



Kenilworth School and 6th Form

Special Educational Needs, Disability and Inclusion Policy January 2017

Please note link to Warwickshire's Local Offer at:
www.warwickshire.gov.uk/send

Please refer also to Kenilworth School and 6th Form's "SEN Information report" on the school's website.

Kenilworth School aims to be an excellent school at the heart of the community. We motivate all of our young people to achieve more than they ever thought possible and awaken a curiosity and passion for learning so that they can play a full part as adults in shaping the society of the future.

Our students are proud of their achievements, and are encouraged to make an active contribution to school, the community and to society at large through a range of opportunities which develop leadership, flexibility, and a strong work ethic.

"All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response" (DfE)

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 – including students with Disabilities
- Children and Families Act (2014)
- SEN and Disability Code of Practice – September 2014
- Schools SEN Information Report (2015)
- Supporting Pupils at school with Medical conditions (Section 100 of the Children and Families Act 2014) (Please see school website – www.ksn.org.uk)

Director of Inclusion / Head of SEND Mrs Nicola Dandy n.dandy@ksnadmin.ksn.org.uk
B.Ed Hons (Liverpool University 1995); (National SENCo Qualification to be completed in July 2017); Member of Kenilworth School's Senior Leadership Team

Assistant SENCo Mrs Caroline Wadsley c.wadsley@ksnadmin.ksn.org.uk

SEND Governor Mrs Gita Patel patelgita10@gmail.com

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The way in which provision and support is made has changed for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

It is the aim of Kenilworth School to enable all teachers in all subjects to meet the needs of all pupils.

The SEN Policy is based on several principles and beliefs:

- That Kenilworth School and 6th Form recognises and values diversity amongst its pupils
- All pupils have access to a broad and balanced mainstream curriculum alongside their peers.
- SEN involves all school staff, supported by the Senior Leadership Team, the SENCO (Special Educational Needs Co-ordinator) and Learning Support Staff.
- The aim of the SENCO and Learning Support Staff is to enable subject staff to teach their subjects to all pupils, whilst recognising the value of small group / 1:1 sessions in order to meet more specific needs of some pupils.

- That pupils' needs can be met most effectively when subject teachers, learning support staff, parents and support agencies are carefully co-ordinated to result in joint working.

Roles and Responsibilities:

SENCO: Mrs Nicola Dandy B.Ed Hons. (National SENCo Qualification to be completed July 2017)

Governor: Gita Patel

Designated teacher with safeguarding responsibility: Mrs Nicola Dandy

Designated teacher with responsibility for Looked after children: Mrs Nicola Dandy

Mrs Dandy is the Special Educational Needs Co-ordinator (Head of SEN) with responsibility for co-ordinating the day to day provision for pupils with special educational needs and the deployment of learning support assistants.

The Role of the SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to fellow teachers
- Managing the Teaching Assistants
- Overseeing the records of pupils with SEND including those with statements and EHCPs (EHP – Education, Health and Care Plan)
- Liaising with parents of pupils with SEND
- Making a contribution to the training of staff
- Liaising with external agencies, LA support services, Educational Psychology Service, Children and Family Service, Health and Social Services,
- Making referrals for and managing the reviews of pupils with Statements of SEN / EHCPs.
- Liaising with the Local Authority (LA) with regard to provision and funding for SEND pupils with EHC Plans
- Maintaining the SEND register and ensuring its communication to staff (via VLE and weekly pupil briefings)
- Overseeing the Individual Education Profile / Passport (IEPs) of pupils with SEND ensuring staff access and usage (via VLE)
- Monitoring the progress of SEND pupils through review and data

The Role of the Teaching Assistant

Teaching assistants provide support to enable pupils with SEND to access the curriculum through a combination of in-class support where appropriate, small group work under the direction of SENCO and individual provision. Particular attention is given to pupils in Years 7 to aid smooth transition into secondary school. Teaching assistants support in a variety of ways but with the aim to develop independent learning.

The assistant SENCo supports the role of the SENCo.

Specialist TA3s (Teaching Assistant level 3) have responsibilities in specific areas for those students at Kenilworth 6th Form with SEN.

All Teaching Assistants follow a comprehensive training programme and courses in specific areas of SEND (both in-house and with external agencies) are attended regularly.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the New Code of Practice when carrying out responsibilities
- Identifying a Governor to be responsible for overseeing the SEND policy and provision

The Role of the Teacher

The New Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- **To recognise needs of SEN / vulnerable students and use all SEND information available on VLE to address their needs alongside their peers, using appropriate differentiation to enable all students to access the curriculum.**

“High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have, or may have SEN”

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO, SEN teachers and Teaching Assistants to decide what action is required to assist the SEN pupil to progress
- Working with the SENCO and SEN Team to collect all available information on the SEN pupil to inform the IEP and pupil targets
- Working with SEN pupils on a daily basis to deliver the individual strategies set out in any IEPs
- Developing constructive relationships with parents

Staff Training

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role is to develop awareness of resources and practical teaching procedures for use with SEND pupils. All teachers and Teaching Assistants follow an induction program and there is continual training for all SEND staff both in-house and contributions by outside agencies (Educational psychology Service, Integrated Disability Service (IDS), Children's Health Service (CAMHS) amongst others, as required to meet specific needs of pupils with SEND.

The school's SENCo regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

Partnership with Parents

Kenilworth School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The Parent Partnership Service is available to all parents of pupils with SEND and details are available from the SENCO.

Admissions Arrangements (Inclusion / Premises – Access)

Please refer to the information contained in our school prospectus. The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus. Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered where necessary.

The school premises have disabled access with lifts to all floors.

