

# Kenton College Preparatory School



## SEND Policy

<b>Audience</b>	<b>Parents, Staff and Governors</b>
<b>Author</b>	<b>Head of Learning Support</b>
<b>Last Review</b>	<b>January 2025</b>
<b>Next Review</b>	<b>January 2026</b>
<b>Related Policies</b>	<ul style="list-style-type: none"><li>● Curriculum Policy</li><li>● Accessibility Policy</li><li>● EAL Policy</li><li>● Equal Opportunities Policy</li><li>● Able and Talented Policy</li></ul>

## **Introduction and Purpose**

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Kenton College Preparatory School and is compliant with the relevant sections of the SEND Code of Practice (January 2015) and the JCQ Access Arrangements and Reasonable Adjustments (2024/25).

The policy sets out the school's aims, objectives and strategies with regard to meeting the needs of pupils with special educational needs. The school is committed to offering and providing an inclusive environment and curriculum which will ensure the best possible progress for all pupils, whatever their needs or abilities.

In our school, the teaching and learning, achievements, attitudes and wellbeing of all our children are valued. The quality of teaching for pupils with special educational needs and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

The Board of Governors and staff of Kenton College Preparatory School take seriously their responsibility for safeguarding and promoting the welfare of all pupils in their care. The Kenton College Preparatory School Board of Governors are ultimately responsible for the provision stated in this policy.

## **Definition of Terms**

A pupil has **Special Educational Needs (SEN)** if they have a learning difficulty or disability which requires special educational provision to be made for them.

A pupil has a **learning difficulty** or **disability** if they have significantly greater difficulty in learning than the majority of pupils of the same age or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

**Special educational provision** is educational provision that is additional to or different from that made generally for other pupils of the same age.

Definitions as used in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).

## **Policy Aims:**

To provide a clear identification pathway for pupils with special educational needs and disabilities.

To develop a clear, graduated approach to support pupils with special educational needs and disabilities.

To include parents in the planning and assessment for pupils with special educational needs and disabilities.

To ensure that all pupils are included in all aspects of school life.

To ensure that all pupils are offered access to a broad, balanced and appropriate curriculum.

To promote effective partnerships working both within school and with external agencies.

To ensure high quality teaching that is personalised to meet the needs of every pupil with special educational needs.

To provide for the needs of pupils with special educational needs and disabilities in a positive learning environment which supports the development of confidence, identity and self-esteem.

## **Identification and Assessment**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting pupil's special educational needs. The school recognises that early identification is key to improving long term outcomes for pupils and the identification of special educational needs is embedded in the whole school process of monitoring the progress and development of all pupils.

A range of evidence is collected through the process of on-going teacher assessments in addition to half-termly Pupil Support Meetings. Action is taken if the assessment and monitoring procedures indicate that the pupil is making less than expected progress given their age and individual circumstances, despite high quality targeted teaching within the classroom.

Pupils who are not making the expected level of progress will be discussed with the Head of Learning Support who will determine if additional or different provision is required and if so, what form this provision should take.

The learning support referral procedure will be applied, with support provided as soon as possible to secure improved progress for the pupil. The pupil will be added to the SEND Register if they receive different or additional support in order to make good progress and achieve the desired outcomes.

In consultation with the pupil and parents, withdrawal from a particular lesson(s) for additional provision by a member of the Learning Support Department may be put in place to support the pupil's learning needs. Withdrawal provision for pupils is provided through consultation with the pupil, parents, Head of Learning Support and Deputy Head Academic or Deputy Head Juniors.

If more specific support is required to meet the needs of a pupil, a recommendation may be made to parents for external assessment or provision. Where possible, after the parents and school have received the findings of an assessment, the school will work closely with the assessor and/or external provider to provide personalised support to meet the individual needs of the pupil.

The school will use the special educational needs descriptors based on the four areas of the SEND Code of Practice (2015).

Communication and interaction; for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.

Cognition and learning; for example, dyslexia, dyspraxia.

Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD).

Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

The special educational needs descriptors will provide a core framework for all professionals and parents in terms of what the pupil's needs are for the support provision.

## **Provision**

The School's first response is high quality first targeted teaching by the class or subject teacher that is differentiated and personalised and will meet the individual needs of all children with special educational needs. Special educational needs provision is underpinned by high quality first teaching and is compromised by anything less. Lessons are planned to identify and address potential areas of difficulty and remove barriers to pupil achievement.

The Head of Learning Support will support the class teacher in implementing differentiation and scaffolding strategies and monitor the pupil's progress closely. Where progress continues to be a concern, the class/subject teacher and the Head of Learning Support will discuss next steps.

In consultation with the pupil and parents, withdrawal from a particular lesson(s) for additional provision by a member of the Learning Support Department may be put in place to support the pupil's learning needs. If more specific support is required to meet the needs of a pupil, a recommendation may be made to parents for external assessment or provision. Where possible, after the parents and school have received the findings of an assessment, the school will work closely with the assessor and/or external provider to provide personalised support to meet the individual needs of the pupil.

JCQ Examination Access Arrangement Guidance is followed for all internal and external examinations. Pupils who are eligible for a reader or scribe will complete their examinations with a member of learning support staff. Pupils who are eligible for extra time, reading pen, prompter, supervised rest breaks, background music, coloured paper or a word processor will complete their exams in the main exam location or smaller examination room.

Resources for pupils with special educational needs are located in the learning support department.

