



Special Educational Needs Policy

Definition

Statutory legislation establishes the right that 'all pupils are entitled to the full curriculum'. For a pupil at King's College it is declared that "every person has an inalienable right to an education corresponding to his/her proper destiny and his/her talents." (Gravissium, Educationalits)

The Code of Practice defines Special Educational Needs as a learning difficulty which calls for special educational provision to be made. "Learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of his or her age and / or has advisability which hinders his/her use of everyday educational facilities."

"Special educational provision" means educational provision which is different from or additional to the provision made generally for children of comparable age.

(SEND Code of Practice 0-25 Years)

For the purpose of this policy Special Educational Needs refers to "A child who has significantly greater difficulty in learning than the majority of his peer group". This can be:

- A pupil, who after following a structured programme, is working more or less at his/her ability but requires some support to maintain this level.
- A pupil who is progressing slower than expected due to a registered medical condition.
- A pupil who is underachieving in comparison to his/her ability, therefore requiring additional support.
- A pupil who has emotional and / or behavioural difficulties which are impacting on his / her learning.
- A pupil who has a disability which either prevents or hinders him / her from making use of the educational facilities available to children of a similar age.
- A pupil with high average to exceptional ability who may need special provision. These gifted children need an improvement in the quality of work rather than the quantity.

Introduction

At King's College special educational needs are coordinated by the SENCO in liaison with class/subject teachers, the School Nurse, 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.



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.

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.

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.

Aims

The aims of this policy are:

- To identify all children requiring educational needs in King's College La Moraleja.
- To continually promote a positive self image among all children to provide opportunities so that the children feel happy and secure in their educational endeavours.
- To create the environment which meets the educational needs of all children in an environment which is supportive, engaging, cooperative and interesting, in an atmosphere of encouragement, tolerance and sensitivity.
- To intervene as early as possible once identification has taken place, so as to ensure that there is adequate and appropriate support for all pupils.
- To provide Social Communication support for those identified pupils who would benefit from such provision
- To develop and evolve as a dyslexic friendly school
- To continually target areas for development within special needs to ensure that all pupils have a curriculum which meets their individual needs and aids their progress.
- To provide appropriate support for those pupils by working with colleagues, parents and outside agencies in line with the general aims of the school.
- To ensure that the children have a voice in this process.
- Assist classroom and subject teachers with SEN. A series of strategies will be developed to accommodate

Educational Inclusion

King's College strives to be an inclusive school offering choice and excellence to all our children what ever their ability or needs. We have high expectations of every child and help them to achieve their full potential through the removal of barriers to learning and participation. We want your child to feel a valued member of our 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 rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to the needs of our children by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop the children's understanding through the use of all available senses and experiences .
- Planning for children's full participation in all learning.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress.
- The school offers a continuum of provision to meet a diversity of pupils' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller groups, within their classes, for specific aspects of the curriculum.

Nature of Support

The overall responsibility for identifying and making provision for all pupils with special educational needs ultimately lies with the classroom teacher, who will continually differentiate their teaching and learning methods to cater for the needs of all pupils. In providing learning support for our pupils, we have opted for the withdrawal of small per groups from class as a means of supporting those identified pupils who would benefit from such provision.

If our assessments show that a child 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 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 SENCO will consult with parents and draw upon them for additional information and support at home. The class/subject teacher can approach the SENCO

for advice on appropriate provision and Intervention. The class/subject teacher and SENCO monitors the child's progress over several weeks.

The IEPs are drawn up by the class teacher or form tutor (with support of subject teachers) in consultation with the SENCO or Educational Psychologist. Short term targets (approx. 8 weeks) are recorded on the document (Edukey Provision Mapping Software) with suitable strategies to enable the child to meet these targets and the expected outcome. IEP's are reviewed every 6 weeks and targets are amended as appropriate to the progress of each child.

Despite the above strategies, some children do not make the progress expected and a review of the IEP identify that support from external services would be beneficial. The school would discuss this with parents before taking any action and involve them with meetings between external support services and the school. External agencies that King's College La Moraleja have established links with are Sinews Educational Psychologists and Andrea Romero, Speech



Therapist. External Agencies are required liaise with the class teachers who record relevant information regarding their support on the current IEP.

At Kings College the SENCo:

- Manages the day-to-day operation of this policy;
- Co-ordinates the provision for children's educational needs;
- Supports and advises colleagues and parents
- Oversees the records of all children with learning difficulties;
- Acts as a link with parents and external support agencies;
- Monitors and evaluates the provision;
- Manages the range of resources within the school to enable appropriate provision for all children;
- Contributes to the professional development of all staff.

Identification

The school's system of regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The learning difficulties of a pupil can be identified in a number of ways. These are:

- By a pre-school agency
- Identified by a parent and related to King's College School
- Identified by the class teacher as a result of the day to day classwork and the observed difficulties encountered by the pupil which will be recorded in an **Initial Pupil Referral** form after a problem has been detected, aided and monitored by the class teacher and whereupon the class teacher feels that the child has made little progress with the in – class support the child has received for his/her difficulty (see Appendix A Class Action).
- a referral by an outside agency such as a doctor or Social Services.
- The transferred report forms for children transferring in to King's College.

