



Special Educational Needs and Disabilities Policy

Statement

All statements in this policy document also apply to the EYFS department at Knightsbridge School. Throughout this policy we have paid due regard to and have complied with the following statutory regulations:

- KCSiE 2024
- Working Together to Safeguard Children December 2023
- Special Educational Needs and the Disability Code of Practice 2015
- Behaviour in Schools Guidance 2024
- The Children and Families Act 2014
- Fundamental British Values as stated in the Revised Prevent Duty Guidance December 2023
- The Children's Act 2004

Knightsbridge School is aware of its duties under the Equality Act 2010, including issues related to pupils and staff with additional needs. It makes reasonable adjustments for all, within the resources available to the school.

Introduction

Knightsbridge School provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some of our children have barriers to learning which may require adaptations to the curriculum to meet their learning needs. This will then become their normal way of working (working practice) and will be reflected in Access Arrangements made for assessments and examinations. We are committed to ensuring that all pupils from their own starting point can achieve well during their time at school.

When learning differences are identified the Learning Support Department supports the teaching, monitoring and reviewing of SEND (Special Educational Needs and Learning Difficulties/Disabilities), EAL (English as an Additional Language) and AG&T (Able, Gifted and Talented). The Learning Support Department provides specialist teaching for pupils needing support in English, Mathematics or study skills. The role of The Learning Support Department is to support staff in identifying pupils' difficulties and planning teaching strategies, to liaise with parents and outside agencies, to coordinate any extra help that may be required and to offer support to small groups in class under the guidance of the Head of Learning Support. In addition, and as appropriate, the learning support department will provide 1:1 and small group support lessons for pupils.

Aims and Objectives

The aims of this policy are:

- To ensure pupils with SEND are identified, assessed and provided for as early as possible and that early action is taken to meet those needs.
- To ensure that we create an environment that meets the SEND needs of each child within the resources available to KS.
- To make adjustments to curriculum or resources to facilitate access to the curriculum where reasonable.
- To ensure that pupils with SEND are involved, where possible and appropriate, in the decision-making process regarding their own learning.

Once a pupil has been identified as having a SEND, the aim is to provide the necessary amount of intervention to allow the pupil to reach his/her full potential, but without stigma, and with the least possible disruption to the normal school routine.

The school seeks to uphold the following fundamental principles, in line with the SEND Code of Practice 2015:

- To endeavour to provide all pupils full access to all elements of a broad, balanced and relevant education and extra-curricular activities.
- To educate pupils with SEND alongside their peers.
- To provide quality teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals.

- To offer educational provision that is additional and different where needed, either classroom-based or through individual or small group tuition, deploying staff and resources flexibly to meet identified needs.
- To have high ambitions and set aspirational targets, tracking and reviewing children's progress towards these goals.
- To ensure that pupils and their parents have a voice in this process and are involved in decision-making regarding the pupil's education, including target setting and reviewing.
- To monitor the pupils' needs and review progress using best practice and evidence-based material, provided by classroom teachers and the Head of Learning Support (SENDCo).
- To ensure early identification of needs and early intervention to support them.
- To promote positive outcomes in the wider areas of personal and social development.
- To make clear the expectations to all partners in the process – ie. the parents and pupils, teachers, SENDCo and specialist staff that the continued progress of pupils with SEND is the shared responsibility of all concerned.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs
- 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 children's needs by:

- Providing support for children who need help with communication, language and literacy
- Helping children to manage their behaviour and take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Procedure for Pupils with Special Educational Needs

A pupil is defined as having a Special Educational Need (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. All pupils with SEN must have those needs addressed, via a broad and balanced curriculum. In most cases, it is the pupil's class/subject teacher who will make this provision.

Teachers and staff should ensure that pupils with SEN engage in all the regular activities of the school, so far as is reasonably practical. Individual Education Plans-(IEPs) are to be completed by class teachers/form tutors teachers and made accessible to all staff teaching the pupil.

Pupils are monitored constantly by class teachers/ form tutors. If a class teacher/ form tutors has any concerns about the progress or development of a pupil the following process should be adopted.

- Where a teacher has identified a concern with a pupil, they will complete the SEND Referral Form.
- Good quality teaching should continue, as a first step. A pathway for In-class remediation should be discussed with the Learning Support department.
- In-class remediation will be monitored by the class/subject teacher and Head of Learning Support through observations, book looks and termly focused review meetings.
- If no improvement has been observed, class teachers/form tutors / Head of Section and the Head of Learning Support will meet to discuss next steps.
- The Head of Learning Support will then meet with the parents, if appropriate, with the relevant Head of Section.
- With parental agreement and when requisite provision is available Head of Learning Support will allocate resources to meet need. If the parents agree, and there is an appropriate lesson slot available, the pupil will begin to receive appropriate intervention/s from the Learning Support Department.
- Where an ISP is required, the form teachers/ subject teachers will complete termly ISPs which will be kept on the school server and added to by the Head of Learning Support. These will be available for all staff to

access and apply to their teaching of individual pupils during subject lessons.

- The Head of Learning Support will approach parents to discuss taking up or relinquishing support.
- Diagnostic testing and screening tools are part of the school's assessment package and are done as a matter of course as part of the in-house school assessment process. Where an additional standardised assessment is deemed of benefit to the student the parents will be consulted and their permission sought.
- Further referrals for expertise outside the staff team may be made (e.g., Educational Psychologists, Speech and Language Therapists) in consultation with parents and their permission sought.
- In cases where a pupil has been formally assessed by an appropriately qualified professional and holds a current report identifying his/her specific learning difficulty, access arrangements may be given in examination/test/class situations provided the pupil meets the criteria set out in the JCQ documentation. The school will evidence that this is the pupil's normal way of working (working practice).
- To meet its obligations and duty of care to all of its pupils and their families, the school can on occasion, in consultation with parents, explore a range of options further to meet exceptional needs. This could include a reduced timetable; the offer of enhanced, bespoke individual support or possibly, a phased transition to access specialist provision. Under these circumstances, the Head of Learning Support works closely with all parties concerned in the pupil's best interests.

At all stages of the learning support process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages and we work in partnership to ensure children's needs are met.

Types of Support Available for Special Educational Needs Pupils.

The specific type of support available to a pupil will depend on the needs and difficulties with their learning. Our provision is in line with the four broad areas of need outlined in the SEND code of practice 2014:-

- Communication and interaction.
- Cognition and learning.
- Social emotional and mental health.
- Sensory and or physical needs.

At KS we have the three-tiered approach to supporting a child's learning.

Tier 1 is quality first teaching your child will receive from their class teacher and may include some adaptations or differentiation to match learning needs.

Tier 2 some pupils may need to attend additional short-term special educational provision to remove or reduce learning barriers. This support may be provided within the classroom setting or in some cases this will be a short-term small group intervention outside of the classroom.

Tier 3 specialist it may be necessary to seek specialist advice or support from a professional in order to plan the best possible outcomes for your child . Examples of this may include support from a specialist teacher, intervention from a speech and language/occupational therapist or support from an educational psychologist.

Prepared by Milana Kovacevic (Head of Learning Support) – July 2024

Approved by: Shona Colaço (Head)

Date: July 2024

Signed:

