Learning Support and SEND Policy

Rationale

King's College provides a broad and balanced curriculum for all children. The Curriculum, appropriate to each Key Stage, is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the diverse learning needs of the children. Some children have barriers to learning which mean that they have special needs and require particular action by the school to ensure that they are not at a significant disadvantage compared to their peers.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

Children may have learning difficulties at any point during their school career. These may last throughout the time a child is in school, or may present for a given period of time, after which, often as a result of intervention strategies employed to support the child, no particular action is required. Teachers take account of the type and extent of the difficulties experienced by individual children in their short term planning.

Aims

The aims of this policy are:

- to ensure that the educational needs of all children are identified, assessed and provided for;
- to make clear the expectations of all stakeholders in the process;
- to identify the roles and responsibilities of staff in providing for children's individual educational needs;
- to ensure that no child is at a significant disadvantage when accessing the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that the children have a voice in this process.

Linked Policies

- The College's Statement of Aims and Ethos
- The Safeguarding (Child Protection) Policy
- The Curriculum Policy
- Assessment Policy
- Marking and Feedback policy
- Reporting Policy
- Able Pupils Policy
- Homework Policy
- The Behaviour Policy
- The Rewards and Sanctions Policy

- Teaching and Learning Policy

Curriculum

All pupils should have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil progress.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- 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 the needs of our children by:

- Providing support for children who need help with communication, language, literacy and Maths;
- Planning to develop the children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in all learning;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
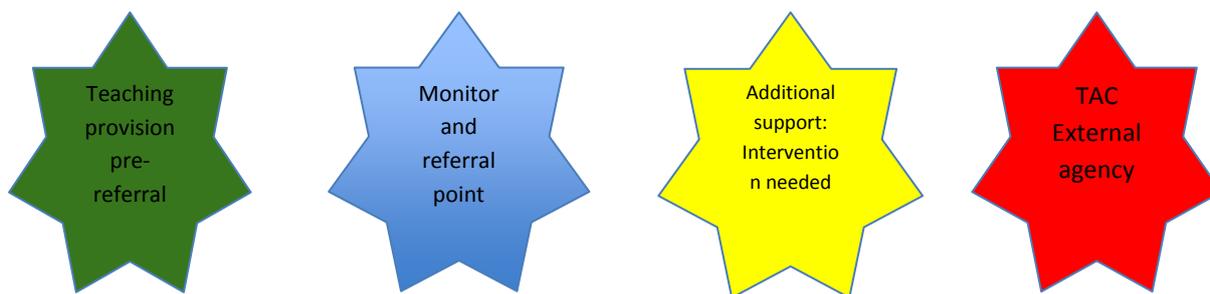- Helping individuals to manage their emotions, particularly trauma or stress.

Identification

Pupils with potential difficulties may be identified through a variety of methods. This is not an exhaustive list of means but does highlight some of the key strategies we use:

- CAT4 and other standardised testing
- PASS Attitudinal Testing
- Teacher referrals
- Summative Assessment
- Diagnostic Testing
- Observational Assessment
- Progress Tracking
- Pupil Progress Meetings
- Handover and transition points
- Discussions with parents
- Teacher Professional Knowledge
- Team Around the Child

Following identification, all staff should follow the Learning Support Procedure detailed in the section below.

Primary Referral Procedures and Provision

Teaching provision pre-referral

Monitor and referral point

Additional support: Intervention needed

TAC External agency

	King's College Learning Support Procedure
0	**Pre Referral to SEN** The first response to concerns about progress should be high quality teaching targeting the child's area of weakness. Support strategies will include: ● interventions (in and out of class) ● effective differentiation ● appropriate teaching strategies Children who are not making progress will be identified through assessment data from a range of sources. For speech, language, behaviour, social and emotional issues, and academic issues staff should observe and record examples of concern. Staff observations need to then be logged as Internal Comments on iSAMS in order to build a record of incidents which will form the basis of a referral. These children should be identified and recorded in termly Pupil Progress meetings and concerns shared with parents. When considering children to monitor, look at both higher and lower ability children. The children who are selected are those who you have genuine concerns over the ability to make progress over the course of the Academic year. This is not an exhaustive list of reasons but it does highlight some examples of why you might be flagging them as an Academic concern: ● they have made little or no progress last year; ● they have already been working with the SEN team; ● you are concerned about their level of progress over the course of the year; ● they are a high ability child but their classwork is not indicative of this; ● they need more support in class than their peers of the same ability level; ● their CAT4 results indicate that there may be an underlying difficulty or that they are a high achiever At this point, the SEN team, in consultation with the SENCO, may wish to conduct an informal observation in order to suggest specific in-class interventions for the teacher.

