



Special Educational Needs & Disabilities (SEND) Policy

1.1 Introduction and Definitions

The Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014) states that “a child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

For pupils of compulsory school age, this means:

- They have a significantly greater difficulty in learning than the majority of others of the same age; or,
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.’

For children under compulsory school age, it means:

- They are likely to fall within the definition above when they reach compulsory school age, or would if special educational provision was not made for them.

According to the Equality Act 2010, a disability is defined as ‘a physical or mental impairment which has a long-term and substantial adverse effect on [a child’s] ability to carry out normal day-to-day activities’. ‘Long-term’ is usually defined as ‘a year or more’ and ‘substantial’ as ‘more than minor or trivial’. This includes sensory impairments such as those affecting sight or hearing and long-term health conditions e.g. asthma, diabetes, epilepsy, and cancer. Where children have such conditions and require special educational provision (e.g. individual healthcare plans), they will be covered by the SEND definition.

Special educational provision is defined as ‘educational or training provision that is additional to or different from that made generally for other children or young people of the same age.’ While it is acknowledged that high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children, some children need educational provision that is additional to this.

It is important to remember that children must not be regarded as having special educational needs (SEND) if their difficulties relate solely to learning English as an additional language.



At The King's House School, Windsor we have adopted the following policy and procedures in accordance with the above-mentioned statutory guidance and the legislation referred to therein, including the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

1.2 Aims

The stated aim of the Code of Practice 2014 is to ensure that: *'Children and young people...[experience] a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.'*

In line with this aim, the King's House School, Windsor aspires to:

- Maintain high expectations in respect of all children and ensure that the needs of all children are considered equally by providing for those children who require additional support and conversely to motivate and extend exceptionally able children by the development of enrichment and extension activities;
- Ensure that all children receive education that is appropriate to their ability, so that they can make the best progress possible, experience success and a sense of achievement, and develop a positive self-image;
- Ensure that the admission of a child with SEND is compatible with the needs of the prospective pupil and the efficient use of the School's resources;
- Ensure that children with SEND can engage in the activities of school and participate in the life of the school community alongside children who do not have SEND;
- Ensure that children with medical conditions receive the support that they need while in school;
- Work in close partnership with parents to secure effective provision for their child;
- Designate a teacher to be responsible for coordinating SEND provision (the SENCO);



- Utilise the expertise of professionals and work with other agencies, including the SEND advisor for the school where relevant to improve outcomes for a particular child.

In line with the Equality Act 2010, the School will use its best endeavours to ensure that:

- Pupils or prospective pupils with disabilities do not experience discrimination, harassment or victimisation, including during the admissions or exclusions process;
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure disabled children are not at a substantial disadvantage (please refer to the School's **Disability Access Plan**);
- Good relations are fostered and maintained between children who have SEND and those who do not (please refer to the School's **Anti-Bullying Policy**).

1.3 Objectives

For children in the Early Years:

- Information will be gathered from parents through the 'All about me' and 'Early Years questionnaire' forms, as well as from the health visitor or previous settings as relevant, to gain a clear picture of the child's development prior to entry or on entry into the School.
- Children's development will be assessed through observations and tracked using the Early Years Development Matters guidance.
- At each stage, targets/steps will be identified and strategies defined to support children to develop in all areas and in preparation for school. These will help inform the activities and input from staff offered for each child.
- Children will grow in confidence and their achievements will be celebrated at each stage.

For children in our primary school:

- All children will be assessed before they start at The King's House School, Windsor and work will be set at the level indicated by the diagnostic assessments.
- Children will be able to work at their own pace and at their own level of ability.
- Children's confidence will increase as they achieve success at this level.
- Work during the afternoon creative curriculum will be differentiated according to age and ability.
- Staff will have high, realistic expectations that help all children to reach their full potential.



- Pupils with SEND will be enabled to engage in activities available in the school along with those who do not have SEND

For all children:

- Arrangements for consulting families of children with SEND will be made to ensure that they are involved in their children's education
- Children with SEND will be given additional pastoral support to develop and improve emotional and social development
- Additional pastoral support arrangements will be used to listen to and gather the views of children with SEND
- Additional advice and guidance will be sought from other bodies including health, social care, support services and voluntary sector organisations to support pupils with SEND and their families
- Arrangements will be made to support children moving between phases of education and different settings

2. IDENTIFICATION & ASSESSMENT

The School uses a graduated approach in identifying and responding to special educational needs so that appropriate provision can be made. The four main stages are outlined below:

2.1 Assessment

Early identification and intervention is very important, particularly in the Early Years. Teachers are trained to be alert to emerging difficulties and to respond early.

