

COGNITA

Special Educational Needs and Disability Policy

September 2021



1 Definition of Special Educational Needs and Disability (SEND)

- 1.1 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also 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-to-day activities'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (Code of Practice)

2 Legislation and Regulation

- 2.1 This policy has regard to:
- The Equality Act 2010;
 - The Children and Families Act 2014;
 - SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
 - The General Data Protection Regulation 2016 (GDPR)

3 Principles underlying Practice

- 3.1 The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. The school aims to:
- Focus on inclusive practices and removing barriers to learning;
 - Identify early the special educational needs of young people;
 - Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
 - Take into account the views of young people and their families;
 - Enable young people and their parents to participate in decision-making;
 - Collaborate with partners in education, health and social care where appropriate;
 - Ensure that appropriate resources are available for pupils with temporary or long-term special needs; and
 - Provide support for teachers to meet the learning needs of all pupils, making reasonable adjustment to provision to meet such needs.
- 3.2 The school takes a positive and professional whole-school approach to pupils with SEND.
- 3.3 Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.
- 3.4 To ensure the needs of pupils with SEND are addressed, the Learning Support Team will:
- Identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
 - Develop and monitor support measures where a need is identified;
 - Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
 - Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils;
 - Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
 - Communicate effectively with parents/guardians on the learning needs of pupils and provide a Learning Plan for those pupils on the Learning Support Register and ensure that these are circulated to the staff of specific pupils; and

- Collate evidence to support applications for additional funding and access arrangements in examinations.

4 Identifying Special Educational Needs

4.1 Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

4.2 In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

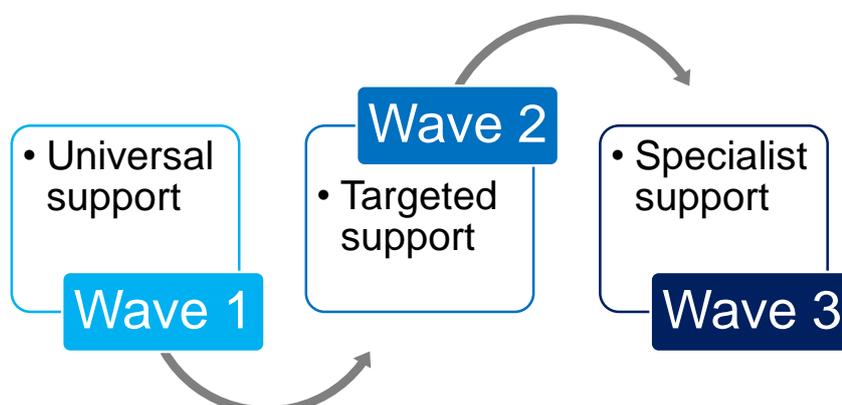
Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Students' needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.	Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5 Early Years

5.1 This policy applies to children in the early years. The person with responsibility for SEND in the early years is Emily Pullen.

6 Categorisation of Students

6.1 We use a simple categorisation of students which helps provide a consistent and understood language:



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, we train teachers to deliver quality first teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible.</p>	<p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.</p>

7 The Graduated Approach

- 7.1 The school's approach to identifying and supporting SEN is informed by the SEN Code of Practice 2015, which recommends a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.
- 7.2 The first response to existing SEN or possible SEN is Quality First teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:
- Standardised tests (e.g. GL Assessment, NFER, CAT4, MIDYIS, YELLIS, ALIS);
 - Educational Psychologist (EP) or Specialist Teacher reports;
 - Information from previous schools for new pupils;
 - Discussions with parents;
 - Observations in lessons;
 - In-class assessments; and
 - Discussions with Learning Support Team.