Primary transition:

- The SENCO is available to meet parents at the school's Open Evening each year
- Close liaison with feeder primary schools prior to transition to discuss pupils with SEN and make preparations for certain pupils where appropriate e.g. additional visits to the school to familiarise and reassure pupils
- Attendance at Annual Review Meetings for pupils with Statements of Special Need or EHCPs in Year 6
- Consultation with parents / carers prior to admission in order to consider a child's individual needs

SEN Provision

(Identification, Assessment and Provision)

Identification:

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above actions it can be determined which level of provision the pupil will need.
- If a pupil has recently been removed from the SEN Support Register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN Support Register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment and information obtained from primary schools
- Performance in National Curriculum tests (KS2)
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools – all pupils are assessed for reading and spelling on entry to Year 7 to inform provision (British Standard Test for Spelling and Group Reading Test)

SEN Provision / Inclusion

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Support Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEN support the subject teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEN support, parents will be informed. Planning will involve consultation between the SENCo, parents and other relevant staff to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The tutor, Head of Year and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Termly progress checks will be used to review pupil's progress. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support in light of pupil progress and development. Any necessary amendments will be implemented as needed.

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

The range of provision for SEND pupils includes:

- Participation in mainstream classes alongside their appropriate peer group supported by subject teachers using a differentiated curriculum where necessary

- In-class support by Learning assistants as directed by the SENCO to aid the learning of SEN pupils where appropriate
- In-class support by a Teaching Assistant in low ability maths and English where appropriate
- Small group or 1:1 sessions for those pupils with specific needs such as Literacy difficulties, Social and Communication Needs provided by Teaching Assistants under the direction of the SENCO
- Alternative, part-time, off-site provision for a small number of SEN pupils in KS4 e.g. vocational studies at LAMP or The Vineyard. The school takes care to provide appropriate alternative provision to match the needs of its pupils.
- Provision within “the Hub” for a small number of students with a variety of difficulties including Social, Emotional and Mental Health difficulties, either full or part-time in order to access the curriculum and achieve in line with their peers
- Referral to the Early Intervention Service
- Referral to CAF
- Referral to "Time for You Counselling" (Relate)
- Co-ordinating Exam Access Arrangements for GCSE and GCE exams; Liaising with EIS for testing and assessment of entitlement to special arrangements e.g. extra time, a reader or scribe depending upon the need and SEN history of the pupil
- At Kenilworth 6th Form students are assessed on entry and provision is given by a Learning Mentor according to need; staff are also involved in extra help for a small number of students with SEND

Individual Education Plans or Profiles/Passports (IEPs)

IEPs will be in place for those pupils with an EHCP and for some students with a high level of need.

This constitutes a record of pupil strengths, needs and strategies to address the individual needs including:

- **Type and level of need** e.g. **ASD** (Autistic Spectrum Disorder), **SPLD** (Specific Learning Difficulty), Physical Disability, **MLD** (Moderate Learning Difficulty), **SEMH** (Social, Emotional and Mental Health Difficulties)
- Strengths and individual pupil profile
- Needs and difficulties experienced by the pupil
- Strategies to address and provide for the needs of the pupil
- Provision in place including school and outside agency support

IEPs are developed by the SEND staff through liaison with teaching staff, pupils and, where appropriate, parents. It is the responsibility of all school staff to refer to them to aid their lesson planning. The IEP will record only that which is different from or additional to the normal differentiated curriculum requirements.

For pupils with EHC Plans, IEPs will be reviewed as appropriate. Reviews may take place as part of Parent Consultation Evenings.

Request for Statutory Assessment (EHCP referral)

The school will request a Statutory Assessment when, despite an individualised programme of sustained intervention within school (minimum of two terms), the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will complete the referral form, providing evidence of the provision made for the pupil and the views of the parents and pupil. Advice will be requested

from other external support services such as the Educational Psychology Service, CAMHS or any other professionals involved.

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Further information about EHC Plans can be found via the SEND Local offer (see above)

The Annual Review of EHC Plans

(EHCs will be reviewed by multi agency personnel)

EHC Plans must be reviewed annually. The SENCO or designated member of staff organises the Annual Review, inviting parents, the pupil concerned, Teaching Assistant and, in the case of transitional reviews (Year 9 and 11), Careers Service. Any other services involved should also be invited to attend where appropriate.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

English as a an Additional Language (EAL)

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. A Teaching Assistant or appropriate member of staff provides extra support including 1:1 or small group tuition to enable pupils to access the curriculum.

Links with External agencies (external support Agencies)

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- CAF (Common Assessment framework)
- COMPASS: e.g.School Health Advisors
- Integrated Disability Service (IDS) Teaching and Learning advisory teachers e.g. for ASD (Autistic Spectrum Disorders), Visual and hearing impairment
- Education Social Worker
- Careers and guidance
- Health and Social services
- Early Intervention Service
- Children's mental health services (CAMHS)
- The virtual School - LAC (Education of Looked After Children)
- "Time for You" counselling service (Relate)

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year. Parents and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire at parents evening in addition to discussion at reviews.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The school will offer the opportunity for parents to access the SENCO and Assistant SENCO via email or appointment. Further feedback from parents can be given at any time through email contact available on the school website.

SEN provision and interventions are recorded on student files and within departments.

These are updated by staff and monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of the academic year and are adapted following assessment.

Complaints procedure

The SENCO is available to discuss with parents and listen to any concerns they may have. If parents feel that their concerns are not being addressed then they may follow the school's complaints procedure. [Complaints Procedure](#)

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

Monitoring and Reviewing the Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a review of both policy and practice each year.

Approved by Governors (date)

Signed:

**Headteacher
Mr Hayden Abbott**

Signed:

**Chair of Governors
Mrs Sue Casey**