We carry out various formal assessments of children's development, including at the following stages:

- A 'Settling in Report' is compiled on the three prime areas by the end of the first half term;
- Termly assessments using online learning journey (tapestry);
- The ACE Reading Readiness Assessment (before entry to Reception/ABCs class or on entry into the lower end of the School);
- Summer half term moderation testing of Reception class;
- ACE Diagnostic Assessments (on entry into the School for children aged 5+).
- CAT4 Testing (annually in Years 2-8)



- Progress in English Tests (annually in Years 2-8)
- Progress in Maths Tests (annually in Years 2-8)
- Progress in Science Tests (annually in Years 3-8)

Specific assessment will be carried out where required to enable teachers to assess need, plan support and allow them to implement specific strategies and review progress. These will include:

- Lucid Rapid & Lucid CoPS or GL Assessments Dyslexia Screener for Dyslexia
- Boxall Profile for social and emotional needs
- Strengths and Difficulties Questionnaire for social and emotional needs

Staff also carry out more regular assessments of children's progress, including:

- Ongoing assessments and observations;
- PACE test results.

These assessments will help to identify any difficulties in the four broad areas of need, as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Children may present with difficulties in just one of the above areas of need, or in more than one area. Any difficulties or concerns identified will be discussed with the child's parents, usually informally by the child's class teacher at first. If further assessment of need is required, this will be discussed with the SENDCo and agreed with the parents. Parents may at this stage be advised to seek further help from specialists (e.g. the child's GP, paediatrician, speech and language therapists as required) in order to assess particular needs.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND.

2.2 Planning

Where difficulties or concerns have been identified and are considered to require special educational provision in order to help the child to make progress, an Individual Education Plan will be written by



the child's class teacher in collaboration with his/her parents and the child. IEPs will be quality assured by the SENDCo. This will be agreed by the child's parents at a formal meeting with the class teacher.

The Individual Education Plan (IEP) will be based on an understanding of the child's particular strengths and needs. It will document the specific difficulties or concerns, the specific outcomes or next steps in the child's development and the provision that will be put in place to help the child reach his/her targets. The outcomes or targets will be challenging and aim to stretch the child while remaining realistic. Parents will be encouraged to support their child's progress at home e.g. by using similar behaviour strategies or helping their child to practise certain activities.

Examples of the types of provision that may be put in place include:

- Simplification of tasks
- Adaptation in the speed and pace of work
- Extra support given as appropriate.
- Differentiated learning materials

All children follow a broad and balanced curriculum. Pupils with special educational needs will be given the same opportunities to participate in all the School's activities.

2.3 Implementation

The child's class teacher will make other relevant members of staff aware of the information contained within the IEP when necessary. Together they will implement the IEP, adopting the agreed strategies and utilising the resources identified to help the child make the desired progress. The child's progress towards his/her specific targets will be tracked through continuous assessment, including observations and PACE test results.

Teachers take into account the needs of all pupils in planning of lessons, particularly those with special educational needs.

2.4 Review

The child's progress and the effectiveness of the special educational provision will be reviewed regularly throughout the year. The class teacher will review the child's progress with the parents.



If progress has been made and there are no further concerns, this will be recorded on the current IEP and no further IEP written. If concerns persist, any relevant progress will be documented and an updated IEP will be written with input from the parents and staff as before.

Where concerns remain, but progress is being made towards their targets, IEPs will continue to be written, reviewed, agreed and implemented termly with all relevant parties.

Where serious concerns persist and the child's needs are complex, further advice may be sought from external agencies and/or a request may be made for an Education, Health and Care Needs Assessment through the Local Educational Authority. This approach would only be made after considerable discussion with parents and appropriate external agencies, as necessary.

2.5 Education, Health & Care Plans

Education, Health & Care plans have replaced SEN Statements and Learning Difficulty Assessments from September 2014. The purpose of the EHC plans is to offer an integrated assessment process for children aged between 0-25 who have more complex needs and to improve outcomes for them across education, health and social care and to prepare them for adulthood.

The School will work with the child's parents to initiate the assessment process with the Children and Young People Disability Service (CYPDS) at the Local Educational Authority, and to provide evidence of the child's needs. An assessment coordinator from the CYPDS will work closely with the child's family to gather other relevant information from them and other professionals in support of the application.

The LEA will then decide whether or not to issue an EHC plan for the child. The assessment may identify ways in which the School can better meet the child's needs without issuing an EHC plan.

Educational provision for children with an EHC plan still remains the responsibility of the School and reasonable adjustments will be made by the School to offer the required provision. The child's family may request a personal budget for relevant provision within their plan, which may be used for health or care needs. This personal budget does not currently extend to additional educational provision within independent settings.



