



King's Hall School

TAUNTON

Learning Strategies Department SEN/AN Policy (whole school policy including EYFS)

Responsibility

Individual: Head of Learning Strategies

Review

Last review date: Jun 2018

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**WHOLE SCHOOL POLICY
ON
SPECIAL EDUCATIONAL NEEDS
AND ADDITIONAL NEEDS
SEN / AN**

2018/2019

At King's Hall each child is a valued individual, regardless of ability, and has the right to a broad and balanced curriculum. The school operates a whole school policy on special educational needs which aims to meet each child's individual needs and help him/her to reach the highest standards of which he/she is capable, following the guidelines of the 2014 SEN Code of Practice 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

Definitions

- SEN refers to a Special Educational Need. Children have SEN if they have a learning difficulty and/or disability which calls for special educational provision to be made for them.

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. *(2014 SEN Code of Practice, 0 to 25 Years)*
- AN refers to an Additional Need. This is not identified as a Special Educational Need but is a need nonetheless that is creating a barrier to learning. This could well include a social need.
 - ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

Aims

- To apply a whole school policy to meeting each child's individual needs following the guidelines of *the 2014 SEN Code of Practice 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014*.
- To identify, at the earliest opportunity, any child who may have an additional or special educational need.
- To offer different levels of intervention to match the child's level of need.
- To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- To ensure that all pupils experience success in their learning and achieve to the

highest possible standard.

- To ensure that no child is discriminated against, in any area of school life, on the basis of his/her disability.
- To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem.
- To ensure that children's records include information relating to their individual needs and the interventions which have been provided and their outcomes.
- To conduct regular reviews of the children's progress.
- To work in partnership with the children's parents/carers at all stages.
- To include the children themselves in decision-making about the type of intervention and the targets to be included in an individual education plan.
- To ensure that each child with SEN/AN progresses to a suitable senior school where his/her current needs will be communicated and will be met.

Responsibilities

The school's Special Educational Needs Co-ordinator (SENCo) is responsible for the day-to-day implementation of the policy for SEN/AN at King's Hall, working closely with staff, parents and carers, and other agencies. The SENCo also provides professional guidance to colleagues to secure high quality teaching for pupils with SEN. The SENCo, along with the head and governing body, should play an important role in determining the strategic development of SEN policy and provision in the school. Mrs A Cheeseman holds this post from September 2018.

The SENCo works in close association with the Deputy Head (Academic) and the Headmaster. She also liaises with a designated member of the Board of Governors. This responsibility is currently held by Mrs C A Cavaghan-Pack.

The Learning Strategies Department

The department is currently staffed by the SENCo (who is full-time) and by four part-time specialist teachers. Members of the Learning Strategies team are experienced and well qualified in remedial and special education to teach pupils with SEN, including pre-prep children, and EAL.(see separate EAL policy). The Department also monitors the progress of Able Gifted and Talented pupils (see separate Gifted and Talented documentation)

Responsibilities of the SENCo and Learning Strategies department

- Help classroom teachers to identify and make provision, through normal classroom differentiation and support, for children with SEN/AN from Nursery through to the Prep School.
- Help classroom teachers to provide intervention to SEN/AN children.
- Plan and implement interventions following the advice of outside agencies for

ASEND children receiving external help.

- Provide specialist teaching, appropriately planned, structured and evaluated, to groups or individuals, in response to identified needs.
- Keep Individual Action Plans (IAPs) under review and evaluate, liaising with class teachers, parents and pupil.
- Maintain SEN/AN records so that they are readily accessible to all staff.
- Provide information on all children with SEN/AN to all members of staff who may be involved with them.
- Liaise with parents at all stages and involve them in decision making.
- Seek and respond to the views of the children themselves at all stages.
- Ensure that suitable exam and entrance assessment arrangements are made for children who cannot cope with the normal procedures.
- Contribute to INSET programmes for both the Learning Strategies staff and the mainstream teaching staff.
- Provide support for staff so that children's needs can be met and children can be integrated in the mainstream classroom.

Admission Arrangements with regard to SEN/AN pupils

Pupils are admitted to the school at the discretion of the Head (see also King's Hall Admissions Policy)

The Head will admit pupils with learning difficulties if the support that can be offered by the school is appropriate and if it is in the best interests of the child.

It is not usual for the Head to accept pupils with an EHC plan.

Children joining the school will normally visit for a two-day induction prior to entry. They are assessed in reading, spelling, numeracy and verbal reasoning. As a result of these tests if a child appears to have SEN/AN that has not been previously identified, the Head may advise parents that further assessment by the SENCo, or an educational psychologist is necessary so that the school is able to provide the appropriate intervention on arrival.

The school maintains a strong academic tradition and would not be suitable for children with well below average ability.