1	**Blue Star - Monitoring and Referral point**
	In the event of the pre-referral strategies not helping sufficiently for the child to make progress or for the issue to be resolved, then a referral to the SENCO should be completed. Teachers should have a meeting with parents to discuss the fact that there are concerns and indicate that a referral is being made. All referrals must have a completed Referral Form and 3 samples of evidence details on the form or attached to it. These may include samples of work, records of incidents, observations, consultations with parents/pupils/teachers or external agency information. Records of this will be added to the Learning Support Manager on iSAMS At this point, the SEN team, in consultation with the SENCO, may wish to conduct a formal observation or testing in order to ascertain whether or not the student would benefit from specific support from a member of the SEN team. Before commencing testing or observations, the SEN team will ask for written consent from parents and conduct a telephone call to establish background information and explain the process. Once testing and observations are completed, a written report is then given to parents and a meeting is held wherever possible in person, otherwise over the telephone, to explain the contents of the report and discuss any suggestions parents may have which can then be included in the support plan. Relevant teaching staff also attend these meetings when possible. Otherwise, they have a separate feedback meeting with the SEN team. As a result of the testing, should it be decided that no specific specific support from the SEN team is necessary, the student will remain on a blue star, receive in class support and continue to be monitored. This may be reviewed at any point the teacher has an increase in concern but will be formally reviewed with the SENCO in Term 3.

| 2	**Yellow Star- Additional Support required**
	In the event of Stage 1 intervention not succeeding and the formal observation or testing suggests the need for further specific support from the SEN team, the student will then begin working with a member of the SEN team and an IEP will be written for the child. In the event that a need has been identified but parents do not wish to proceed with formal support from the SEN team, the pupil will be on a yellow star and in class strategies as advised by the SEN team employed. Should additional support not be required but concerns still exist, the student will remain on a Blue Star as a concern.
	Records of this will be added to Learning Support Manager on iSAMS. An IEP will be created on EduKey (Primary) or an Action Plan(Secondary) following a meeting with the SEN team and the class teacher (Primary)/ Head of Year (Secondary). The SEN team will be responsible for the actions to be added to the document and will consult with class teachers for their observations at this point. The class teacher (Primary) or Head of Year (Secondary) will be responsible for maintaining and updating the IEP/Action Plan as an electronic copy (Secondary) or on EduKey (primary)
	IEPs/ Action Plans should be reviewed on an annual basis but always before the transition to a new year group. Members of the SEN team will either have a meeting or telephone call with parents each term to summarise the progress of the student and set new goals. This is also an opportunity to take feedback from parents and have their ideas added to the support plan.
	The class teacher (Primary) and Head of Year (Secondary) is responsible for sharing the appropriate information from the IEP/Action Plan with the parents and any members of staff who would require access. The child's views should be taken into consideration whenever possible.
3	**Red Star- External Agency**
	As with Stage 2 but this is for children who require a multi-agency approach. In this case, an enhanced IEP/ Action Plan should be written to take into consideration the necessary support and these cases should always be referred to the Team Around the Child (TAC Team). The SEN team communicate with the external agencies via email, telephone and meetings. External support workers are invited into school (e.g. occupational therapists, optometrists, psychologists) to offer additional advice as to how best to support pupils in school. Where possible, meetings with teachers are also arranged.

Secondary Referral Procedures and Provision

Concern   Referral   Intervention needed   TAC
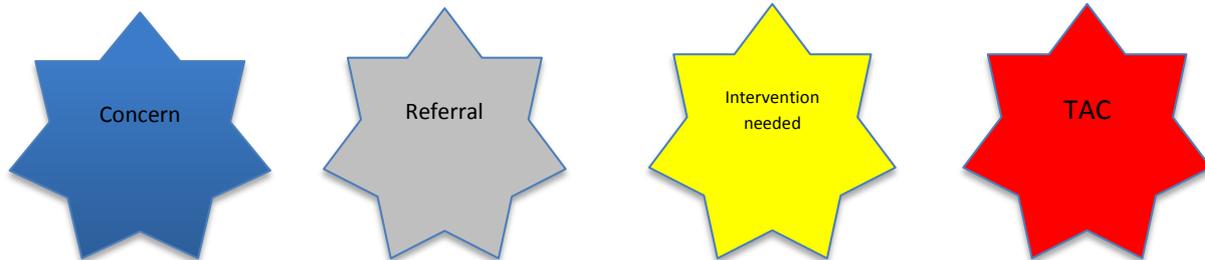
King's College Learning Support Procedure	
0	**Pre Referral to SEN Blue Star (Secondary) - Concern** The first response to concerns about progress should be high quality teaching targeting the child's area of weakness. Support strategies will include: ● interventions (in and out of class) ● effective differentiation ● appropriate teaching strategies Children who are not making progress will be identified through assessment data from a range of sources. For speech, language, behaviour, social and emotional issues, and academic issues staff should observe and record examples of concern on ISAMS in order to build a record which may form the basis of a future referral. These children should be identified and recorded in termly Pupil Progress meetings and concerns shared with parents. When considering children to monitor, look at both higher and lower ability children. The children who are selected are those who you have genuine concerns over the ability to make progress over the course of the academic year. This is not an exhaustive list of reasons but it does highlight some examples of why you might be flagging them as an academic concern: ● they have made little or no progress last year; ● they have already been working with the SEN team; ● you are concerned about their level of progress over the course of the year; ● they are a high ability child but their classwork is not indicative of this; ● they need more support in class than their peers of the same ability level; ● their CAT4 results indicate that there may be an underlying difficulty or that they are a high achiever;

