



S E N D P O L I C Y

(Special Educational, Needs or Disability)

(Whole School)

This policy was adopted on 17th September 2014

The policy was last reviewed on: 19th October 2015

Persons reviewing: The Executive Board and the ESCO

Date of next review (except in the case of relevant legislation): September 2017

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014, 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0-25 September 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The New Primary National Curriculum DfE September 2013
- King's Rochester Child Protection & Safeguarding Policy
- King's Rochester Accessibility Plan
- This policy was created by the School's ESCO's (SENCO's) with the SEND Link Governor (Mrs A Rouse) in liaison with the Executive Board of the School, Senior Management Team & teachers.

Section 1:

Persons responsible for managing the response to the provision we make for children and young people with SEN:

ESCO for Senior and Preparatory Schools: Mrs Bridgette Charlton Hess (MA- Enabling Learning, Inclusion and Institutional Development. NASCo award pending, clause 64, C&F Bill, 2014), CPT3A Access Arrangements and BPS registered test user, Post-Graduate Certificate – SPLD, Post Graduate Certificate SEBD, PGCE Secondary Graduate Diploma in Music

Contact details: bch@kings-rochester.co.uk

ESCO for Pre Preparatory School: Mrs Alexandra Boyle (BEd, CertEd OCR, CCET and CPT3A, C.E.L.T.A., University of Rhodesia), Diploma SPLD (dyslexia) practising Certificate from PATOSS.

Contact details: akb@kings-rochester.co.uk

ESCO's are not members of the Executive Board of the school or the Senior Management Team; their advocates are:

Mr Jeremy Walker, Mr Roger Overend & Mrs Sarah Skillern. Ref: *Role of the SENCO in schools SEND Code of Practice*, 6.89

SEND Link Governor: Mrs Anne Rouse

Section 2:

Beliefs and values- A community that enables individuals to flourish.

At King's we believe in a broad education because we want our pupils to develop characteristics that will sustain them through life. Such qualities do not always come from taking examinations and we aim to support our pupils in becoming: adaptable, ambitious, articulate, compassionate, confident, creative, decisive, enquiring, entrepreneurial, happy, moral, polite, resilient, self-aware and sociable.

A distinctive, personalised approach to supporting Educational Needs

Within the context of the school community, individual needs are appreciated. The development of the whole person is at the centre of our educational philosophy. At King's, a whole pupil and whole school approach is promoted, as recommended in SEND Code of Practice 0-25, September 2014.

The 'King's family' maintains a strong pastoral support within the Form/ House structure which forms the heart of educational support. Form Tutors and Class Teachers are central to supporting the progress of pupils with educational needs. The Educational Support Department is well coordinated throughout the school and responds effectively and flexibly to enable progress.

Parents are easily able to communicate with their child's teachers and all members of staff involved in their child's education.

Our aims:

- to challenge and support each pupil to make the most of their academic and personal potential
- to achieve excellent results through developing an enquiring mind and a passion for learning

- to develop skills, qualities and interests through activities and opportunities beyond the classroom
- to be a nurturing community that develops values within the setting of Christianity

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Admissions:

- The School has a structured approach to admissions involving: interviews, assessments and taster days for potential pupils. It is important at this stage to identify any educational needs and have clear communication around factors which may help King's with planning to meet the teaching and learning needs of a new pupil. Previous intervention, illness, attendance and professional educational reports will help to paint the picture of a need. The School carefully considers applications on a case by case basis to ensure that any requisite, reasonable adjustments can be made to meet the specific educational needs of the pupil in question. However, if those needs are such that King's deems it is unable to provide the requisite support, and that this support can be better provided in an alternative educational setting, a place may not be offered and parents will be advised of this. If the School is satisfied that the child's teaching and learning needs can be met at King's with, if required, any reasonable adjustments, and a place is offered, the School will monitor the child's progress to ensure that his/her educational needs are being met and to ensure that it can continue to meet those needs. Recommendations of support are made at this stage.

Section 3: Identifying SEND (Special Educational Needs & Disabilities)

Routes to Referral

A wide range of referral routes exist to access Educational Support

1. As part of routine admissions procedures.
2. Teacher referral: informally made to a member of Educational Support Staff, accompanied by evidence, completion of a 'cause for concern form' observations and assessments to help pinpoint concerns.

3. Teacher referral: formally through assessment/ pupil-focussed staff meetings, drawing on collegiate expertise.
4. Parental request: through meetings and parents' evenings.

