Policy 3.10

Kitebrook Preparatory School SEND Policy

(Including boarding, day and EYFS pupils)

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1. Rationale:

1.1

- The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may have cognitive, communicative, health, physical, emotional and behavioural barriers to learning.
- As stated in *The Special Educational Needs and Disabilities (SEND) Code of Practice: for 0-25 years* (2015); 'A pupil or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' and 'has a significantly greater difficulty in learning than the majority of others of the same age' or 'has a disability which prevents or hinders him from making use of facilities of a kind generally provided for others of the same age'.
- Through early identification of pupils with SEND, we aim to ensure that every pupil experiences success in their learning and are valued and encouraged to contribute to all aspects of school life.
- To achieve this there is a close working relationship between the Head of Learning Skills (HLS), parents, teachers and external agencies with a cohesive and graduated response to pupil needs.

2. Aims

2.1

- To apply a whole school policy to meet each pupil's individual needs following the guidance of the Special Educational Needs and Disability Act 2001, SEND Code of Practice (2015) and in line with the Children and Families Act 2014 as well as the Equality Act 2010.
- To ensure that pupils are not discriminated against on the basis of their learning difficulties, disability or individual needs.
- To ensure early identification of pupils who may have learning difficulties, disabilities or special educational needs and early intervention to support them, leading to formal assessment if required.
- To provide inclusive teaching that supports and challenges every pupil, meets their needs and enables them to make the best possible progress.
- To follow the graduated response of assess, plan, do, review in line with the SEND Code of Practice, 2015.
- To enable pupils to be confident, independent and resilient thinkers and learners.
- To guide and support all staff, Trustees and parents with regard to SEND and LS.

3. Inclusion

3.1 At Kitebrook, we are firmly committed to inclusivity and to giving every pupil the best possible start in life.

- We see every pupil as an individual.
- Those with SEND are welcome to apply, including those with Local Authority Education Health Care (EHC) Plans, who have the ability and aptitude to participate in the school curriculum and extra-curricular life of the school, to a level that is appropriate for their SEND.

3.2 Kitebrook has three principles which guide our development as a more inclusive school:

- Set appropriate learning challenges
- Respond to the diverse learning needs of all pupils
- Provide reasonable adjustments to help to remove potential barriers to learning.

4. Accessibility

4.1

- Parents of current and prospective pupils with SEND may view our Accessibility Policy and Accessibility Development Plan on our website. It shows the ways in which the Trustees plan to make the school site, its curriculum and the information it provides accessible to pupils, parents and other visitors with SEND.
- The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

5. Learning Skills (LS) Department

5.1 The LS Department is staffed by a fully qualified specialist who is Special Educational Needs Coordinator (SENCO) and Head of Learning Skills (Head of LS). There are also two part time specialist teachers within the department.

5.2 The SENCO and Head of LS:

- Monitors and reviews impact of the SEND policy each year.
- Coordinates special educational needs provision throughout the school, including the early years.
- Organises and maintains the smooth running of the LS Department.
- Liaises and works closely with the Head, staff, parents and professional agencies.
- Gives professional guidance to staff to secure high quality teaching for pupils with SEND.
- Identifies appropriate SEND training for staff and provides/supports training for staff on Specific Learning Difficulties (SpLD) and adaptive teaching.
- Monitors, records and reviews progress of pupils with EHC Plans including a formal annual review.
- May set up, where necessary, an Individual Education Plan (IEP) for a pupil with significant learning needs; class/subject teachers will be responsible for setting, monitoring and reviewing appropriate IEP targets to be met in class.
- Organises and maintains the SEND Register and Monitor List.
- Manages access arrangements for internal and external exams.

5.3 Specialist teachers, for their SEND pupils:

- Set up, monitor and review termly Individual Target and Provision Summary (ITP).
- Set up, record, monitor and review Individual Learning Plans (ILP).
- Provide 1:1 or small group lessons where needed, in a dedicated learning development room.
- Maintain a record of pupil assessment data using a Pupil Assessment Tracker (PAT).
- Communicate and liaise with staff to give professional guidance on supporting and meeting SEND needs in the classroom.
- Communicate regularly with parents of their SEND pupils.

6. The Monitor List

6.1

- If a teacher has a concern about a pupil that affects their learning, where no learning need or diagnosis has been identified, they will be discussed with and placed on the monitor list by the HLS. Being on the Monitor List is not in itself a diagnosis of SEND.
- If a pupil has made significant progress after a period of intervention and they are now working at a level comparable with their peers they may be removed from the monitor list.
- Pupils with EAL will be included on a separate monitor list
- The HLS meets termly with the tutor/ class teacher to review the progress of pupils on the monitor list.

7. The SEND Register

7.1

- If a pupil is formally identified as having SEND after the assessment process, they will be placed on the SEND register.
- This is categorised into three levels of need: significant supported learning need, supported learning need and identified learning need.
- The SEND register is regularly updated by the HLS and is available to all staff on the school's intranet.