1	**Grey Star - Referral point** In the event of the pre-referral strategies not helping sufficiently for the child to make progress or for the issue to be resolved, then a GL screening should be carried out by the HoY. If the screening points to a possible SPLD, a referral should be made. If slow processing, poor short-term working memory issues (or any other difficulties not covered by screening) are suspected, a referral to the SEN team should be submitted by the HoY. All referrals must have a completed Referral Form with evidence. Evidence may include samples of work, records of incidents, observations, consultations with parents/pupils/teachers or external agency information. Records of this will be added to the Learning Support Manager on ISAMS At this point, the SEN team, in consultation with the SENCO, may wish to conduct an informal observation or testing in order to suggest specific in-class interventions for the teacher. This may be reviewed at any point the teacher has an increase in concern but will be formally reviewed with the SENCO in Term 3. If no learning difficulty is diagnosed, pupils remain on a Grey Star monitored in Pupil Progress Meetings. SEN team will add any further suggestions for teaching and learning to the child's star on ISAMS.
2	**Yellow Star- Additional Support required** Additional support is recommended. The student will then be working with a member of the SEN team and an IEP will be written for the child. Should additional support be refused, the child remains on a Yellow Star Records of this will be added to Learning Support Manager on ISAMS. An IEP will be created on EduKey (Primary) or an Action Plan (Secondary) following a meeting with the SEN team and the class teacher (Primary)/ Head of Year (Secondary). The SEN team will be responsible for the actions to be added to the document and will consult with class teachers for their observations at this point. The class teacher (Primary) or Head of Year (Secondary) will be responsible for maintaining and updating the IEP/Action Plan as an electronic copy (Secondary) or on EduKey (primary) IEPs/ Action Plans should be reviewed on an annual basis but always before the transition to a new year group. The class teacher (Primary) and Head of Year (Secondary) are responsible for sharing the appropriate information from the IEP/Action Plan with the parents and any members of staff who would require access. The child's views should be taken into consideration whenever possible.

3	**<u>Red Star- External Agency</u>** As with Stage 2 but this is for children who require a multi-agency approach. in this case, an enhanced IEP/ Action Plan should be written to take into consideration the necessary support and these cases should always be referred to the Team Around the Child (TAC Team)

SEN Year Overview

Phase	Date	Key school events	Key SEN events
1	September - October	● Baseline assessments ● CAT4 ● PASS ● Pupil Progress ● EAL Testing	● SEN staff training ● Referral processing ● Follow up on pupils flagged up on previous years in observations especially in Pre-Nursery and Nursery. Intervention for prevention.
2	November - December	● Internal testing ● Pupil Reports	● IEP/ Action Plan Reviews
3	January - March	● Internal testing ● Pupil Reports	● SEN staff training
4	June	● Pupil Reports ● End of Year testing	● Blue Star Reviews ● Statement Children Reviews from Psychologist ● Any IEP reviews not completed in Phase 2 ● Referrals in

* Referrals will be accepted throughout the school year, however, there are two key points (Phase 1 and 4) where staff will be actively encouraged to consider if there are any children who need referring in their class.

Involving Pupils

Wherever possible, taking into consideration the age and developmental level of the child, we will consult with the pupil to discuss effective strategies that they could use.

Involving Parents

Following the first point of referral, parents will be involved in discussions at all stages. We maintain an open door approach and recognise the importance of communication with parents which forms the basis of our approach to effective SEN provision.

We will provide a regular assessment of the progress a child is making. Parents will be included in discussions about activities and support that will be put in place to help the child. The roles and responsibilities of the parents in supporting the provision will be identified at this time.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. Information will also be shared with parents. All data will be added to our data management information system (iSAMS) and kept updated as appropriate.

