



The King's (The Cathedral) School
Special Educational Needs and Disability Policy

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY

1. GENERAL PRINCIPLES

2. INTRODUCTION

At The King's School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area. As a school, we recognise that students may have a special educational need in one or all four of the following areas (as outlined in the 2015 Code of Practice):

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

The specific objectives of our SEND policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to focus on outcomes for students rather than hours of provision or support
- to ensure that students with special educational needs and disabilities are able to join in with all the suitable activities of the school
- to raise aspirations so that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The named SEND coordinator (SENDCo) for the school is Mrs J. Hartley. Mr D. Rhodes is the member of the Senior Leadership team responsible for SEND. Mr K Palmer is the SEND governor, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The SENDCo has a teaching qualification, holds the National Award in SEND Co-ordination and is a specialist dyslexia teacher. These are Masters level courses. The deputy SENDCo is a qualified primary teacher who teaches in Enhanced Provision. She is currently undertaking the SENDCo course.

We also employ teaching assistants who have attained the status of Higher-Level Teaching Assistant and some who have attained a Foundation Degree in Learning Support. Some Teaching Assistants are educated to degree level.

All teachers are teachers of special educational needs; however, within Learning Support, the team offer an alternative study area whereby students who require additional, small group provision can receive this help in a quiet, nurturing environment.

3. PARTICULAR ROLES AND RESPONSIBILITIES

The Headteacher has overall responsibility for the management of the policy, for assessment and provision for students with SEND and for keeping the Governors informed.

Mrs J Hartley	Head of Department for Learning Support
Mr D Rhodes	Special Educational Needs
Mr K Palmer	Co-ordinator (SENDCo)
Ms K Diver	SLT link
Mrs F Sallabanks / Mr M Skipworth / Mrs S Gurney / Mrs C Webb	Named Governor with responsibility for special needs
	Enhanced Provision Teacher
	Higher Level Teaching Assistants

4. SUPPORTING STUDENTS AND FAMILIES

Learning Support values the input of parents of students with special needs and aims to get to know them, encouraging them to ask questions and discuss their child. The Head of Department for Learning Support will attend all Parent/Teacher Consultation Meetings if possible.

We work closely with students, parents and other education providers to ensure successful induction into the Junior Department or the Senior School. Where necessary we work with schools or other Post 16 provision providers to support effective transition.

Decisions regarding additional support in exams is made in line with current JCQ guidance.

Full information regarding support available in school is available in our SEN Information Report. This includes links to the relevant Local Authority Offers.

The school recognises that students with medical conditions should be properly supported so they have full access to education, including school trips and physical education. For further details see the policy for Supporting Students with Medical Conditions.

5. A GRADUATED APPROACH TO SEN SUPPORT

All students in school receive high quality teaching which is differentiated to meet the needs of pupils. Teachers are responsible and accountable for the progress and development of pupils in their class including where students access support from teaching assistants. Year group teams regularly review the progress of all pupils, including those at risk of underachievement. Appropriate provision and adjustments will be put in place for those students who are underachieving.

Students will only be identified as having special educational needs if they don't make adequate progress once these interventions are in place. The decision to place a student on the SEND register will be made after consideration of SATs results and other data. Any decision will be made after consultation with parents. For those students with higher levels of need, we work closely with external agencies and professionals with the agreement of parents.

Students who are already on the SEN register when they enter the school will have appropriate provision put in place and have their progress monitored. The decision may be made in consultation with parents to remove them from the register.

Once a Special Educational Need is identified student's needs are assessed. The provision in place is part of a four-part cycle which is shared with parents:

- **Assess:** The class teacher and SENDCo analyse a student's needs before identifying a child as needing SEN support.
- **Plan:** If a potential SEN is identified then parents will be contacted.
- **Do:** The class teacher will remain responsible for working with the student - even where an intervention involves working away from the main teacher, they still retain responsibility.
- **Review:** The effectiveness of the support/interventions reviewed regularly in line with an agreed date.

Interventions are recorded on our school system. The Higher-Level Teaching Assistants are responsible for maintaining and updating the plans. The interventions have a clear outcome which are to be achieved in an agreed timeframe. Details of outcomes will be shared with the subject teacher and year group team where appropriate.

In cases where students no longer require additional provision because their needs are successfully met, the Learning Support department will meet with parents to discuss removing a student from the SEN register.

