



THE
KING'S SCHOOL
CANTERBURY

JUNIOR KING'S

Special Educational Needs and Disability Policy

Responsible Person: Head of SEN
Latest Review Completed: September 2023

This policy has been formulated with regard to the Special Educational Needs and Disability Regulations 2014, SEN Code of Practice: 0 to 25 Years 2014, Statutory Guidance on Supporting Pupils with Medical Conditions 2014, Teacher Standards 2012, the Equality Act 2010, the Children and Families Act 2014 and the regulations governing JCQ and Examination Access Arrangements and the school's Admission Policy.

SEN Information Report

Junior King's believes that all children are entitled to a broad and balanced curriculum. We agree that some children need increased support to access learning. This may be because:

- a) They have a significantly greater difficulty in learning than the majority of the children the same age.
- b) Without appropriate adjustments, they are disabled from accessing and benefiting from educational opportunities, generally enjoyed by children of the same age.

We will make sure that we identify and transcend barriers to achievement, by ensuring that every child experiences quality teaching. We monitor and track progress of all children so that the support provided is effective. We always work in partnership with parents/carers and, where necessary, seek support and advice from specialists outside of school.

1. Identifying Special Educational Needs

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Paragraph 6.15 Code of Practice 2014

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'

Paragraph 6.23 SEN Code of Practice 2014

Identification of SEN will be made in conjunction with the broad Areas of Need outlined in the SEN Code of Practice 2014.

Broad Areas of Need

- **Communication and Interaction** – children with Speech, Language and Communication needs (SLCN), children with ASD including Asperger’s syndrome and Autism.
- **Cognition and Learning** – children who learn at a slower pace than their peers, moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).
- **Social, emotional and mental health difficulties** – anxiety, depression, self-harming, substance abuse, eating disorders, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/ or physical needs** – Visual impairment (VI), Hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD).

The following areas are not SEN but may still impact on progress and attainment:

- Disability (the Code of Practice outlines *the “reasonable adjustment”* duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).

2. OBJECTIVES

- To identify, at the earliest opportunity, barriers to learning and participation for all pupils through assessment and graduated provision
- To ensure in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavioural difficulties.
- To work within the guidance provided by the SEND Code of Practice 2014.
- To offer screening in-house, where relevant in order to gain a comprehensive picture of needs.
- To refer to external specialists, where relevant, for diagnostic assessment.
- To use the continuous monitoring of pupil progress to aid identification and to maintain the responsibility of **all** staff towards progress of pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils in the life of the school.
- To work in partnership with parents/carers so that they take an active role in their child’s education.
- To involve the pupils in the decision-making process regarding their education, where appropriate.
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the policy statement for SEND.

- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to advice, training and professional development to support quality teaching and learning for all pupils.

3. ROLES AND RESPONSIBILITIES.

The Head of Learning Support, (SENCo), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEND Policy and the co-ordination of the special needs provision, working closely with staff, parents/carers and other agencies.

The Head of Learning Support also provides professional guidance to colleagues to ensure high quality teaching for pupils with SEND.

All staff have responsibility for the progress of pupils with SEND and will therefore be involved as necessary to support the needs of the child or young person, including class teachers, subject teachers, teaching assistants, HoDs and Heads of Sections. All those who work with young children should be alert to the emerging difficulties and respond early.

Emma McCoubrie and Alison Tricker (Junior King's) currently hold the SENCo post in the Prep and Pre-Prep schools, respectively.

Gamze Doorley holds the Assistant SENCo post.

4. PROCEDURES

The Admissions Policy includes provision for children and young people with SEND to have equal opportunity to participate.

Best endeavours will be made to meet the individual needs of a child with SEND.

The school will be reasonable, transparent and resourceful when enabling the curriculum, site and facilities to be as accessible as possible to children and young people with SEND.