To support communication and interaction needs, pupils may take part in the Socially Speaking intervention, the Speech Language and Communication Needs Target Ladder intervention or be referred for external speech and language therapy.

To support cognition and learning needs, pupils may take part in Nessy, Word Wasp, Toe by Toe, Plus 1, Power of 2, Stride Ahead, Project X, The Comprehension Strategies, Success with Reading Comprehension, Pre-Teach, Post-Teach and Precision Teaching interventions or attend lessons with a specialist dyslexia teacher.

To support social, emotional and mental health and sensory and physical needs, pupils may attend sessions to develop metacognitive awareness and support with executive functioning, take part in sensory circuits, complete the Social, Emotional Learning intervention, or be referred for external intervention.

To support motor skills needs, pupils may take part in the Write from the Start intervention, the Visual Perception Target Ladder, develop their typing skills or be referred for external occupational therapy support.

Equipment such as talking tins, reading pens, ear defenders, sensory cushions and writing slopes are available from the Learning Support Department for pupils in specific lessons.

The school has established and maintains a culture of high expectations that ensures pupils with special educational needs or disabilities are included in all the opportunities available to other pupils.

## **Pupil Profiles**

Provision made that is different from or in addition to everyday classroom provision is recorded on the Pupil Profile which is produced by the Head of Learning Support together with pupils and teaching staff.

Pupil Profiles include:

- The area of need in relation to the SEN Code of Practice 2015.
- Assessment data from CATS, Progress Tests and external assessment reports.
- Pupil's likes, dislikes, strengths and worries.
- Details of the support provision.
- Details of the Assess, Plan, Do, Review cycles including learning support targets.
- Quality first teaching strategies.
- Examination access arrangement provision.

Pupil profiles are working documents which are available to all staff and reviewed termly. It is the responsibility of the class or subject teacher to use the information provided in the pupil profile to differentiate and personalise teaching to meet individual needs for both teaching and assessment and to link learning support interventions to classroom teaching.

## **Graduated Approach**

Where a pupil is identified as having a special educational need or disability, the school takes action to remove barriers to learning and put effective support in place. The support will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Pupils identified as having special educational needs will be supported at an appropriate level. This may be internally, with the school meeting the pupils' needs, or if necessary, the school will request for additional support and further advice from external agencies to ensure pupil progress and that pupils' needs are met. Following a referral from the Head of Learning Support, parents are responsible for facilitating the external assessment or provision process.

## **Transition**

Special educational needs pupils are supported through all aspects of transition with individual need being taken into account for planning, preparation and provision. Steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils is passed onto the new teacher in advance and a transition meeting will take place between the new teacher and current class/form tutor. Pupil profiles are shared with the new class, form and subject teachers. Team around the child meetings are held for pupils throughout the year. When pupils are moving to a new school, we will share information with the school the pupil is moving to and agree with parents and pupils which specific information will be shared.

## **Admissions**

If pupils are identified as having special educational needs as part of the admissions process, the Head of Learning Support will meet with the pupil and parents to ensure that Kenton is able to provide the necessary expertise and support to meet the needs of the pupil and for them to be able to access the full curriculum.

## **Record Keeping**

The school maintains an SEN register and SEN Monitoring list which is a working document, accessible to all staff. The SEN Register records the pupil's name and form, area of need and links to professional assessment reports, pupil profiles and SEN class list documents and information regarding examination access arrangement entitlement and support provision. The SEN Monitoring list records the pupils name and form, area of need, details regarding the referral process, links to professional assessment report, pupil profiles and SEN class list documents as well as details regarding the support provision for each pupil.

SEN class lists are working documents and available to all staff. The SEN class list provides information regarding pupils on the SEN Register and Monitoring list for each form class. The list records the name of the pupil, links to professional assessment reports and pupil profiles, details regarding recommended quality first teaching strategies, information related to examination access arrangements, learning support provision, details regarding the referral process and learning support targets for each pupil.

Pupil profiles are working documents and available to all staff. Pupil profiles provide information related to the area of need, assessment data, the likes, dislikes, strengths and worries of the pupil, details of the support provision, details of the Assess, Plan, Do, Review cycles, learning support targets, quality first teaching strategies and examination access arrangement provision.

All documents related to special educational needs are available to staff electronically through Google Drive and Google Classroom. Professional assessment reports are linked to the pupils iSAMS profile.

## **Staff Roles and Responsibilities**

The Head of Learning Support is responsible for producing individual timetables for all members of learning support staff. The timetables are reviewed on a continual basis and amended to ensure pupil needs are met. The Head of Learning Support will attend all relevant meetings in order to work with

teachers to monitor the progress of all pupils. The Head of Learning Support will update all staff on changes to the special educational needs provision. Information is provided to staff through Google Drive, Google Classroom and iSAMS. The Head of Learning Support is responsible for keeping this information up to date.

Learning support staff are responsible for the planning, delivery and assessment of individual interventions which take place as part of the additional provision within the learning support department. Learning support staff are responsible for communicating effectively with class and subject teachers regarding in-class support.

Class and subject teachers are responsible for differentiating and personalising teaching and assessment to meet the individual needs of all pupils and for linking learning support interventions to classroom teaching. Class and subject teachers are responsible for the effective communication with learning support staff regarding in-class support. Advice, resources and training/CPD are available from the learning support department.

## **EAL**

Our school EAL policy provides details of the EAL provision. We provide effective teaching and/or specific provision for pupils at all stages of the DfE 2016 five-point scale of English language proficiency.