- 7.3 Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where pupils have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:
- Additional assessment by the Learning Support Team;
 - Targeted one-to-one or small group lessons with a specialist in the Learning Support Team to help with literacy, comprehension, study skills, writing skills, or revision techniques;
 - Mentoring sessions; and
 - The Learning Support Team may observe lessons and offer advice regarding additional strategies in subject lessons.
- 7.4 Once again, the pupil's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:
- Education or Clinical Psychologist, or Psychiatric Assessment;
 - Full Specialist Teacher assessment;
 - CAMHS involvement;
 - EHCP request; and/or
 - GP review.
- 7.5 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

8 Responsibility for SEN

- 8.1 The SEND Code of Practice makes explicit that, 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Personalised Learning Plan. The Learning Support Team works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

9 Managing Learning for Pupils on the SEND Register

Identification

Early identification and assessment of a child with SEN is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENCO will discuss the child's needs and information will be gathered. At a later point and if necessary further testing may be carried out – at a cost to the parents, results recorded and a meeting of all interested parties carried out. Depending on the results of these assessments a child may or may not need to be placed on the SEN register.

SEN Register

At Kingscourt School we have due regard for the guidance in the Special Educational Needs and Disability: 0 - 25 years January 2015

Our SEN register follows the following stages and children may be moved on or off the register at any point.

a) Class Intervention (Wave 1)

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on Class Intervention if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities.

If the class teacher is concerned that this approach is insufficient to target the child's needs they will then inform the parents of the concerns and ask permission for their child to be considered for LSI by the SENCO and complete any assessments that have been deemed advisable.

After assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so.

Children will also be included on the SEN register at this level if NFER scores are below 100 or their half termly Teacher Assessment levels are 1 or 2 sub levels below the National Average and Cohort Average.

99-95 Class Intervention monitor with no IEP

Children will also be monitored at this level if there is any discrepancy between VR/CAT scores and other results

Children will also be included in the register if an anomaly in their progress is identified through standard in house assessment and data trawling.

b) Learning Support Intervention (Wave 2)

A pupil moves to LSI if it is felt that staff in consultation with the SENCO have identified that the child has SEN & D which require additional support. Interventions are necessary that are additional to or different from those provided as part of the schools usual differentiated curriculum. An Individual Education Plan (IEP) is then drawn up by class teacher in consultation with the SENCO for all pupils at LSI which is reviewed and rewritten at least twice yearly in consultation with the parents/carers of the pupil at parents. The IEP may be as part of a group of pupils with similar needs. For younger pupils or for those whose needs are considered short-term the review period may be not as long. In all cases the review period may be flexible. If appropriate the pupil will be asked to assess his/her progress. Where significant progress is made the class and support teacher may decide that the child will come off an IEP and be monitored by the teacher whilst still receiving any necessary differentiation. At this time the SENCO may set targets to ensure that progress is maintained, the parents/carers will be informed and their views taken into account before the decision is made.

During this time the class teacher should continue with differentiated strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the support teacher and/or SENCO, so that together they meet the child's needs. Parents/carers must be informed about Learning Support Intervention.

Children will also be included on the SEN register at this level if NFER scores are below 95 or their half termly Teacher Assessment levels are 2 or more sub levels below the National Average and Cohort Average.

94 and below LSI IEP

c) Outside Agency Intervention (Wave 3)

A pupil moves to OAI if despite receiving an individual programme they continue to make little or no progress. The SENCO works with the class/form teacher to complete forms for referral to outside agencies and the SENCO provides documentation to support the referral. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any assessments that are not covered by local authority action and will be asked to

inform the school of the outcome of assessment. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class/form teacher, the SENCO and assistant, if there is one, must work closely together to provide a comprehensive support programme for the child. The class teacher and SENCO should revise the IEP in consultation with any other professionals involved with supporting the child in school. LSI support must remain in place and all those involved must keep clear records. IEP's will continue to be written on a regular basis.

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report is no longer valid. Either a new report should be obtained or the pupil's needs should be re-assessed, or the pupil should be removed from the Register.

Where OAI intervention proves successful, the child may revert to LSI. Again the views of the pupil and parents/carers will be taken into account and parents/carers wishes will be respected.

Children will also be included on the SEN register at this level if any outside agency is involved

Any outside agency OAI IEP plus extra intervention where necessary

Statutory Assessment and EHCP

For a very small number of pupils, progress at OAI may still not adequately support their needs. At this point parents can request a Statutory Assessment from the Local Education Authority, preferably with the support of the teachers and SENCO and following consultation with the Head Teacher. The SENCO, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria. HCC will not fund the first 12.5 hours of an EHCP in a private setting, this cost must therefore be covered by the parents.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, LSI and OAI. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the SENCO or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during IEP review meetings.