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5. Self-referral (Senior School) through our 'open door' policy in College, C2.
6. Regular analysis of data: CEM, external/internal examination results, Assessment Meetings and Progress Reports.
7. Meeting structures: fortnightly Director of Studies/ Headmistress meeting with ESCO in Pre-Preparatory School, weekly meeting of ESCO with Head of Preparatory School, Director of Studies meeting with ESCO in Senior School, House Masters meetings and 'touching base' with the boarding communities and Sisters'.

The four broad areas of special educational need are:-

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

King's recognises that other factors, although not considered as a special educational need may impact on a pupil's progress and attainment:-

- Disability / Medically diagnosed condition
- Attendance and Punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being a looked-after child
- Being a child separated from parents or guardians

- Often, behavioural needs are viewed as an underlying response to a need which we will be able to recognise and identify clearly, once a pupil is known to us.

Section 4: A Graduated Response to Supporting Educational Needs

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support and intervention cannot compensate for a lack of good quality teaching; King's regularly and carefully reviews the quality for all its pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies through INSET (in-service training), to identify and support vulnerable pupils, and to enhance their knowledge of SEND most frequently encountered.

The Educational Support team in collaboration with teachers are able to regularly review and make detailed assessment of progress, alongside national data and expectations of progress. King's uses high quality, effective and accurate, formative assessment tools. Assessment data used to inform practice and identification of need includes:

- Annual CEM data
- Annual routine screening –using Lucid software and traditional assessments
- Six annual assessment meetings in the Preparatory School & the Senior School
- Six annual progress reports and progress tracking in the Preparatory School & the Senior School
- Specialist teacher assessments

Section 5: Managing Pupils needs on the Educational Support Register

A pupil is placed on the Educational Support (ES) register if they have been identified as having an Educational Need. There is an assess-plan-review cycle which runs continuously throughout the academic year to ensure needs are identified and progress monitored. Once a pupil has completed a cycle of 'assess-plan-review' during any academic year, decisions as to any onward support are made at the review stage. The school operates three levels of need:

Level 1: quality first inclusive teaching within the classroom (the majority of educational needs fall within this category)

Level 2: short term small group or 1:1 targeted intervention

Level 3: intensive Personalised Learning Programmes (PLP's, suitable for a small number of pupils with complex needs)

Please see appendices for more detail.

Occasionally, a pupil does not have a recognised level of need, but a concern is expressed by those who teach the pupil, and the child is monitored carefully- this is known as 'watching'. Observations, evidence and further routine testing is sometimes required to identify potential need. 'Watching' should last no longer than half a term whereupon a decision or a next step is made in supporting the pupil's need.

Sometimes it is necessary to make onward referral to outside agencies for further investigation and specialist support. King's Rochester works proactively with outside support to ensure the best educational outcomes for a pupil. An open dialogue is encouraged between parent/guardian and school.

Educational Support Record Keeping

Most documents are 'live' as educational needs are developmental or short term, and documents can therefore be added to or closed at any time.

Electronic pupil Educational Support files are currently available on the staff-accessible area of the school's management system '3Sys'. Each pupil with a level of need has a **Learning Passport or IEP in the Pre-Preparatory School**. The Learning Passport consists of a single document in 3 sections: learning preferences, reasonable classroom adjustments and pupil background. **The Individual Education Plan (IEP) consists of information regarding the nature of the pupil's difficulties, proposed targets, intervention strategies and eventual review. IEPs ARE REVIEWED AND WRITTEN TERMLY TO COINCIDE WITH PARENTS' EVENINGS AND PUPIL REPORTS, SO THAT THEY CAN BE SHARED WITH PARENTS.**

The Learning Passport reflects current recommendations and good practice in the SEND Code of Practice 0-25 September 2014. The Learning Passport is a document under continual evolution. It includes an important aspect of pupil perspective (recommended in the SEND Code of Practice 0-25 September 2014) and will be reviewed regularly to best reflect pupil learning needs. Learning Passport are intended to be live and informative documents, with the opportunity to be added to and refined. We are piloting their use in the Preparatory & Senior School in 2014-15, and will review their use in July 2015.