The following identification procedures will be implemented at the various stages as outlined:

Nursery

- Teacher observation / monitoring
- Parental referral
- External agency referral
- SENCO observation as required

Reception

- Teacher observation / monitoring
- Parental referral
- External agency referral
- SENCO observation as required
- SEN referral as required
- Screening of standardised tests by class teacher and SENCO.

Year 1 - Year 5

- Teacher observation / monitoring



- Parental referral
- External agency referral
- SENCO observation as required
- SEN referral as required
- Screening of standardised tests by class teacher and SENCO.

Year 6 - Year 9

- Teacher observation / monitoring
- Parental referral
- External agency referral
- SENCO observation as required
- SEN referral as required
- Screening of standardised tests by class teacher and SENCO.

Intervention/Progression Groups

These are run throughout the school by members of staff and they include;

- Social Communication
- Reading
- Writing
- Mathematics
- 1:1 Coaching (Psychologist)

Assessment

Early identification and intervention is essential. The class teacher will inform the parents at the earliest opportunity to alert them to concerns and ensure that the SENCo is aware of potential issues. The class teacher and SENCo will assess and monitor the progress of the child in line with the school working practices and if necessary consult with the parents to devise a programme of support.

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

The SENCO has access to all tracking sheets and all pupils on the Intervention register are tracked separately.

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

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.

The class/subject teacher and SENCO assess and monitor the children's progress in line with existing school practices and against any targets set on IEPs. This is an ongoing process. The



class teacher liaises with the SENCo to ensure that changes in rates of progress are noted as quickly as possible, and if appropriate, intervention organised. Once support of any kind is in place that too is closely monitored to ensure that it is effective and adjusted as the child makes progress.

If deemed necessary, the class/subject teacher may liaise with the SENCO, to contact external specialists. The SEN team will then formalise assessment for the pupil, liaising with the Headteacher, parents and specialist, whilst managing the process, (ie, room allocation, time) within the school.

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

Arrangements for Supporting Dyslexic Pupils

As a school, we recognize the specific challenges that dyslexic pupils encounter when trying to access the curriculum. In order to ensure that that such pupils have the best learning opportunities as possible, we will at all times endeavor to implement strategies that will facilitate this access. The strategies that we will implement will include some of the following:

- WALT (Learning Intentions), WILF and Success Criteria or ShWoCo are displayed and discussed at the beginning of lessons
- The classroom environment is airy, well lit, well organised and movement is minimised as much as possible
- There will be consistent links to previous lessons
- Sufficient work space will be created for all pupils
- Multi-sensory approaches will be utilized during lessons
- Collaborative working will be encouraged (study buddies, talking/thinking partners)
- Dyslexic pupils will be given clear and singular instruction
- Dyslexic pupils will not be required to multitask
- All lessons will be logical in nature and regularly linked to previous learning points
- Visual aids, colour and preferential seating arrangements will be utilized
- Additional time will be available to dyslexic pupils for task completion
- Feedback will be positive and constructive
- Plenary sessions will be held at the conclusion of lessons.

Further advice and guidance on supporting dyslexic pupils is available from the SENCo, Miss Tester or the Educational Psychologist, Miss Espinoza.

Review

An evaluation of pupil's progress through their IEP's will be undertaken on a regular basis.

Those pupils on Individual and Group Education Plans will have their progress evaluated every six-eight weeks.

Following evaluation of plans, new plans will be created if needed. Evaluated plans will be forwarded to the SENCo.

Code of Practice Procedures and Record Keeping



From entry to the school a pupil profile will be maintained on each child. This profile will hold samples of work and test scores. In addition the special needs department will maintain a folder on each child registered on the Code of Practice which will have details of the child's learning, provision made by outside agencies and S.E.N department reports on the child.

The child's names will also be entered/ removed as necessary on the special education needs school register. Parents will be informed if their child is placed or removed from the register.

Partnership With Parents

“The relationship between the parents of a child with special educational needs and their child's school has a crucial bearing on the child's educational progress and the effectiveness of any school based action.” (Code of Practice)

At King's College, parents are welcomed into school and encouraged to participate in their child's education. Parents are invited twice a year to parent teacher meetings.

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.

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

Pupil Participation

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.

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

Home School Links

In effect King's College School pursues the creation of a 'partnership with parents' for all of its pupils including children receiving S.E.N. help.

Staff Development

In order for all children at King's College, La Moraleja to receive a broad and balanced curriculum suitable for the child's ability level the staff must be trained and regularly informed of the current issues and philosophies in Special Education.

Staff will take part in inset meetings and training for special educational needs provided by the SENCo or outside agencies at least once a year. Inset training will be given according to the needs identified in the School Development Plan. Information that is received by the SENCo through



outside agencies and / or by training courses will be communicated to the whole staff on a regular basis.

Resources

- B.P.V.S (British Picture Vocabulary Scale)
- PiE (Progress in English)
- PiM (Progress in Maths)
- PIVATS (Performance Indicators for Value Added Target Setting)
- BURT reading test

External Agencies

King's College currently has a working relationship with the following external agencies:

- Sinews Multilingual Therapy Institute
- Andrea Romero - Speech and Language Therapist

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