



Special Educational Needs and Disability (SEND) Policy

1. Introduction

Changes to the arrangements for Special Educational Needs came into force from September 2014 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014). From 1 September 2014, there are to be no new statements of SEN (except for those already in the pipeline at that time) and new Education, Health and Care Plans (EHC plans) are being rolled out instead.

1.1. At King's College special educational needs are coordinated by the Heads of Secondary and Primary in liaison with class/subject teachers, the School Nurse, the school counsellor, the Headteacher and other staff when deemed necessary. This team will liaise with parents and outside agencies, if appropriate, and be responsible for transmitting any information to staff.

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which mean they have special needs and require particular action by the school.

1.3 Particular requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in curriculum and assessment activities or to extend and to stimulate the gifted and talented.. Such children need additional help or different help from that given to other children of the same age.

1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child/young adult.

2. Aims

2.1. The aims of this policy are:

- Assist classroom and subject teachers with SEND to ensure that every teacher is a teacher of SEND.
- To create an environment that meets the special educational needs of the child;
- To ensure that the special educational needs of children are identified, assessed and provided for;



- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.
- To ensure that gifted and talented pupils are extended and stimulated.

3. Educational Inclusion

At King's College we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of the school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different teaching approaches and experiences.

3.1. Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part of learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and take part in learning.
- Contacting outside agencies for support when deemed necessary.
- Liase with the team of teacher and TA support to form interventions
- Work with ISPs for students with SEND

4. Special Education Needs

4.1 Children/young adults with special educational needs have learning difficulties that call for special provision to be made. All children/young adults may have special needs at some time in their lives. Children/young adults have a learning difficulty if:



- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability, which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 If our assessments show that a child/young adult may have a learning difficulty, we use a range of strategies that makes full use of all available classroom and school resources. After the initial identification of special educational needs, the child's/young adult's class/subject teacher will offer interventions and strategies that are different from, or additional to those provided as part of their usual working practices. The class/subject teacher and head of phase will consult with parents and draw upon them for additional information and support at home. The class/subject teacher and Head of Phase monitors the child's/young adult's progress over several weeks.

4.3 Where necessary the student may receive additional support in the form of intervention support.

4.4.1 It may be necessary that some external support or assessment is required. The school may suggest a support service; however, the parents may decide to contact their own. The school does not provide external assessment and can only advice.

4.5 **Gifted and Talented**

4.5.1 We use a range of strategies to identify gifted and talented children/young adults. The identification process is ongoing, and begins when the child/young adult joins our school.

4.5.2 The children/young adults undertake various forms of assessment throughout the year. The PTE, PTM and PTS and CAT4 are standardised assessments that can be compared across the world. We compare the information from these tests with a range of national data, in order to ensure that each child/young adult is making appropriate progress.

4.5.3 Teachers discuss the children's/young adult's progress with parents at the termly consultations, and report termly on each child's/young adult's progress.

4.5.4 Our teachers plan carefully to meet the learning needs of all our children/young adults. We give all children/young adults the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as providing:

- A common activity that allows the children/young adults to respond at their own level;
- An enrichment activity that broadens a child's/young adult's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding



and higher level of attainment;

- The opportunity for children/young adults to progress through their work at their own rate of learning.
- An opportunity to join other classes or receive planned challenging teaching

4.5.5 The Role of the Senior Management Team

The Senior Management Team does its best to secure the necessary provision for any pupil identified as having educational needs. The senior managers ensure that all teachers are aware of the importance of providing for these children. The senior management team ensures that parents are notified of any decision by the school that SEN provision is to be made for their child/young adult.

5. Assessment

5.1 All pupils are assessed as part of the admissions process to King's College, Latvia and shortly after admission. Progress is measured from these baseline assessments.

5.2 King's College is an academic school with a selection process for entry into the Primary and Secondary School. Pupils deemed to have a learning need that cannot be managed by the subject teacher would be unlikely to be granted a place in the Secondary School.

5.3 Early identification of Special Educational Needs is vital. The class/subject teacher and Head of phase will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

5.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class/subject teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

5.5 The class/subject teacher and members of the team assess and monitor the children's/young adult's progress in line with existing school practices and against any targets set on ISP's This is an ongoing process.

5.6 It is the parents' financial responsibility if an outside specialist is deemed necessary.

6. Access to the Curriculum

6.1 All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:



- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

6.2 Teachers use a range of strategies to meet pupils's special educational needs. Lessons have clear learning objectives; we aim to differentiate work appropriately, and we use assessment to inform the next stage of learning.

6.3 We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Whenever possible, we do not withdraw pupils from the classroom, except when specific learning support is needed. Teachers' plans accommodate differentiation when necessary. There are times when to maximise learning, we ask the pupils to work in small groups, or in a one-to-one situation.

6.4 We offer pupils support when they are unable, without this support; to access the curriculum and or/subject. This may be the use of a laptop, or extra time for internal and public examinations, and the use of scribes and readers if deemed necessary. This is dealt with on an individual basis on consultation with all concerned parties.

7. Partnership with Parents

7.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents.

7.2 We have regular meetings to share the progress of pupils with SEND, with their parents. We share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

8. Pupil Participation

8.1 In our school we encourage pupils to take responsibility to make decisions. This is part of the culture of our school and relates to pupils of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

8.2 When an IEP is deemed necessary, we aim to involve the pupil in target setting for their own documentation (age dependent).

9. Monitoring and Review

9.1 The team monitors the progress of pupils within the SEND system in school. SEN practice is regularly reviewed by the team