6. MONITORING AND EVALUATING OF SEND

The department in conjunction with the Academic Head of Year regularly reviews the provision in place for students. Quality of provision is monitored through observations and Learning Walks conducted by the SENCO, HLTAS and SLT link. The Head of Department meets regularly with the SEND governor to review the work of the department.

Parents are encouraged to visit the department at the annual Year 6 Open Evening. Prospective parents of SEND students are also offered the opportunity to tour the school at any time. The SEND team attend EHCP transition reviews to work with parents to ensure the appropriate provision will be in place.

There is a key member of staff for each year group and regular contact is maintained with parents. Termly meetings are held, and parents are actively encouraged to work with the department to deliver the support that the students require.

Parents and pupils have the opportunity to share their views through the annual SEND survey.

Monitoring of progress

On entry to Year 7, and again in the Sixth form, students are assessed using standardised tests. The SEND team closely analyses this data. Where appropriate, some students may be offered extra intervention.

Students in every year group, including students with SEND, have aspirational flight path targets which are tracked and monitored by the Year teams. The SEND team is part of this process. Students that fail to make expected progress are considered for intervention and targeted through the Assess, Plan, Do, Review process.

In years 7 and 8, all pupils' reading is monitored through Accelerated Reader testing. Students in any year group who present with significant reading concerns are assessed on a one to one basis, using standardised reading tests by our SENDCo.

In Enhanced Provision, students are regularly assessed to ensure progression. Targets are based on assessment and are used to inform planning, which are reviewed each term. We share targets with students and, where possible, involve them in discussion around how to achieve these targets.

How does King's identify students with SEND?

Special educational needs are identified in a variety of different ways. This is commonly through primary transition. However, it could be as a result of information from professionals within School supported by

observations and assessments. The SENDCo is qualified to undertake diagnostic tests. We may also use external agencies or respond to concerns raised by parents/carers.

Provision for those with SEND is administered as soon as possible through:

- Cognitive testing and assessing when concerns arise
- Maintaining close liaison with feeder primary schools during transition
- SMART target setting, tracking of performance and regular reviews
- Exam Access Arrangements testing (Year 9 through to year 13)
- Addressing concerns from parents/carers
- Attending to referrals made by external professionals

7. BEHAVIOUR

Students with special educational needs are not exempt from the usual expectations concerning behaviour and the range of sanctions that the school may employ.

8. TRAINING AND RESOURCES

SEND provision is funded from both the notional SEN budget and additional high needs funding. Staff receive regular training as identified in the SEN information report.

The school is a member of the National Association for Special Educational Needs (NASEN). The Head of Department and the Enhanced Provision teacher ~~and an HLTA~~ attend the local SEND network meetings as well as sitting on some local Authority SEND committees.

Staff Qualifications and Training across the team include:

- Several Members of the team hold Degrees and Post Graduate qualifications.
- Communication and Interaction: Speech and Language Training, ELKLAN training, Various Autism courses including TEACCH.
- Cognition and Learning: Assistive Technology training, Down Syndrome and Dyslexia training including specialist teacher training, SEND Maths support, Psychology training,
- Social, Emotional and Mental Health: Mental Health first aid training including Understanding Children and Young People's Mental Health qualification, ADHD training, ELSA training,
- Sensory and Physical: Deaf and Visual awareness training,

9. ADMISSIONS POLICY

The currently agreed admissions policy of the Governors makes no distinction as to students with SEND. The aim of the school is to meet the needs of any child whose parents wish to register at the school. In the case of students with an EHC plan, the SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the student. No student is refused admission solely on the grounds that he/she has special educational needs. The SENDCo will work closely with the SENDCos in the primary feeder schools in coming to a decision about the most appropriate provision for students with SEND. Parents or carers seeking the admission of a pupil with special educational needs are advised to approach the school well in advance so that consultations can take place. The school does not have a special unit. Our Admissions Policy can be found here: [The King's School - Policies \(kings.peterborough.sch.uk\)](https://www.kings.peterborough.sch.uk/policies)

10. FURTHER INFORMATION

Please see the following additional policies:

- Accessibility Plan
- Anti-Bullying policy
- Behaviour Policy

11. COMPLAINTS

The Governors would expect all complaints to be resolved in discussion with the senior staff and parents are invited to contact the school directly.

Please refer to the School's Complaints Policy.

This policy will be reviewed every three years or as deemed necessary, whichever is the sooner.