This may result in a EHCP. A pupil with a EHCP will have their progress reviewed every year with teachers/SENCO/ parents/ outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCO to collate these records and to maintain the pupil's file.

9.3 IEPs

An IEP is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be SMART:

- short;
- measurable;
- achievable;

- realistic; and
- have a defined time.

IEP's are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom, in some instances with permission from parents we can help to organise provision for TA/Learning Support Assistants to work within the classroom alongside their pupils.

The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally twice a year. Parents are also consulted, either formally in a meeting or informally. Teachers are similarly consulted, as is the pupil. Parents are sent a copy of the IEP and are asked to sign a copy for the school to keep.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the SENCO whenever they need to.

9.4 The school website contains details of our policy for SEN & D, and the arrangements made for these children in our school. The Head teacher takes a special interest in special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with SEN & D.

10 EHC Plans

10.1 Where a child has an Education Health and Care Plan (EHCP) it will be reviewed annually, working with the local authority as appropriate. Schools must also make sure that particulars of educational and welfare provision for pupils with EHC plans is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

11 Recording SEND

11.1 We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils. For each pupil with SEND, the SENCO will record on the school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school SEND register. Where a pupil no longer requires the additional provision or support, the entry will be deleted from the SEND register.

12 External Agencies

12.1 We always work proactively and collaboratively with external agencies.

13 Exam Concessions

13.1 Exam boards set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Learning Support Team will assess needs and update the evidence.

14 Use of Laptops and Word Processing

- 14.1 If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, pupils should aim to type faster than they write and touch typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons then it may be used in examinations.

15 Extra Time

- 15.1 In order to qualify for extra time in an examination, the school will adhere to exam board regulations. Alongside specific assessment test outcomes stipulated by exam boards, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in school.

16 Transition

- 16.1 Transition can be challenging for many children, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning need.
- Head of Learning Support will contact the previous school.

- 16.2 Where children with SEND leave the school, the SENCO will work cooperatively with the receiving school to provide information about the pupil.

17 Management and Roles

- 17.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for pupils already attending the school, but also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. The Senior Management Team, led by the Head, should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement. The SENCO for the school is Helen Carroll. To ensure best practice, the SENCO is an experienced, qualified teacher.

17.2 Class and subject teachers

- Responsible for the progress of pupils with SEND.

17.3 The SENCO

- The SENCO has day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for students with SEND.
- The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.
- The SENCO plays an important role with the Head and proprietor in determining the strategic development of the SEND Policy and provision within the school in order to raise the achievements of students with SEND.

- 17.4 In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCO is also responsible for the following:

- In relation to each of the registered pupils who the SENCO considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupil's special educational needs, and co-ordinating themaking of special educational provision which meets those needs;
 - Monitoring the effectiveness of any special educational provision made;

- Securing relevant services for the pupil where necessary;
- Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date;
- Liaising with and providing information to a parent/carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made;
- Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Selecting, supervising and training learning support assistants who work with pupils with special educational needs;
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs; and
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

17.5 The Headteacher

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

18 Document Retention

18.1 We are required to keep SEND documents for specified amounts of time in accordance with legislation, please see the Data Retention Policy for specific guidelines.

19 Complaints

19.1 All complaints should be dealt with via the school's agreed Complaint Procedure.

Special Educational Needs and Disability Policy

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (role)	Director of Education
Consultation – May 2017	The following schools were consulted: North Bridge House Senior School, North Bridge House Canonbury School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative – Marian Harker, QA Officer.
Consultation – April 2018	Emily Joyce – Group Legal Counsel
Review – June 2019	David Baldwin, DE
Review – May 2021	Nicola Lambros, DE

Compliance	
Compliance with	Legislation listed in policy, as amended from time to time
Related documents	Complaint Procedure Policy on Supporting Pupils with Medical Conditions EAL Policy

Audience	
Audience	School staff

Document application	
England	Yes
Wales	Yes
Spain	Yes

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