8. Provision for SEND

Where a pupil is identified as having SEND, a graduated response is adopted:

8.1 Assess:

- If there is concern about the progress of a pupil the class teacher provides adapted work and monitors the pupil's response.
- Following discussion with the HLS, the pupil is added to the monitor list; the HLS will liaise with the pupil's teachers regarding appropriate strategies to action.
- If a pupil is still not making expected progress the class teacher completes a ' Referral Form' in which they analyse the pupil's needs. This should include relevant evidence of teacher assessment/ classwork / experience of the pupil. This is looked at alongside any other available school assessment data.
- The views and experiences of parents are gathered by meeting with the tutor/ class teacher and the HLS.
- The pupil's own views are considered.
- Internal assessments are used by the HLS and specialist teachers as appropriate to help assess the pupil's special educational needs.
- An assessment from an external agency may be required by the school to identify specific areas of concern and help inform best placed interventions. The school will work closely with parents to select and agree the most appropriate external agency to use. The cost of the assessment will be met by the parents, with their consent. The external agency report is the property of the parents but will be shared with the HLS at the earliest opportunity.
- All teachers and staff who work with the pupil will be informed of the outcome of any assessments and will be made aware of any identified learning needs and any recommended strategies.
- The pupil will be put onto the SEND register if specific needs are identified.
- The school does not make referrals without parental consent.

8.2 Plan:

- The HLS will decide if additional 1:1 or small group intervention is needed.
- For pupils receiving 1:1 or small group support, the specialist teacher will complete an Individual Target and Provision Summary (ITP).
- The ITP will be shared with the pupil concerned, the relevant class/subject teachers and the pupil's parents.
- All teachers who work with the pupil are made aware of their needs and copies of external reports and ITPs are made available.
- The specialist teacher will liaise with class/subject teachers regarding appropriate classroom interventions.
- For pupils receiving 1:1 or small group support, the specialist teacher will also draw up and maintain an Individual Learning Plan (ILP) which covers targets and strategies to be used regularly in all LS lessons.
- Where appropriate, a pupil with significant learning needs may be given an Learning Intervention Support Plan (LISP) and class/subject teachers will be responsible for setting, monitoring and reviewing appropriate targets to be met in class.

8.3 Do:

- The class/subject teacher is responsible for working with the pupil on a daily basis and will provide appropriate adaptive teaching in their lessons.
- Where group or 1:1 teaching is required away from the class, class/subject teachers will still retain responsibility for overall progress of the pupil in class, in line with the 2015 SEND Code of Practice.
- Class/subject teachers will work closely with any teaching assistants involved to deliver and assess the impact of support.
- Using their Individual Learning Plans (ILP), specialist teachers will provide individualised learning development lessons using tailored resources to enable the best learning outcomes for their SEND pupils.
- Where an Individual Learning Intervention Support Plan (LISP) is in place, class/subject teachers will provide appropriately adapted resources and activities for the pupil concerned to make clear and appropriate progress for their level of SEND.
- For each pupil receiving 1:1 or group LS sessions, a Pupil Assessment Tracker (PAT) will be regularly updated by specialist teachers with any new assessment data.

8.4 Review:

- Individual Target and Provision Summaries (ITPs) will be reviewed termly by the specialist teacher and shared with parents each term.
- Individual Learning Plans (ILPs) will be reviewed weekly by the specialist teacher.
- Pupil Assessment Trackers (PATs) will be updated regularly by the specialist teacher.
- Class/subject teachers will regularly review the progress of their pupils on the SEND Register through formative and summative assessment.
- Class/subject teachers will liaise with specialist teachers regularly.
- Class/subject teachers will report progress of their SEND pupils to parents in end of term school reports.
- Where an LISP is in place, class/subject teachers will set, monitor and review targets on an ongoing basis. Parents will be informed of progress in regular parent meetings.
- Where an EHC plan is in place, the Head of LS will hold an annual review in line with the SEND Code of Practice

9. Charging

9.1

- When a pupil has been identified as needing Learning Support lessons, this is discussed with parents, provision is outlined in an ITP and a copy is shared with them.
- Parents pay £35 for a specialist individual lesson or prorated for a group lesson; the cost of lessons are considered annually by the Radley Schools Group.
- The number of sessions and the level of support required for each pupil is at the discretion of the Head of LS.
- Group or 1:1 lessons are 30 minutes in length.
- The cost is added to the end of term bill.

10. Early Years

10.1

- As a provider of early years education that is in receipt of local authority funding (Nursery grant for the 3 and 4-year-old pupils) we have regard for the SEND Code of practice (2015). The provision for SEND pupils follows the graduated steps of Assess, Plan, Do, Review and the HLS works closely with the class teachers and Head of Early Years to support pupils' needs. Ongoing assessment of pupils' progress is in place as part of the EYFS framework.

11. Transition to Secondary School

11.1

- We work with all receiving schools to ensure a smooth transition for all our pupils. When secondary schools contact us for information, we provide this as appropriate. Should a pupil leave before they finish Year 8 we ensure that relevant information is shared with the receiving school.
- We encourage parents of pupils with SEND to visit potential secondary schools and to talk with their learning support teams to ensure that each pupil's needs will continue to be met.

12. Links to other policies

12.1

- This policy should be read in conjunction with the following documents, all of which are available on the school website:
  - Curriculum Policy
  - Equal Opportunities Policy
  - Health and Safety Policy
  - Accessibility Plan
  - Accessibility Policy
  - Safeguarding Policy
  - Safer Recruitment Policy
  - Medical Policy
  - Behaviour Policy

13. Review

13.1

- The SENCO and Head of LS, in conjunction with the Head, reviews this policy annually.
- This policy is shared annually with the RSG.