Provision Mapping-the big picture

King's Rochester offers a huge amount of educational support. Administrative support for the department is concerned with providing a 'whole school' picture of support and intervention. It is the responsibility of the member of staff running an intervention to forward details to the Educational Support Administrator. The Provision Map is a dynamic document and evidences how the school is strategically targeting support. Progress and effectiveness of intervention is monitored. Provision mapping is central to providing a holistic view of support. A sample of interventions included on the Provision Map:

- Intensive Key Stage 1 or 2 SATS intervention
- CPSHE and assemblies delivered through Educational Support across a range of subjects
- Subject Clinics
- Electronic Reading
- PLPs (Personalised Learning Programmes)

Section 6: Criteria for exiting the Educational Support register

Pupils are removed from the ES register when they leave school or their file is archived if their need has been addressed and progress is deemed to be at a level commensurate to the demands of the curriculum. If this is the case, staff are consulted and the pupil's ES file (which can be re-opened if necessary) is classed as inactive, and will be permanently archived after a pupil has left the school.

Section 7: Supporting Pupils and Families

King's will link with other agencies to support the family and pupil. We have excellent routines to ensure pupils with SEND are prepared for times of transition and induction. Applications for special consideration for examination arrangements are assessed and applied for by the School on behalf of a pupil, if appropriate.

Section 8: Supporting Pupils at School with Medical Conditions

King's recognises that pupils at school with medical conditions should be fully supported so they have full access to education, including school trips and physical education- see Educational Visits Policy. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs or disabilities (SEND) may have an 'Education, Health and Care Plan (EHCP)' which brings together health and social care needs, as well as their special educational provision needs. The guidelines recommended in the SEND Code of Practice 0-25 September 2014 are followed when possible and practicable.

Medical needs are managed in accordance with the guidelines in the SEND Code of Practice 0-25 September 2014. The Nursing Sister's Office (Sisters') is staffed by a small team of School Nurses who provide advice and guidance about medical needs and some medical care during school hours.

Physical access to the site

The School has in common with many other schools, a lay-out which covers a wide area and consists of many separate and some historic (including listed) buildings of several stories without lifts. This is especially so in the Senior part of the School (and also to some extent in all sections of the school). The Senior school has classrooms for each subject, based on having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps and stairs in buildings without lifts. The boarding facilities pose similar problems of access to mobility-restricted pupils. Parents and guardians of disabled pupils and pupils themselves are encouraged to visit the School's site and discuss with Staff any potential concerns regarding accessibility and possible solutions prior to admission.

Section 9: Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils. Pupil, parent and staff views are sought. Book scrutiny, observations, audits, staff appraisal and departmental reviews form part of the regular routines within the whole school. Provision Mapping plays an important role in monitoring and evaluation of intervention and ensures outcomes are good for pupils with SEN.

Section 10: Training and Resources

Staff development

King's Rochester has an extremely well-qualified and experienced team of Educational Support teachers. A particular strength of the team is the quality and depth of educational assessment we are able to offer (e.g. making application for access to examinations). The Educational Support team have some experience in supporting pupils with a range of SEND including Dyslexia, SpLD's (Specific Learning Difficulties), Autism, Mathematics, English, EAL (English as an Additional Language: including Preparation for IELTS exams), Social, Emotional and Behavioural difficulties and mental health issues. The Educational Support team work closely with the whole school staff, parents and pupils to ensure best progress and outcomes for the pupils in their care.

Staff share their knowledge of specific learning difficulties such as speech and language issues, bereavement counselling and dyspraxia, which form part of the ever increasing raft of ‘in school’ support available to pupils. Indeed, opportunities for staff to be trained are actively encouraged (following guidance from the New Code of Practice 2014). All new teaching staff are inducted into Educational Support routines. Teachers and staff are encouraged to request subject-specific INSET, as required. Training needs of the whole school staff with regard to educational needs are identified and, as far as is practicable, met.

Resources

Currently the Educational Support department have two budgets: a joint budget for Senior School and Preparatory school and a separate budget for Pre-Preparatory School. A pupil with an EHC plan may be given funding from the Local Authority and this is used within the School to better support the pupil. A set level of Educational Support is provided free of charge across Schools equivalent to:

- One full-time ESCO, based in the Senior School, with a teaching timetable in the Preparatory School
- the equivalent of one full-time Teacher/Tutor in Preparatory School and one full time Classroom Assistant
- One part-time ESCO based in Pre-Preparatory School and 11 Classroom Assistants

In addition, a team of part-time additional support staff provide Educational Support across a range of subjects, in sessions which are chargeable to parents.