<p>Wave 1</p> <p>The effective inclusion of all children in a high-quality English and daily mathematics lesson (Quality First teaching).</p>	<p>Quality First Teaching.</p> <p>Good adaptive teaching in class. Practical resources available to support learning. TA if available to support all students Laptops available for Laptop users*</p>
<p>Wave 2</p> <p>Small-group intervention (for example, Booster classes; school-based programmes) for children who can be expected to 'catch up' with their peers as a result of the intervention.</p> <p>Wave 2 interventions are not primarily SEN interventions and, where they are delivered without modification within the designated year group, there is no need to place the children on the SEN register.</p> <p>Children included in Wave 2 interventions may, on occasion, however, already be on School's SEN register (K)</p> <p>This will be where they have special educational needs such as difficulties in communication and interaction, or are sensorily or physically disabled, or have social/emotional difficulties, for which they are receiving other forms of support.</p>	<p>Pre-prep</p> <p>BOOSTER classes include: Clever Hands, Fizzy Fingers, targeted spelling/ maths support in small groups.</p> <p>Prep</p> <p>BOOSTER groups: small in class groups directed by the teacher for English and Maths. SETTING within the year groups Lower sets have specialist teachers. Handwriting group, 1:3 maths support, 1:3 English support, spelling groups, touch typing group, social communication group, Lexia sessions (computer-based programmes to support literacy)</p>
<p>Wave 3</p> <p>Specific targeted intervention for children identified as requiring SEN support.</p> <p>Children receiving Wave 3 support will always be placed on Special Needs register (k) if an external agency is involved in assessment, planning and review.</p>	<p>Pre-prep</p> <p>1:1 support up to 60 mins support weekly</p> <p>Prep 1:1</p> <p>Support from NM/ SH/JG/ EMcC up to 60mins weekly. If the children have more than 1 hour of support they are placed on the SEN register. ELSA sessions offered where applicable. School counsellor where applicable. Speech and Language (NHS referral or private/paid for by parents/carers)</p>

	<p>OT support (NHS referral or private/paid for by parents/carers) 1:1 support paid for by parents/carers or funded by KCC (via an EHC plan).</p>
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*** Word Processor Policy:**

A student will be able to use a word processor for exams, if the following criteria are met:

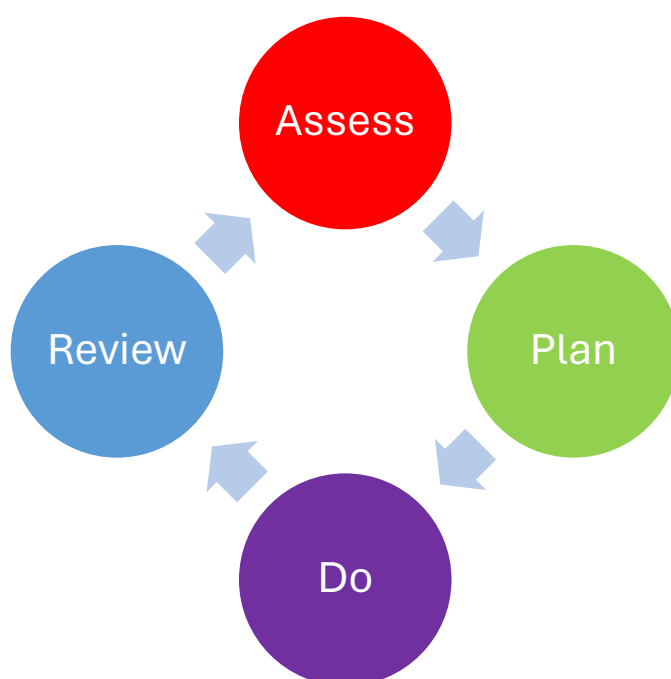
- It is the student's usual way of working
- Evidence supports that the student will be at a disadvantage without a word processor in exams in accordance with the Equality Act 2010. This could be due to speed or legibility of writing, difficulty organising their thoughts or due to a medical condition
- The student's teachers or a hospital consultant support the use of a word processor for the exams

Word processors for exams will usually have spellcheck disabled and only in exceptional circumstances will spellcheck be enabled. If an exam awards marks for SPAG, then having spellcheck enabled will result in a deduction of marks.

5. A Graduated Approach to SEN Support

SEN support takes the form of a five part cycle: assess, plan/ record, deliver, monitor and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (SEN Code of Practice 2014 paragraph 6.44)

SEN Cycle



Assess

Pupil tracking and progress meetings seek to identify pupils making less than expected progress given their age and individual circumstances.

Less than expected progress would be reflected in the following ways:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

We may involve specialists at any point for advice on early identification of SEN and effective support and interventions.

