

SPECIAL EDUCATIONAL NEEDS POLICY

The King David High School is an inclusive mainstream school, which encourages all students to 'BE THE BEST YOU CAN BE' and 'Do the best you can', regardless of any special educational need and/or disability.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The King David High School provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder ASD, speech and language difficulties.
- Cognition and Learning, for example, dyslexia and dyspraxia.
- Social, Emotional and Mental Health Difficulties, for example, attention deficit and hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and cerebral palsy.

Legislation and guidance

This policy and information report has been compiled in accordance with the SEN Code of Practice (2015) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Roles and responsibilities

The SENDCo

The school's SENDCo is Mrs H. Greenstein with administration support by Mrs T Salisbury. Contact can be made by emailing h.greenstein@kdhigh.co.uk or t.salisbury@kdhigh.co.uk

The SENDCo will:

- Work with senior leadership team to develop the SEND policy and SEND whole school provision
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the various LEA'S and support services
- Liaise with feeder primary schools to ensure pupils and their parents are informed and a smooth transition is planned
- Work with the SLT and SEND Governor to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- monitor exam access arrangements supported by teacher input

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

The Head Teacher

The head teacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for: **GOOD QUALITY TEACHING.**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN

Not all pupils who do not make progress have Special Educational Needs.

The subject teachers will:

- Monitor the progress and development of every pupil in their class
- Working closely with any teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEN information report

As an inclusive mainstream school, we take applications from students with a wide range of physical, medical, social and learning needs.

We review our SEND register throughout the year.

Identifying pupils with SEND and assessing their needs.

At the beginning of year 7, we conduct a number of assessments in Maths, English and all other subjects have a baseline assessment to identify the strengths and needs of pupils, which we use in conjunction with information we receive from primary schools.

The SENDCo has strong relationships with local primary schools and starts planning transition for some students from year 5. Each year, we hold additional visits during the last half term, for year 6 students with special educational needs. During these visits, the students have the opportunity to meet with staff, get used to finding their way around the school building.

From collating all the information that the above assessments give us about a student, we can begin to identify those students who may have special educational needs.

Teaching assistants are assigned to those who have EHCP's and to classes where there is support to students identified as possibly having special educational needs or taking longer to make progress.

The SENDCo meets with teachers and TAs to discuss how individual students are getting on in class, along with the progress they are making. Provision is adapted as well as interventions planned for a student or group, if appropriate.

If a teacher has a concern about a student's progress, and initial interventions that they have trialled to help them 'catch up' do not seem to have had impact, teachers will use a graduated approach—Assess, Plan, Do, Review. Further information is collated from this point on, and then provision is planned according to the individual student's need.

Consulting and involving pupils and parents.

For students who have an education, health and care plan, a formal review is held where progress is discussed, and targets set for the future.

Parents of all pupils on SEN support have opportunities to meet the SEND team.

The participation of parents is a vital part of special needs education. Parents will be consulted and be involved in their child's education so as to ensure a unified approach. Dissatisfied parents shall have the right to discuss a grievance with the Head teacher and, if still dissatisfied, with the governors responsible for Special Needs.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher works with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that work best. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Teaching pupils with SEN –

The needs of our SEND students are considered individually and a plan for how their needs can be met in school is discussed with both them, and their parents/carers. In general, we try to ensure students with special educational needs follow a mainstream curriculum, with any support that they need to do this taking place in class. However, in some cases we must be flexible to the needs of the individual, which may mean they are supported outside of the classroom, either one to one or in a small group. When this happens, we always ensure the parent/carers are fully informed of this and are in agreement that this is the most appropriate way to meet their child's needs. For students in KS3 who have special educational needs, but are able to access a mainstream curriculum, students are taught in banded/streamed classes. In these classes they have access to differentiated lessons, and when needed, have access to the support of a teaching assistant.

At KS4, students follow a curriculum that includes core subjects, along with their option subjects. During year 9, careful consideration has been given to the best pathway for each individual student, with the intention of maximising their achievement at the end of year 11.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

All children are encouraged to engage in all activities available within school unless a risk assessment and/or medical advice suggests that an activity would not be appropriate. The school is committed to ensuring children with SEND have access to all activities on offer, by making appropriate adaptations.

Staffing

There are currently a team of 21 LSA's who support pupils in a range of classes with a range of needs.

They receive regular advice and support from the SENDCo and attend in service training along with the staff team.

In the last academic year, all staff received Prevent training, Online safety, Samaritans to help them support students with respect to mental health in school, Self-Harm, Behaviour Training, ADHD and Autistic Spectrum Condition. All LSA's have Safeguarding Training Level 1.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress after each term

- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

Complaints about SEN provision

If you have any concerns regarding provision made for students with special educational needs, please contact Heidi Greenstein or Tina Salisbury in the first instance. In the majority of cases, we would hope that concerns can be resolved at this point, as we are fully committed to responding to an individual's needs wherever possible. If the matter cannot be resolved through discussions with the SENDCo please contact the head teacher, Mr John Dalziel.

This policy will be reviewed annually.

Reviewed: April 2023

Next reviewed: April 2024