Referral Policy is to provide a clear procedure for dealing with specific areas of concern in individual pupils. It consists of the following stages:

Stage 1: Expression of Concern

Any pupil giving cause for concern over their learning is brought to the attention of the SENCO so that their progress can be monitored and a level of intervention determined. The teacher fills in an 'Expression of Concern' form for, or emails the SENCO expressing concerns over a child's difficulties. The SENCO may then ask several subject teachers to submit their own form about the pupil as a way of gathering evidence. This will provide a fuller picture of the pupil's performance over several subject areas.

Stage 2: Assessment

Depending on the level of progress being made by the pupil, it may be felt necessary for the SENCO to administer tests to diagnose the problem. Parents will be offered such an assessment or in some cases be advised to contact an Educational Psychologist (we know a psychologist who works closely with the school). Assessments by external assessors are paid for by parents. Communication is made with the student concerned so that the process can be explained to him/her and his/her voice can be heard.

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Secondary SEN Provision

Different levels of intervention are provided depending on the degree of need and circumstances of the student. Levels 2) and 3) come within the SEND Code of Practice descriptor 'SEN Support'.

1) Pupil Profiles:

All students on the SEN register (those students who have a diagnosed difficulty or who are awaiting testing) have a Pupil Profile. These documents are available to all teaching staff and are updated yearly or when new information concerning the student is gained. The document is divided into 3 sections: Abilities, Difficulties, Classroom Strategies. Information about new Year 7 students is communicated at staff training meetings in September.

Progress of students on the SEN register is monitored by the SENCO using feedback forms given to staff (see later for details), verbal feedback from staff, school reports and observing lessons.

The SENCO attends Parents' Evenings (yearly for each year group) to go over Pupil profiles and discuss concerns and progress. Parents may also contact the SENCO by email at any time and request a meeting if necessary.

2) Literacy Support Lessons:

During Y8 and Year 9 students who would benefit from extra literacy work are withdrawn from French for a weekly Literacy Support lesson. The decision to withdraw a student from French is a joint one involving the SENCO, French and English teachers, parents, the student and the Head of Secondary. If the student has more than 1 French lesson in the week, the extra lesson(s) is/are Supervised Homework. An Individual Educational Plan is produced for each of these students with input from the students themselves. These IEPs are reviewed twice a year. The Literacy Support Lessons involve targeted teaching with tasks devised to strengthen areas of difficulty as indicated by psychometric tests.

During their GCSE course (Year 10-11), some students who have learning difficulties take fewer subjects and have free periods for private study.

3) Involvement of External Agencies

If despite receiving an individualised programme and concentrated support the student:

- Continues to make little or no progress over a long period,
- Has emotional/behavioural difficulties which substantially interfere with learning,
- Has ongoing interaction difficulties that substantially impede development,

then, additional help should be sought from outside agencies. In these instances, the SENCO will inform parents of this need, if parents have not already taken action. It is the parents of children attending independent schools who must apply for an assessment to be made by outside agencies. The SENCO is able to supply some information about Educational Psychologists, the local offer and other services who may be approached. This may include specific ongoing pastoral support from within the church network as well as support from other agencies. The SENCO is regularly a part of meetings between parents and other agencies.

Very rarely a student will have needs which are so significant that they cannot be met by the process outlined above. In this case evidence will be gathered to ascertain whether the student qualifies for an **Education Health Care Plan**. Such students will generally need input from external agencies.

Exam Access Arrangements

Students who are likely to benefit from access arrangements at GCSE (e.g. reader, scribe, extra time) are given opportunities to use them from Year 7 where possible. This information is communicated to staff by email and Pupil Profile.

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Towards the end of Year 9, information is collected from staff concerning students who may qualify for access arrangements. The students are assessed by the SENCO (a qualified assessor) who applies to JCQ for access arrangements to be granted when the student qualifies.

In providing exam access arrangements for students, the school is complying with the Equality Act 2010 which requires schools to make reasonable adjustments for students with learning difficulties/disabilities.

Individual Teaching

For SEN students who struggle with a specific subject, further 1:1 teaching will be sought to be provided. This has often been the case with GCSE Maths support.

Gifted and Talented

The needs of gifted and talented students are met by differentiated tasks in the classroom and the option of taking extra GCSEs. Students who are mathematically gifted take part in the UK Maths Challenge.

Monitoring Progress

A new system of Monitoring Progress has been introduced. A Monitoring Form for each student will be given to each teacher twice a year. (source: Access Arrangements course, Real Training). The Monitoring Form covers the following areas as applicable:

- **Concentration**
- **Organisational Skills,**
- **Speech and Language**
- **Reading**
- **Spelling**
- **Extended writing**
- **Handwriting**
- **English as Additional language**
- **Numeracy/Maths**
- **Physical/hearing/visual**
- **Social**
- **Emotional**
- **Homework/Coursework**
- **Exams**
- **Overall progress**

An Access Arrangements Form (source: as above) will be given to each teacher of Y7-Y9 students for each student towards the end of the school year and during exam periods. Staff will be asked to record examples of when access arrangements are used in lessons e.g. extra time. This will provide the SENCO with useful information when he/she applies to JCQ.

English as an Additional Language

Galatians 3:28 'There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus'.

We will make every effort to provide the support necessary for Students for whom English is an additional language to make good progress. Pupils may have the opportunity to join the Literacy Support Group depending on their age, should this be seen as beneficial. Support from parents in providing additional resources may be necessary.

Word Processor Policy

Students will generally be allowed to use a word processor for homework and in lessons if at least one of the following criteria are met:

A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;

A medical condition;

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A physical disability;

A sensory impairment;

Planning and organisational problems when writing by hand;

Poor handwriting.

Each request to use a laptop will be considered on a case-by-case basis. If a student is likely to need a laptop in his/her GCSE exams, we recommend that he/she uses one regularly in lessons from the start of Year 9.

Primary SEN/D

Identification and Assessment

If a class teacher or parent is concerned that a pupil may have SEN/D, the SENCO will observe the pupil and meet with the teacher to discuss pupil progress, assessments and needs arising within class. Level descriptors (from the Oxfordshire County Council guidance 2017) will be used to identify specific areas of need. A discussion will then be had with parents, for the purpose of further information gathering. These meetings aim to give parents a good understanding of the pupils' areas of strength and difficulty, understand the parents' concerns and plan agreed outcomes sought for the child and the next steps. If the outcomes require external support, or provision that is additional to, or different from the provision made as part of the schools usual differentiated curriculum and strategies the child is entered on the SEND register.

Levels of Provision

A child who is identified with SEN has an Individual Education Plan. The child's Individual Education Plan sets out their strengths, an analysis of their needs and the specific strategies that are to be used to support the child in order to enable them to achieve the desired outcomes. The Individual Education plan is reviewed once a term, with the parents/carers, the class teacher and the SENCo. Teaching Assistants, parents and children are invited to contribute to these reviews. Reviews of the Individual Education Plan indicate the child's achievements, and the small, measurable and achievable next steps that can be identified to help them achieve their longer term desired outcomes. Pupil Profiles compile the child's needs and classroom strategies used to support the child and are used to inform teachers of best practise for that child.

External Agency Support

If a pupil has not made sufficient progress despite a number of school-based interventions, it may be necessary to refer a child for additional support from outside agencies (such as a Speech and Language Therapist). They may undertake more specialist assessment and/or observe the pupil. Whilst the school may seek advice from an external service, parental permission is always sought for a formal referral. Additional support from external agencies may include 1:1 personalised interventions. Not all outside agencies are available to us as an independent school, without financial payment. Therefore, where agencies are recommended that are not available to the school such as an Educational Psychologist, parents will be asked if they are able to finance this support privately. This may also be the case with specialist equipment that is required beyond the usual school equipment.

Education, Health ,Care Plans

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For very few pupils, the help provided at SEN level may not be sufficient to enable the child to make adequate progress. In this case, the school, in consultation with parents and the external agencies already involved, will consider asking the LA to initiate an Education Health and Care Plan (EHCP). This will be initiated if the child continues to make little or no progress in specific areas over a long period of time, continues working substantially below expected national Curriculum levels and/or continues having difficulties developing literacy and numeracy skills. Intervention at this level may also be necessary if a child has emotional and/or behavioural difficulties which substantially and regularly interfere with the children's own learning or that of the class group. An EHCP may also be sort if the child has sensory or physical needs and requires additional specialist equipment, advice or visits from a specialist service or has on-going communication or interaction difficulties that impede the development of social relationships causing barriers to learning. The involvement of agencies from at least two settings is usually required for an application to proceed (e.g. the school/child will be receiving external professional support from either a medical setting or other form of care/support).