Roles, Responsibilities and Monitoring

At King's College, the Primary SENCO

- manages, alongside the Head of Primary, the day-to-day operation of this policy;
- co-ordinates the provision for children's educational needs;
- supports and advises colleagues and parents;
- oversees the records of all children with special educational needs;
- acts as a link with parents and external support agencies;
- monitors and evaluates the provision;
- manages the range of resources within the school to enable appropriate provision for all children;
- contributes to the professional development of all staff.

At King's College, the Director of Studies in Secondary

- oversees the implementation of this policy, delegating the day-to-day operation of this policy to the Heads of Year;
- co-ordinates the provision for children's educational needs in conjunction with the Heads of Year;
- supports and advises colleagues and parents;
- oversees the records of all children with special educational needs;
- acts as a link with parents and external support agencies;
- monitors and evaluates the provision;
- contributes to the professional development of all staff

This policy is reviewed annually.

Interim Review: November 2016 **Final Review:** February 2017	**Interim Review by: Adele Dickson, David Murphy and Alison Entwistle** **Final Review: Alison Entwistle, M Taylor**
Next Review: **November 2017**	**Approved by:** **CLG**

Appendix 1

King's College Soto de Viñuelas: Primary Learning Support Referral Form

To be completed by the class teacher or subject teacher

Date of referral :

Referred by:

Name of pupil		Teacher/ Subject	
D.O.B.		Home language(s)	
Year			

Please look at the following types of evidence suitable for a referral. Please mark the type of evidence submitted. (Teachers should submit at least 3 pieces of evidence with the referral form, although that evidence may be of the same type, i.e. 3 separate recorded examples of difficult to manage behaviour)

Types of evidence you may wish to provide include samples of work, summative assessment data, observations of the student, photos, sound/phonic check, list of words the child is having difficulty saying, handwriting examples, examples of behaviour, concerns you have noted etc.

Records from previous school (if relevant)	
Medical details (if relevant)	
Summative assessment data e.g. EYFS Profile, phonic checklists, High frequency word reading lists, SATs, assessment week results	
Formative assessment samples e.g. class tests, work samples	
Recorded examples of difficult to manage behaviour (if relevant)	
External agency records	

Causes for concern (please be as detailed as possible)

Details of support / differentiation / strategies <u>already tried</u> (who, when, frequency)

What has worked? Explain why

What has not worked? Explain why

Please fill in as many of the below as relevant to support your referral

Key notes from observation of pupil
Key notes from discussion with other staff
Key notes from discussion with parents
Key notes from discussion with pupil

To be completed by the SENCO

Date discussed with SENCO		**Date of meeting with parents** **(if relevant)**	
Formal learning assessment recommended?		**Decision to place pupil on SEN register (after appropriate assessments)**	

If pupil not placed on register, advice from SENCO on strategies for supporting the pupil through class differentiation to be outlined below.

Appendix 2: Secondary referral process

Secondary SEN Referral Process

Teacher reports concern to HoY via ISAMS "Log SEN concern" button and describes strategies that are being used in class to support the child. → If more than one concern is logged HoY contacts range of teachers for more information. Strategies for differentiation are identified and shared with all subject teachers and HoDs. → HoY contacts parents to say that pupil is having some difficulties and that we are supporting them in class. → Pupil is placed on Pupil Progress watch list. Pupil placed on Blue Star. Differentiation strategies are evaluated after 8 weeks by HoDs and HoY.

If improvement, pupil remains on the Pupil Progress watch list for monitoring over time and remains on Blue Star. HoY contacts parents to report on progress. → Differentiation strategies remain on the pupil's profile in the SEN manager. → If no significant improvement. HoY screens with GL screeners if appropriate. If no issue, pupil continues to be monitored and reviewed. → If screening reveals any potential issues or if slow processing or short-term working memory issues are suspected, HoY fills in Learning Support Referral Form and sends to psychologists.

Psychologists contact parents to say that differentiation strategies and support are not as effective as hoped and recommend formal testing. → Referral Consent Form sent to parents. Pupil place on Grey Star. → When form is received, assessment is scheduled by psychologists, liaising with parents and HoY. → Pupil has assessment appointment. Arrangements are communicated to child by HoY personally and discreetly.

If no SPLD is diagnosed, pupil stays on Grey Star, psychologists provide teaching and learning strategies on ISAMS and inform teachers. Pupils are monitered in Pupil Progress Meetings. → If SPLD is diagnosed, pupil passes to Yellow Star and intervention is offered. Even if intervention is refused, pupil remains at this level. → Teaching and learning strategies provided by psychologists on ISAMS. Pupil reviewed anually. → If external agencies become involved or if a child is at risk, ithe case is dealt with by the TAC