Plan

The first response should include high quality Wave 1 teaching targeted at their areas of development.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional Intervention and support cannot compensate for a lack of good quality teaching.'

Paragraph 6.37 SEN Code of Practice 2014

Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child needs SEN support. All interested parties including parents/carers and the pupil themselves, where applicable, should be informed of this and have a voice during the process. We record if any additional support needs to be put in place; this would be decided during Pupil Progress meetings, meetings and consultations with parents/carers. Additional provisions have an outcome based focus and planned next steps. This can be seen on the **provision map**.

When needs are complex and where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care (EHC) assessment. This request can be made by the school or by parents/carers. In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's Special Educational Needs using the School Based Plan. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents/carers are always involved in any decision to involve specialists.

Do

'Teachers are responsible and accountable for the progress and development of the pupils in their class.'

Paragraph 6.36 SEN Code of Practice 2014

We deliver high quality teaching that is adapted to meet the individual needs of the pupil. If Provisions are needed in addition to this, for example planned interventions such as Personalised Learning to Read or Precision teaching, then these are provided by and planned for by the school using trained Teaching Assistants. Where outside agency support is needed the SENCO works with the parents/carers, child and agency to plan and ensure that this is delivered effectively.

Additional provisions and interventions are recorded on the **Provision Maps**; these identify targeted children, barriers to learning and targets. Teaching Assistants delivering interventions are given clear guidance by class teachers or the SENCO so that children's specific needs can be met. The impact of these is monitored at regular pupil progress meetings.

Review

All children are reviewed regularly through class assessments and reports. Those who have provision maps will have these reviewed regularly, up to three times per year (first review, second review and annual review). Parents/carers (and if appropriate, children) will be invited to attend these review meetings.

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents/carers and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents/carers, a school representative, a Local Authority SEN officer, a health service representative and a Local Authority social care representative will be invited to the review meeting (if applicable).

Before an Annual Review we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Send out any advice or information gathered to all those invited at least two weeks before the meeting

Working in partnership with parents/carers

We recognise that parents/carers know their children best and listen and understand when parents/carers express concerns about their child's needs. We are committed to working in partnership with parents and carers.

We will:

- Have regard to the views, wishes and feelings of parents/carers.
- Provide parents/carers with the information and support necessary to enable full participation in decision making.
- Support parents/carers in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents/carers of children at least once per year, ideally more.
- If there are any disagreements with parents/carers about SEN support for their child, we will work with them to try to resolve these. If parents/carers have a complaint, they can use the school's complaint procedure. Details about this are available towards the end of this document.

Involving children

We are committed to involving children with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Transition

The great majority of children with SEN or who are disabled, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents/carers and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer.

Training and continuing professional development (CPD) for staff

We regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure that our staff have sufficient skills and knowledge to deliver the intervention effectively. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups.

Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents/carers except for specified purposes or in the interests of the child.

See our Data Protection policy for more information.

Resources

To support this policy we have human, financial and material resources. Human resources include teaching assistants, support staff and specialist expert agencies such as:

Educational Psychologists:

Julia Richards
Dr Lucy Brown

Specialist Assessors: Sally Hopkins (In house)
Canterbury Dyslexia Centre
Camilla Titterton
Bonnie Rafferty

Occupational Therapist: Dr Joanne Ross

Speech and Language Therapist: Claire Madeira

ADHD/ ADD – Children’s Assessment Centre, Kent (NHS), Psicon (Canterbury)

The financial allocation is determined by the school development plan. Financial resources include training and replacement of consumables. (see above)

Complaints about SEND will follow the school’s Complaints Procedures outlined in its respective Complaints Policy.

1. Contact the class teacher
2. Discuss concerns with the Head/SENCO

If the outcome is unsatisfactory:

3. Write a formal complaint to the school governing body
4. Appeal to the SEN tribunal, if the outcome is unsatisfactory.

Contact Person responsible for SEN:

Prep – Emma McCoubrie emccoubrie@junior-kings.co.uk

Pre-Prep – Alison Tricker atricker@junior-kings.co.uk

6. LINKS WITH SCHOOLS

- Support for parents/carers in the choice of the next school and for the transfer is offered by the Head, Mr Laphorn (Future Schools), Housemaster/Housemistress and Head of Learning of Support.