The department has an excellent array of screening and assessment materials. A small staff library is available stocked with a wide range of materials, programmes, resources and books to help support pupils with SEND. The physical accommodation of the department is as follows: the main base is situated in College (C2) with other areas nearby, including the Resources Centre (centrally positioned within the main teaching block of the Preparatory School), the Senior School Library (Seminar Room), the Pre-Preparatory School ESCO office and the Rookwood SEND classrooms.

Section 11: Roles and Responsibilities

- The SEND Governor (Mrs Anne Rouse) has responsibility to feedback and act as the Educational Support Department's link to Governors. The SEND Governor is actively involved in attending training, meetings and observations of Educational Support in action at King's.
- The line-manager of the Senior and Preparatory Schools' ESCO is the Senior School Academic Deputy.
- The line manager for the Pre-Preparatory Classroom Assistants is the Headmistress of the Pre-Preparatory School. In the Preparatory School, the Line Manager for the Classroom Assistant is the Headmaster of the Preparatory School. Both Line Managers are responsible for ensuring the deployment and work of Classroom Assistants effectively meets the needs of pupils with SEND and enables good progress and outcomes for each cohort of pupils. The line-manager of the Pre-Preparatory School ESCO is the Headmistress.
- The names of Designated Teachers with Specific Safeguarding responsibility are:

Senior School- Miss Hannah Catlett (Deputy CPC) & Mr Jeremy Walker (Principal)

Preparatory School- Mrs Sarah Walsh (Deputy CPC) & Mr Roger Overend (Headmaster)

Pre-Preparatory School- Mrs Katja Neubauer (Deputy CPC) & Mrs Sarah Skillern (Designated Whole School CPC)
- The members of staff responsible for meeting the medical needs of pupils are: Mrs Sue Darby & Mrs Ann Harrington (Nursing Sisters), both line managed by Mr Roger Overend (Headmaster of the Preparatory School).

1Section 12: Storing and managing information

Confidentiality

All pupils are treated with respect and sensitivity with regard to their learning needs. When reasonable adjustments are required in the classroom, these will be made in a discreet manner with minimum disturbance to teaching and learning.

Under the Freedom of Information Act, the School understands and acknowledges parents' /guardians' rights to access information and records pertaining to their child. All requests for access to information are handled with confidentiality and professionalism.

Staff access to the Educational Support files (stored in locked cabinets in C2 for Preparatory School and Senior School, and in the ESCO room in the Pre-Preparatory School) is via the ESCO in each section of the school. The majority of day-to-day communication and information regarding pupils with SEND will be verbal and/or electronic. Information and updates about pupils with SEND will be given at daily staff briefings or via meetings with teaching and support staff. Archived records of pupils with Educational needs are stored in the main school office.

Section 13: Reviewing the Policy

The School's SEND Policy is reviewed annually.

Section 14: Accessibility

Please refer to the School's 3-year Accessibility Plan for further information.

Section 15: Dealing with complaints

Please refer to the School's Parental Complaints' Policy.

Section 16: Bullying

Please refer to the School's Anti- Bullying Policies. The School is vigilant and works with great effort to ensure and mitigate the risk of bullying of vulnerable learners in our community. CPSHE (Citizenship, Personal, Social & Health Education) lessons and assemblies address a number of issues around SEND. Being part of a close and caring community instils confidence in the individual. As part of our whole school approach, all pupils are encouraged to take risks and build resilience in their learning through the wider learning opportunities offered.

Section 17: Appendices

The Graduated Response to Educational Support

Level 1

Quality first and inclusive teaching withing the classroom. Pupil Passports used to inform a personalised approach to teaching and learning. Reasonable classrrom adjustments are used to faciliate learning. Targeted in-class support is sometimes used to enable further opportunities for differentiation within the classroom. Parents are informed at this stage.

Level 2

Specific, timed, measured programmes of intervention targeting needs as a response to pupil cohort and individual needs, either on a small group basis or on 1:1. Collaboration with the class/subject teacher is essential, in planning and targeting support. This level of support includes intensive induction programmes and EAL support as required. Parents are informed.

Level 3

Personalised Programmes (PLPs) are created for a small number of pupils who require the most intensive support. Support is wholly personalised and linked to the classroom curriculum. Programmes are designed in collaboration with parents, pupils, Form Tutors/Class Teachers/House Tutors/House Masters and the ESCO. A mutually agreed member of staff will coordinate the programme. Pupils requiring this level of support present complex needs sometimes requiring external specialist support. Our pupils with EHC plans fall into this category. Parents are informed.