Curriculum Access and Support

Pupils are grouped in classes according to age and may be grouped by ability for particular teaching. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA in order to acquire, reinforce or extend skills more effectively.

Provision for pupils with SEN/D is intended to enable them to make the greatest possible progress in the context of the school curriculum and in their personal development. Inclusive teaching methods should enable children to become independent learners and not to rely on adult support during lessons.

Pupil Transition to Secondary

A Pupil Profile is written to outline the needs of the child and the class strategies used for support. This is discussed between the present and future teacher and between the primary and senior school SENCO. Discussion includes the current IEP, the progress made over the year and classroom strategies that the child may require.

The primary and secondary SENCO have regular meetings to discuss progress in both phases. The secondary SENCO receives Y6 pupil profiles ready for preparations for entry to Y7.

Evaluating success

The success of the school's SEN/D policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo and subject co-ordinators;
- analysis of pupil tracking data and test results for individual pupils
- termly monitoring of procedures and practice by the SEN governor;
- school self-evaluation;
- the school's annual SEN review conducted by SENCOs, which evaluates the success of our policy and sets new targets for development to be included in the SDP;
- the School Development Plan, which is used for monitoring provision in the school and which is reviewed by the APS committee of the governors;
- visits from the Independent Schools Association, which also enable us to evaluate the success of our provision;
- frequent meetings of parents and staff, both formal and informal, to plan IEP's and targets, revise provision and celebrate success.

Partnership with parents

The staff at The King's school will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with

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class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parent consultation meetings are held twice a year in the Autumn and Spring terms, and arrangements can be made following the Summer report, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. Where an IEP is held, meetings take place a further three times a year.

SENDIASS provides a range of support for parents of pupils with SEN/D, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN/D at any age or stage. OPPS arranges meetings about many aspects of SEN. They can be contacted on 01865 810516, or texted on 07786 524294. sendiass@oxfordshire.gov.uk.

Stepping Stones FU

SSFU Special Educational Needs and Disability Policy

At Stepping Stones we welcome and value all children, parents and carers regardless of race, religion, gender or ability. We believe that all children are entitled to an equal education in a caring, stimulating environment that is accessible to all and that enables each individual to reach their full potential. We recognise the key role played by parents and carers in their children's education and aim to work in partnership with them. We respect the individual differences of the children in our setting and encourage the children to respect others, regardless of who they are and whatever their differences. We also believe it is important where possible to seek the views of children and take note of their feelings and choices.

Ongoing observations are made of each child's progress towards the Early Learning Goals by staff in the setting and these observations play an important part in our curriculum planning. If we become concerned, as part of this process, that a child is making less than expected progress and may have special educational needs, we will gather observations and evidence and then share our concerns with parents. If necessary, with the parents' permission, we will start to implement SEN support as outlined in the Code of Practice for Special Educational Needs and Disability 2014 and add their child's name to the SEND register.

Similarly, should children be working consistently above their aged expected outcomes in a given area, we will consider them as Gifted and Talented and provide learning opportunities with an appropriate level of challenge.

SEN Support and Education and Health Care Plans

SEN Support is a graduated approach to identifying and meeting children's needs, and involves deciding on the area(s) where support is needed, agreeing on next steps, planning provision and drawing on the help of outside professionals as necessary. Parents and carers are very much involved in this process from the outset and are part of subsequent discussions about their child's progress and reviews of the provision needed to achieve the agreed outcomes. In consultation with our SENCO, the child's key person will be responsible for drawing up a pupil profile and a document which outlines the child's next steps and how these are to be achieved. Depending

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on the nature of the child's needs, it may also be appropriate to draw up a Risk Assessment and Health Care Plan.

Most special educational needs will be met under SEN Support, but where a child has a complicated and long term need and the special educational provision required to meet the child's needs cannot reasonably be provided from the resources normally available in Stepping Stones, an Education and Health Care (EHC) plan may be appropriate. The Local Authority is asked to make an EHC needs assessment and a decision is made as to whether an EHC plan is required. If it is agreed to make an EHC plan for the child, this should be delivered and agreed by the Local Authority within a maximum of 20 weeks from the date of the assessment.

