

Kenton College Preparatory School

Special Educational Needs Policy

Audience	Parents, Staff and Governors
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Related Policies	Curriculum Policy Accessibility Plan EAL Policy Equal Opportunities Policy AGT Policy

Introduction and Purpose

We at Kenton are committed to giving all our children every opportunity to achieve their best. We are dedicated to offering an inclusive and differentiated curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

The school will accommodate the needs of these children, either by referral to the Learning Support Department or through a modification of teaching in class. The school will decide how much time can be given to each child dependent on the nature of their situation. For Learning Support to be effective, it must be part of a whole school approach with the provision of sufficient support at home. The achievement, attitude and wellbeing of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs. We value the unique contribution which every individual can make to our school community.

Definition of Special Educational Needs (SEN)

At our school we use the definition for SEN from the SEND Code of Practice (2014).

This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age**.*

POLICY STATEMENT

AIMS

- Ensure that pupils who have a significantly greater difficulty in learning than the majority of children the same age, will have their needs identified, assessed and addressed.
- Enable identified pupils with SEN to reach their full potential.
- Ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Encourage and support staff in recognising their roles and responsibilities regarding pupils with additional needs.
- Provide for the needs of Pupils with SEN in a caring, learning environment in order to build up their confidence and self esteem, thus helping them to develop a positive attitude towards learning.
- To maintain a register of all pupils requiring support.
- Regular monitoring of the progress and development of all pupils identified on the SEN register.
- To be compliant with the SEND Code of Practice (2014)

POLICY IN PRACTICE

IDENTIFICATION AND PROVISION

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN.

A process of on-going teacher assessments in addition to termly Effort Grade meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. The Head of Learning Support at this stage will support the class teacher in implementing differentiation strategies and monitor the child's progress closely. Where progress continues to be less than expected, the class teacher will discuss their concerns with the Head of Learning Support. In deciding whether to make special educational provision, the teacher and HLS will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as appropriate, to support the child in making expected progress.

If, after a programme of differentiated provision he/she is still under-achieving or struggling academically, a meeting is called with his/her parents to discuss the need for an Educational Psychologist's Assessment. Where possible, after the parents and school have seen the findings of the assessment, a further meeting is called with the Educational Psychologist, the parents and the Head of Learning Support to discuss the child's difficulties and the area of support needed to address them.

ORGANISATION/INDIVIDUAL EDUCATION PLANS

Where a child has undertaken an Educational Psychologist's Assessment the Learning Support Department, working alongside the child's class teacher, will devise an Individual Education Plan which will seek to remove barriers to learning and put effective special educational provision in place. This IEP will be shared with staff who teach the child and he/she will be placed on the Departmental Register. Targets will be reviewed at the end of each term and the child should participate in the review process.

TIMETABLING

The Head of Learning Support is responsible for drawing up her own timetable (along with her Team's timetable) at the beginning of each academic year and for providing the Headmistress and Deputy Head Academic with a breakdown. This is reviewed throughout the year and amended to ensure pupil needs are met. The Deputy Head Academic and Headmistress are informed of these changes.

Junior pupils are withdrawn from class for their Learning Support Lesson. Seniors pupils are withdrawn during their Library Lesson or from a Language Lesson, where parental consent has been given. In-class support from a member of Learning Support can also be offered as an option where additional provision is required.

As a guide:

Pupils Educational Psychologist's Assessments

- To be prioritised for two lessons per week.

Juniors: Years 2, 3 and 4

- To be withdrawn from class at least once a week.

Seniors: Years 5, 6, 7 and 8

- To be withdrawn during their Library Lesson, unless they have special exemption from learning an additional language.
- In class support is available through directed Teaching and Learning Assistant work in Year 2 and with allocated teachers where timetabling allows in Years 3 – 8.

RECORDING

The Learning Support teachers are responsible for registering each pupil in their own Record Files and a school report is written for these pupils at the end of the Michaelmas and Trinity terms.

The Head of Learning Support (HLS) will attend the Senior and Junior Effort Grade meetings in order to work with class teachers to monitor progress of all children. Liaison with the class or subject teacher is vital and attendance at the Effort Grades meetings gives the opportunity to review and discuss formally with all the staff, any problems that have arisen amongst the pupils.

This information is shared with staff through the use of 3Sys, including pupils targets and strategies to use to support them. Additionally all children who have been placed on the Learning Support Register are identified to all staff on 3Sys. HLS is responsible for keeping this information up to date.

EXAM PROVISION FOR STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

ISEB CANDIDATES

Senior schools should be contacted to discuss how much extra time each candidate needs to complete British Common Entrance papers. In addition where applicable, Kenton will send to the senior school a report from an appropriately qualified psychologist, updated where necessary, together with the candidate's latest IEP, or evidence of individual learning support provision and the ISEB special needs report. Requests for extra time are made at least three months in advance of the examination period. Computers may be used by candidates certified as having specific learning difficulties. Where necessary, schools may provide a reader or a scribe.

For those students who are considered not able, ability wise, to sit Common Entrance; a decision as to whether a student will sit C.E. exams will then be made at Kenton College along with the proposed secondary school and parents.

KENTON EXAMS

For those children who have an Educational Psychologist's Assessment which specifies that they need and will benefit from extra time in exams, this will be given

RESOURCES

Resources for both Juniors and Seniors are to be found in the Learning Support Unit. Differentiation within subjects will be the remit of the Head of Department, Subject or Class Teacher. Advice and resources, however, are always available from the Learning Support Unit.