



**Kings Langley School**

Unlocking Potential for Life

# Special Education Needs Policy

Date Agreed – October 2024

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## Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

## Character development commitment to equality and diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an inclusive school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

## Vision

Our vision is to improve the quality of learning and life experiences of students within our school environment, particularly those students who have a special educational need or



disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their need or disability.

## Principles

Our approach to SEND and learning disabilities will operate within the following six principles:

- To build partnerships between home and school and ensure students and their parents are treated with respect and have their views taken into account.
- To identify, as early and accurately as possible, any students with additional needs and make appropriate provision in accordance with the SEND Code of Practice.
- A student with SEND should have their needs met and these will normally be met in mainstream education.
- The views, wishes and feelings of the student or young person will be taken into account.
- Parents have a vital role to play in supporting their child's education.
- Students with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

## Definitions

**Special Educational Needs and Disability (SEND):** Students have SEND if they have a learning difficulty which calls for special educational provision to be made for them.

**Learning difficulty (LD):** Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools or mainstream post-16 institutions.

**Special Educational Provision is defined as:** The provision for students aged two years or over, or a young person. Educational provision which is additional to, or otherwise different from, the educational provision made generally for students of the same age in mainstream schools in England, maintained nursery schools in England, mainstream post-16 institutions in England, or places in England at which relevant early years education is provided.

## Responsibilities

**The responsibilities of the SENCO include:**

- overseeing the day-to-day operation of the school's SEND policy
- coordinating the provision for students with SEND
- liaising with the relevant designated teacher where a looked after student has SEND
- advising on the graduated approach to providing SEND support



- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising with parents of students with SEND
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEND up to date.

**The Head teacher will:**

- work with governors, the senior leadership team and the SENCO, to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of students with SEND within the school.

**The Governing Body will:**

- The Governing Body will have regard to the SEND Code of Practice and should oversee the implementation of any reforms and provide strategic support to the head teacher.
- The governor responsible for SEND at the school is Mark Morant, The SEN governor, will meet with the SENCO on a termly basis to review policy, practice and provision.

**The Class Teacher will:**

- Be responsible for the progress and development of every student in their class
- Work closely with any teaching assistant or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each student's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy.

## Identification, screening and assessment

### Screening test

Screening tests for learning difficulties/SEND may be carried out. We recognise that such screenings/assessments should not be regarded as a single event, but as a continuing process.

### Outcome of tests

If the outcome of a test or any other circumstances gives us reason to think that a student may have a learning difficulty/SEND, we will report and consult with parents/carers as necessary and make recommendations.

### Formal assessment



If the test results indicate that a student may have a learning difficulty which ought to be assessed without delay, we will ask you to agree to your child being referred to a Local Authority educational psychologist, a speech and language therapist or other identified specialist. This may lead to them being formally assessed.

### **Communication with parents**

Parents and students will be consulted on all matters relating to the student's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this possible.

We will have an early discussion with the student and their parent or carer when identifying whether they need special educational provision. These conversations will ensure that:

- everyone develops a good understanding of the student's areas of strength and difficulty
- we take into account the parents' and students' views
- everyone understands the agreed outcomes sought for the student
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record. We will formally notify parents when it is decided that a student will receive SEND support.

### **Communication with teachers**

We will ensure that teachers are given any necessary information about a student's learning difficulties/SEND and that teaching practices are appropriate.

## **Provision**

For a more detailed description of the provision available at the school, please see the Kings Langley School SEN information report.

### **Graduated approach**

The Code recommends a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. The school's approach is explained in the diagram and table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

### **The kinds of SEN that are provided for**



Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language needs
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **Identifying pupils with SEN and assessing their needs**

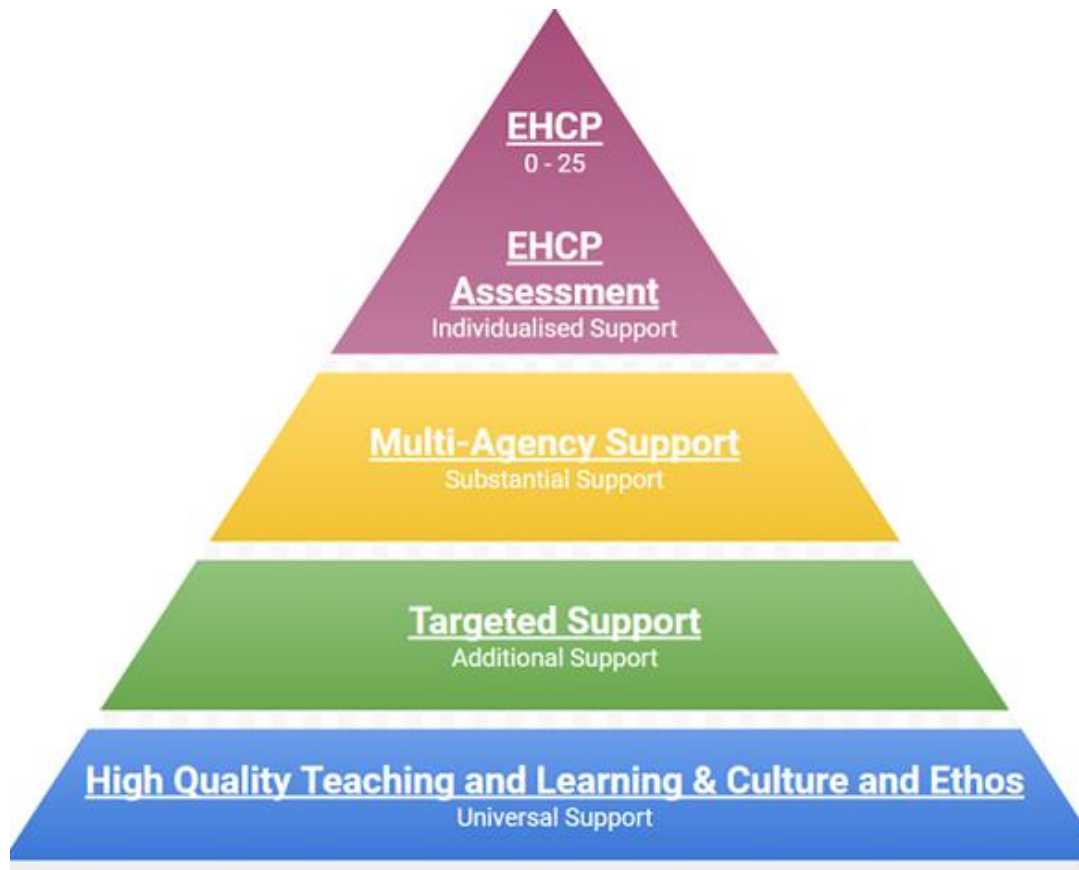
We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



## **Education Health and Care Assessments and Education Health Care Plans (EHCPs)**

### **Education Health and Care Assessments (assessment)**

The school (as well as the parents) can ask the Local Authority (LA) to arrange an assessment of the student. The school will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

### **Provision under the Education Health Care Plan**

Where a prospective student has an EHCP, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the school. We will cooperate with the LA to ensure that annual reviews of EHCP are carried out as required.





Stage of provision	Action involved
<b>Assess</b>	In identifying a student as needing SEND support, the class or subject teacher, working with the SENCO, should carry out a clear analysis of the student's needs.
<b>Plan</b>	The teacher and SENCO should agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.  Student passports will be put in place and a clear date for review agreed.
<b>Do</b>	The class or subject teacher will remain responsible for working with the student. The SENCO will support the main class or subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
<b>Review</b>	The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.  The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents.  The support will be revised in light of the student's progress and development in consultation with the student and parents.



Stage of provision	Action involved
<b>Involving specialists</b>	<p>Where a student continues to make less than expected progress, despite evidence-based support and interventions, the school will consider involving specialists after discussing the matter with the student's parents.</p> <p>If no progress is being made a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the Head teacher/parents/services such as Educational Psychologist/Speech and Language Therapy/Occupational Therapy.</p> <p>LA meets and reviews advice and reports from professionals.</p> <p>EHC assessments will apply to very few students.</p>
<b>Education, Health and Care Plans (EHCPs)</b>	<p>LA issues EHCPs based on evidence provided by above agencies.</p> <p>Annual review of the EHCP.</p>

### **Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their targets in line with the assessment calendar
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitor the provisions outlined on the Learning Plans
- Holding annual reviews for pupils with EHC plans

### **Communication and support**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.



We will formally notify parents when it is decided that a pupil will receive SEN support.

Our graduated approach is as follows:

- 1.** Form Tutors will work closely with students and should be the first port of call in case of any concern that parents/carers may have about their child's progress.
- 2.** Parents are also invited to contact the Learning Support Department directly by email at [lsdp@kls.herts.sch.uk](mailto:lsdp@kls.herts.sch.uk) or by telephone 01923 264504 extension 218. Parents/carers may also wish to make an appointment to speak to Antonia Sharp, Assistant Headteacher SENCo at one of our SENCo Surgeries which take place regularly.
- 3.** After initial meetings with the SENCo, a further planning meeting may occur and may include Form Tutor, Head of Year, Teaching Assistants and/or Learning Mentors. For students who have been referred to an external professional agency we would always want their input and they would be invited as required or be asked to provide a report.
- 4.** If necessary, a meeting can include the department's Senior Leadership Link, Graeme Searle Deputy Headteacher.

If after all of these procedures have been exhausted, a parent feels that the school has not made reasonable adjustment in order to meet their child's needs then they may wish to refer to the school's complaints policy which is on the school website.

## Glossary

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## Links with Other Policies and Documents

**SEND Code of Practice: 0 to 25 years can be obtained from:**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Equality Act 2010 can be obtained from:**

<https://www.gov.uk/guidance/equality-act-2010-guidance>

**Information with regards to the Learning Support Department from:**

<https://www.kls.herts.sch.uk/send/>

**Information regarding The Hertfordshire Local Offer from:**

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

This policy links to our policies on:

- Accessibility plan
- Behaviour Management Policy
- Equality information and objectives
- Supporting pupils with medical conditions