The level of the SEN requirements or behavioural needs of a child will form part of the interview process and assessment when parents are applying for the fee-paying part of The King's School. We reserve the right not to offer a place where we determine the needs of the child cannot be met by the school's resources. Please see the school's admission policy for further details.

Special Educational Needs Co-ordinator:

Any concerns held by staff will be shared with parents, and all SEN support will be agreed in consultation with them and will be reviewed regularly. This will be overseen by our **Special Educational Needs Coordinator (SENCo)**, who will ensure that appropriate liaison takes place between the key person, The King's School Primary SENCo and other relevant outside agencies and professionals, such as speech therapists and paediatricians. During the period of Ruth Pearson' maternity leave, SSFU SEND matters will be overseen by the Primary SENCo (Lynn Moxham). We will also provide a written record of progress when a child moves on to another primary school or childcare setting.

If you have any concerns about your child, or would like to discuss any specific needs you or your child may have, please speak to your child's key person in the first instance.

Complaints.

Please address any complaints in the first instance to **Adrienne Blakey (Manager)**. If your concerns are not resolved by the manager, please contact **Steve Beegoo**, TKS Principal on 01993 778463.

Policy Reviewed January 2018

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SEN Acceptance Policy: Considerations When A SEN Child has Applied To Join The School

New families come to investigate the school. Some children have special needs at varying degrees. When making a decision about whether to offer any child with SEN (mental, physical or behavioural) a place, the following are taken into consideration by school staff:

- Type and level of Special needs – ie are we equipped for it?
- What are the results of a TKS assessment of special needs.
- What the documents and 'statement' from the previous school says
- The genuine understanding of the Christian ethos of school – ie is the fact of a God centred education high up on their list of requirements.
- SEN parents willingness and ability to help in school
- The ability to pay – as cost to school is higher

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- The overall level of SEN resources available in school
 - The current year group needs
 - The general level of children with SEN across departments
 - That the Y7-9 tend to have staffed special support but that Y10- 11 may need additional cover if withdrawn from lessons
 - Prayer
 - Our ability to meet the expectation of parents
 - Cumulative needs of SEN as they continue up through the school
 - Number of children with an EHC plan
 - The presence of the sibling
- 1) We need to make clear at an early stage there is a process of investigation for both the parent and the school, in deciding whether or not to offer a taster or a place. This needs to encourage the prayerful exploration of the possibility, without raising the hopes of the family unduly.
 - 2) We need to obtain at the earliest stages from the parents written documentation about the child from their current school.
 - 3) In offering a taster day it should not be assumed that the child will be offered a place, but that it is part of the assessment of the compatibility of child and school.
 - 4) The SMT should agree a decision informed by the SENCOs, and where the SMT disagree or believe further discussion is needed it should be taken to the governors.
 - 5) A contract is signed if an offer with caveats is made. eg we will try this for a period, for a phase, or a parent provides higher levels of finance or parental support.
 - 6) If an application is refused, clear communication should be given to the parents explaining the reasons.

English as an Alternative Language

Galatians 3:28 'There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.'

The school receives pupils for whom English is an alternative language. At the interview for admission, an initial assessment is made as to the level of support the pupil is likely to require. The parents' wishes and expectations are clarified at this stage.

Currently the low number of pupils with English as an alternative language leads to each child being supported on a case by case basis.

Staff monitor a pupil's language through:

- Teachers using simpler language alongside technical language to aid understanding.
- One-to-one conversation in lessons to establish the level of understanding.
- Teacher Assistants providing further opportunity for one-to-one support.
- Checking set work in advance for particular language issues.
- Marking written work to reinforce vocabulary and grammar rules, without penalizing the assessment of content.
- Issues arising from marking are addressed.
- Preparing vocabulary lists from the exam papers ahead of the examination.
- The small class and teaching groups provide opportunity for personal attention. Individuals also extend their language further through the informal interactions with peers.
- Responsibility for pupils lies with the Head of English. The SENCO should be involved if SEN issues arise from the assessment of the pupil's ability.
- If interpreters are needed they will be found from the church community wherever possible.
- The school will contact a TESOL advisor if necessary.

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- For children with very little English, alternative timetables will be set up, eg English work in French lessons.
- Some children may benefit from attending English lessons at a lower level, eg a Y8 pupil using Y7 materials.

Progress will be monitored half termly or termly by our SEN coordinator, class teacher, or Head of English. Specific IEPs will be produced where necessary as for SEN pupils.