Children with EHC plans will continue to be monitored and their progress towards desired outcomes assessed in the same way as other children with SEND (as above). This will typically involve contact by the SENDCo and class teacher with relevant professionals. The EHC plan will also be reviewed on an annual basis by the Children and Young People Disability Service (CYPDS).

2.6 Record Keeping

Records for each child with SEND will be kept in their designated pupil record folder in the School Office. A copy of the working documents (IEP) for each child will be kept in the teachers' planning file so that those adults working with the child have easy access.

3. ROLES & RESPONSIBILITIES

3.1 The Head Teacher is responsible for:

- Overseeing the implementation and evaluation of the School's policy relating to special educational needs
- Monitoring the effectiveness of any special educational provision with the SENDCo and other relevant staff
- Promoting inclusion for all pupils in the school community and access to the School's curriculum, facilities and extra-curricular activities
- Liaising with parents as necessary
- Liaising with external agencies as necessary, including consulting with the Head Teacher or SENCOs from previous and future schools where pupils are transferring

3.2 The SENDCo (Special Educational Needs and Disabilities Coordinator) is responsible for:

- The day to day operations of the School's special educational needs policy
- Working with the class teachers to identify pupils' special educational needs and co-ordinating provision for pupils with special educational needs
- Liaising with and providing information to the parents of the pupil about the pupil's SEND and the special educational provision being made
- Liaising with and offering advice to colleagues where necessary, and contributing to the training of staff



- Securing relevant services for pupils with SEND where necessary and liaising with external agencies as necessary, including providing all relevant information to the pupil's future school if transferring
- Keeping the Head Teacher updated

3.3 The Class Teacher is responsible for:

- Assessing children accurately and thoroughly so as to be aware when a child is experiencing difficulties
- Following identification of need ensure timely intervention
- Providing differentiated planning
- Building confidence and helping the child to achieve and make progress
- Providing appropriate resources and using support effectively
- Ensuring other members of staff that work with the child are aware of the IEP targets
- Communicating and working closely with the Head Teacher, the SENDCo, parents and outside agencies, attending meetings as necessary
- Keeping accurate and up-to-date records

While teachers and other professionals play an important role in identifying special educational needs, we also encourage parents to express any concerns they have in relation to their child's progress. The School will ensure that any such concerns or requests are followed up with professional and careful assessment of the child's individual needs.

4. EVALUATION OF THE SEND POLICY

4.1 Success Criteria

The success criteria for this policy are as follows:

- Class teachers use differentiated learning objectives and activities in their planning and delivery of the curriculum
- Special educational needs are identified early and support put in place quickly;
- Children and parents are fully involved in decisions relating to support and desired outcomes
- Parents are informed about the services and support they can expect to be provided



- Children benefit from their SEND provision, making progress against the targets set for them and experiencing a sense of achievement and success as well as developing a positive self-image
- Children with SEND are included effectively in the life of the School
- Accurate records are in place for all children with SEND
- Regular reviews are carried out
- All staff are aware of procedures for transition across the stages
- The School Management Board holds the Head Teacher to account that this policy is effective

4.2 Staff Development

The School regularly reviews the training needs of team members and ensures that they are able to attend training that will be beneficial to support individuals or groups of children.

On-going training for staff may be delivered through in-house training events or staff meetings, dissemination of information, and external training courses. The Head Teacher/SENDCo will keep up-to-date with current changes and procedures and attend any training provided by CEE, the LEA or by other bodies as necessary.

4.3 School & the Wider Community / Local Offer

The School contributes to the Local Educational Authority's local offer, which is published on the LEA's website. The local offer contains information about the special educational provision and services available within the area at a range of settings, including independent pre-schools, in order to improve choice and transparency for families. Please see our contribution to the LEA's local offer in the Policies section of the School's website.

While the School, as an independent setting, does not have immediate access to all professionals, we will seek to develop links with relevant professional services and refer parents to them without delay e.g. doctors, nurses, Speech and Language therapists and occupational therapists.



If a child transfers to/from another school we will seek to liaise effectively with the Head Teacher and/or SENDCo of the previous/future school to ensure accurate and up-to-date records are passed on and relevant information about the child's special educational needs are shared.

4.4 Arrangements for Complaints

Any complaints relating to the provision of special educational needs should follow the procedures set out in the School's Complaints Policy.

SENDCo: Head Teacher

Review Leader: Mrs Lyndsey Harding

Policy Last Reviewed: March 2024

Next Review: March 2025