



Special Educational Needs and Disabilities Policy

Statement

All statements contained 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 2019
- Working together to safeguard children 2018
- Special Educational Needs and the Disability Code of Practice 2015
- Behaviour and Discipline in Schools 2014
- The Children and Families Act 2014
- Fundamental British Values as stated in the Revised Prevent Duty Guidance 2015
- 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 and makes reasonable adjustments for all.

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. A minority of children have particular learning and assessment requirements that could create barriers to learning.

We recognise that a range of learning difficulties exist in this school. For some pupils the difficulties might be mild and short-term, but for others they may be long-term and more complex.

We are committed to ensuring that all pupils can achieve well during their time at school and go on to lead happy and fulfilled lives.

This policy includes those procedures to be adopted in order that children with specific learning difficulties may access the broad and balanced curriculum available to all pupils at Knightsbridge School.

When needs are specific the school enlists the assistance of our Learning Support Department which presently caters for 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. Its role 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 that we create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To enable all children to have access to all elements of the school curriculum.

Once a pupil has been identified as having a special educational need, 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 within the normal curriculum.
- 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 stretching 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 (SENCo).
- 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 of all partners in the process – HEAD OF LEARNING SUPPORT, staff, parents and pupils: the continued progress of pupils with SEND is the responsibility of all staff.

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 Programs (IEPs) are to be completed by class/subject teachers and made accessible to all staff teaching the pupil via the school server.

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

- Teachers complete 'FORM A – Initial SEND Referral Form' and 'Teacher Questionnaire Form B' submit a paper and electronic copy to the Learning Support department.

- Discuss possible in-class remediation with the Head of Learning Support

- Remediation should take place within the class.
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- If appropriate, additional in-class (push-in) support will be provided. *change to*
- Monitoring of in-class remediation and its impact by class/subject teacher and Head of Learning Support.

- If no improvement has been observed, the class teacher/subject teacher / Head of Section and the Head of Learning Support meet to discuss and prioritise learning support.

- The Head of Junior / Senior School and the Head of Learning Support will then meet with the parents.

- If the parents agree, and there is an appropriate lesson slot available, the pupil will begin lessons with the Learning Support teacher.

- The form teachers/ subject teachers will complete termly IEPs 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 are done as a matter of course and form part of our assessment process. As they form part of our monitoring and assessment they do not require additional or further parental approval.

Further referrals for expertise outside the staff team may be made, e.g., Educational Psychologists, Speech Therapists etc.

In cases where a pupil has been formally assessed by an educational psychologist and holds a current report identifying his/her specific learning difficulty, extra time may be given in examination/test situations. In extreme cases, the school may recommend that an alternative establishment should be found to cater for specific needs in a more specialised environment – one that could offer greater or more tailored individual support.

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 encourage parents to make an active contribution to their child's education.

Prepared by Milana Kovacevic (Head of Learning Support) – July 2021

Approved by: Shona Colaco (Head)

Date: August 2021

Signed:

A handwritten signature in black ink, appearing to be 'SC', with a small 's' written below the second 'C'.