Identification

Pupils' needs generally fall within a number of broad areas

- Communication and interaction (speech and language disorders)
- Cognition and learning (general and specific learning difficulties)
- Behaviour, emotional and social development
- Sensory and/or physical development

A child's needs may become apparent through:

- admission procedures or documentation from another school or agency
- teacher observation or concerns
- whole school assessment and screening procedures which include annual Standardised Progress Tests (Years 1-8) and screening tests for Specific Learning Difficulties (Years 4 and 6)
- through parental or pupil's concerns
- by investigating behavioural difficulties which may be caused by educational difficulties

Specialist assessments undertaken by the SENCo may highlight areas of weakness that can be addressed either in the class situation or by a specialist teacher in the Learning Strategies department.

More formal assessments by an Educational Psychologist, Speech and Language Therapist or Occupational Therapist may be advised and if it is the parents wish, arrangements for these tests can be made through the school.

SEN/AN Provision

Provision in the Pre-Prep

For children with SEN/AN at the **Early Years Foundation Stage** ie Nursery and Reception children (3 – 5yr olds) who are in receipt of government funding we follow the framework governing the interpretation of the SEN Code of Practice within Somerset, and the Local Offer.

There are close links when necessary with outside agencies for assessment and advice on planning, delivering and monitoring appropriate programmes. Individual IAP's are set in place and support is given within the classroom or in small groups with the Learning Strategies teacher as needed. This support is part of EYFS provision.

For children with SEN/AN at **Key stage 1** (Year 1 and Year 2 in the Pre Prep) there are strands of action which may be taken to meet AN within the teaching environment. The table (attached) taken from the Code of Practice Tool Kit, outlines the range of possible

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responses. The Learning Strategies teacher in the Pre Prep works with small groups giving support to children as necessary and as part of the provision in the Pre Prep. Should a child require individual or further support, e.g. a classroom support assistant, this would be charged to the parents in addition to the fees.

Provision in the Prep

King's Hall is an independent IAPS preparatory school and all pupils are working towards Common Entrance or Scholarship exam in Year 8. Year groups can be set for some subjects and/or streamed from Year 6 upwards so pupils with AN follow the main curriculum within their ability group.

Pupils requiring learning support in the Prep school may receive between one and five 30 minute individual lessons each week, although two is the most usual. They will not be withdrawn from core curriculum subjects. Their individual preferences and strengths are taken into account in addition to the advice of the staff and parental requests. Pupils may be withdrawn from part of the weekly lessons in Art, Music, or Technology, Assemblies, break times or Games. In some circumstances a pupil may also be withdrawn from French or RS. We aim for minimum disruption to a pupil's timetable. In Year 5, where Spanish is offered to the majority, a small group of pupils is given an extra half hour of Literacy with a specialist teacher.

In the Prep school specialist lessons are charged to parents at the beginning of each term. The fee includes some additional specialist support in the classroom as well as the individual lesson every week.

Assessment, Monitoring and Review

The school follows the *SEND Code of Practice 2014 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: The SENCo, along with the form tutor, subject teachers and, in the Prep department, The Deputy Head (Academic), should clearly analyze a pupil's needs before identifying a child as needing SEN support.

Plan: Parents must be notified wherever it is decided that a pupil is to be provided with SEN support. An IAP should be drawn up, outlining a summary of difficulties, teaching and classroom strategies, a focus for the term, and SMART targets to be achieved.

Do: The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support should be reviewed in line with the agreed date. Parent review meetings are held annually towards the end of the Summer term.

Individual Action Plans

An Individual Action Plan is drawn up once a year (during the first half of the Michaelmas term or within 6 weeks of identification of need) for each pupil who is on the Learning Strategies Register. It is used to inform staff and plan intervention. It includes a summary of difficulties, strengths, teaching and classroom strategies to help learning, a focus for the term, and SMART targets. It also details extra support in place, staff involved and access arrangements

IAP's may be adjusted at any time by Learning Strategies staff and amended after meetings with staff and/or parents.

All teachers are made aware of the pupils with IAP's and have access to their IAP's on SMS. IAP's are confidential.

Meetings and liaison

Regular staff meetings and pupil progress meetings are held at which children with SEN/AN can be discussed and progress monitored.

Learning Strategies departmental meetings are held twice a term.

Meetings are held frequently in response to individual need.

Liaison with staff is on-going at break times. The SENCo considers it to be an essential part of her job to talk to staff, to listen to concerns about pupils and try to offer help and advice. The SENCo attends the pupil progress meetings.

Learning Strategies teachers visit classrooms and provide additional support for pupils in lessons.

Curriculum/Exam Access

Pupils with SEN/AN taking school exams from Year 5 upwards are considered for exam concessions. These pupils may have either a Specialist Teacher Assessment, administered internally, or in some cases an Educational Psychologist Report. These assessments will help determine whether any access arrangements are required. Members of the Learning Strategies department help invigilate exams for those entitled to extra time and staff are there to help pupils with reading and scribing if necessary.

Exam concessions for Common Entrance are considered, as they would be for concessions at GCSE and in consultation with the senior school. Special arrangements are made for CE candidates. This is usually extra time but might include amanuensis, transcription or use of laptop.

Management of SEN

Links with other schools

We are in close contact with our affiliated school, King's College, and their Learning Strategies Department. The SENCos meet at least twice a year to discuss pupils who are transferring and full documentation accompanies them.

The SENCo has contact with SENCos in other prep schools through SATIPs and meets with them to exchange ideas and for mutual support.

- **External Agencies**

- The school maintains a list of Educational Psychologists to whom the parents may take their children for assessment. We have a good relationship with two
- local Educational Psychologists who will assess pupils in school and will offer the parents and the department a good deal of help and advice.
- At the Foundation stage we have access to Somerset Support Services and the Foundation Stage Advisory team.
- Good relationships have been established with the Speech Therapist responsible for Early Years and the speech therapists in the School Team. They will visit school to monitor the child's progress and give advice on teaching strategies and programmes. We also have contact with the Occupational Therapy Department, counselor and an optometrist.

Parents/carers

The Learning Strategies teachers liaise at all times with parents either directly or through the Head. No action is taken without prior consultation with the parents.

There are parents' evenings for each year group twice yearly when the SENCo is available.

The parents of all pupils with IAP's and those receiving tuition from the Learning Strategies department are invited to a meeting with their specialist teacher to review their needs, progress and targets during the second half of the summer term.

Parents are welcome at any time to arrange a meeting with the SENCo to discuss their child. Parents are kept informed and are involved where possible in their child's programme. A two-way communication with parents is encouraged through e-mail, Outlook and prep diaries.

Parents of pupils in the Prep who have lessons from the Learning Strategies department receive a written report at the end of each term.

Training

As part of their Continued Professional Development, all members of the Learning Strategies Department are encouraged to attend at least one SEN course every year.

The Department holds joint membership of the Somerset Dyslexia Association, and teachers may attend SDA conferences.

The Department runs insets for staff on such issues as differentiation, dyslexia friendly classrooms and dyspraxia to ensure a whole school approach to SEN/AN teaching.

Medical Support

Please see the School's Medical Protocol's Booklet, First Aid Policy, Child Protection Policy and Pupil Supervision Policy.

Accessibility

There are limited access facilities at King's Hall so it may be an inappropriate school, at present, for children with physical disabilities who require long-term use of a wheel chair. (see also the current King's Hall Disability and Accessibility Plan 2014). The School does however take into account the Equality Act 2010 and as such considers the making of potential and reasonable adjustments for disabled individuals, for example wheelchair users and those requiring large font papers due to visual impairment.

Complaints

(see King's Hall Complaints Policy)

For details on the implementation of this policy please refer to The Learning Support Departmental Handbook.

Antonia Cheeseman
Head of Learning Strategies, King's Hall School

Strands of action to meet special educational needs

<i>Assessment and Planning</i>	<i>Grouping for Teaching Purposes</i>	<i>Human Resources</i>	<i>Curriculum and Teaching Methods</i>
<p>Assessment by class or subject teacher and SENCO; continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests.</p> <p>IAP setting SMART targets (some may be shared with their pupils in a Group EP). Regular reviews. Parents informed and may be involved in supporting targets at home.</p> <p>External services (specialist support service, educational psychologist) undertake specialist assessment leading to a more specifically focused IAP. Parents involved in supporting targets in the home.</p> <p>Involvement of both education and non-educational professionals in assessment and planning.</p> <p>Longer-term plan for provision, supported by shorter-term IAPs. Parents involved in both long and short-term planning.</p>	<p>Pupil based in the ordinary classroom.</p> <p>Grouping strategies used flexibly within the classroom.</p> <p>Out-of-hours learning opportunities (lunchtime clubs; prep clubs etc) provided where possible.</p> <p>Pupil based predominantly in the ordinary classroom, supported through flexible grouping strategies.</p> <p>Access to individual or small group tuition to support IAP targets, delivered within the classroom, through limited periods of withdrawal; and/or through out-of-hours provision.</p> <p>Pupil works predominantly in small groups or on an individual basis in the ordinary classroom, in a withdrawal situation, in a resource base and/or through out-of-hours provision.</p>	<p>Main provision is by class or subject teacher with SENCO involved in assessment and planning rather than teaching.</p> <p>Pupil Support used routinely and some adult support may be provided on an ad hoc basis (classroom assistant/ teacher help).</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies.</p> <p>Main provision is by class or subject teacher. Pupil support used routinely in the classroom, with some limited targeted adult support provided by LSA or other adult.</p> <p>Individual or small group tuition provided by LSA (under guidance), special needs team or other specialist.</p>	<p>Emphasis on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of IAP targets.</p> <p>Emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming to support specific targets.</p> <p>Access to ICT and to specialist equipment and materials as necessary.</p> <p>Increasingly individualized programme (though within the context of an inclusive curriculum).</p> <p>May involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p>

Pupils may be at different points on each Strand at different times, in different contexts or during different lessons.

