



Special Educational Needs & Disability Policy

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## Special Educational Needs and Disability Policy

### OBJECTIVES OF THIS POLICY

- To identify and provide for students who have special educational needs
- To work within the guidance provided in the SEND Code of Practice 2015
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs
- To ensure access to the curriculum for all students
- To provide support and advice for all staff working with students who have special educational needs
- To develop and maintain partnership and high levels of engagement with parents

### Principle

King Solomon High School fully endorses the SEND Code of Practice (2015) core principles:

All children and young people are entitled to an education that enables them to make progress so that they

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

### Our aim:

- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To offer a curriculum. That is broad and balanced and is differentiated to meet the individual's needs.
- To ensure that pupils with SEND have opportunities to engage in all the activities of the school alongside pupils who do not have SEND.
- Provide an environment in which individuals feel safe and are respected and encouraged to be the best they can be.
- To ensure that we work collaboratively with the child and parents and take into account their views when planning and evaluating their SEND provision.

King Solomon High School is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the school is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources.

In keeping with King Solomon's Equality Policy, we affirm that

- All learners are of equal value
- We recognize, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging
- We have the highest expectations of all our students
- We work to raise standards for all students, but especially for the most vulnerable
- We observe good equalities practice for our staff

All areas of the building are fully accessible for people with disabilities or limited mobility.



### DEFINITION OF SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

*Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014*

### DISABLED STUDENTS

Some children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

### IDENTIFYING AND ASSESSING STUDENTS WITH SEND

The school has a clear approach to identifying and responding to SEND. All teachers at King Solomon High School are responsible for identifying students with SEND and, in collaboration with the Special Education Needs Co-ordinator (SENCO), will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to the school every student’s attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment.
- We have detailed exchanges with feeder primary schools. Information gained is used to shape the students’ curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding. The SENCO attends as many annual reviews in Year 6 to ascertain prior knowledge about new students coming into the school in Year 7. The SENCO also has meetings with both potential Year 5 SEND students and their parents who are in the process of making a decision about their child’s secondary education.
- The school regularly gathers information from within the school about every student’s progress, alongside national data and expectations of progress. Academic data is updated three times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
  - be significantly slower than that of their peers starting from the same baseline
  - fail to match or better the student’s previous rate of progress
  - fail to close the attainment gap between the child and their peers



- widen the attainment gap

• Students may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.

• Where teachers decide that a student is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents and carry out further class based assessments. A period of additional class based interventions will then follow.

• If, despite class teacher intervention the student continues to make less than expected progress, the SENCO is consulted via the 'Learning' Cause for Concern document.

• The SENCO is then responsible for investigating and where necessary assessing the student to determine if the student has special educational needs, noting areas that are barriers to learning which may require support.

• The identification and assessment of SEND includes an early discussion with the student and their parents. These early discussions with parents enable school staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps.

• We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.

• With parental agreement, the school will liaise with outside professionals if they are already involved with the student.

• For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals such as the Educational Psychologist, Speech and Language and other Outreach Services.

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:

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

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and their needs may change over time.

We acknowledge that while considering the needs of the whole child, some areas which are not SEND may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the pupil premium
- Being a looked after child

N.B Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the school, in partnership with parents, will endeavour to identify.



### SPECIALIST PROVISION, EQUIPMENT AND FACILITIES

Should a child require specialist equipment due to physical or medical needs, the SENCo will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy, occupational therapy, Newbridge Outreach, Special Educational resources Centre (SERC).

### THE GRADUATED APPROACH TO MEETING SPECIAL EDUCATIONAL NEEDS

#### **High quality teaching**

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from learning support assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice 2015. We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All King Solomon High School students have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The school regularly (i.e. at least 6 times a year) reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENCO carries out regular learning walks to ensure that high quality teaching for SEND students is in place across the curriculum.
- Teachers are able to access detailed advice/information on all students with SEND via the school's Provision Map.
- There is regular advice and training delivered by the SENCO or other specialist SEN staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- SEND colleagues are in a good position to be able to do this. They are highly skilled and well qualified: the SENCO has successfully completed the National SENCO qualification; and will be qualified to assess students for access arrangements by summer term.
- Where necessary outside agencies deliver bespoke training pertaining to specific needs.
- Staff are able to observe outstanding teaching of students with SEND as part of normal staff development opportunities.

#### SEND SUPPORT

However, in spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.
- All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system (SIMS).
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.
- Where it is decided that a student has a special educational need or disability (SEND), this decision is recorded in the school records and the parents are informed.



- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student. Teachers are expected to work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO should support subject teachers in the further assessment of the student’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## Review

- The effectiveness of the support and interventions and their impact on the student’s progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.
- The SENCO working with subject teachers may revise the support in light of the student’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student’s parents. The school’s management information system (SIMS) will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.
- The school will provide an annual report for parents on their child’s progress, as part of the normal reporting process.

For those students with the highest level of need it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC Assessment the school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

## King Solomon High School’s Provision for Students with SEND

The school’s notional SEND Budget is used to commission a range of services, including speech and language therapy, pastoral care and counselling services to support students:

Provision	Details	Targeted students
In class support from a Learning Support Assistant	Support the personalisation of lessons. Ensure that target students meet their lesson objectives.	Those with an EHC Plan, where it is necessary in order to meet objectives. Other students with SEND who



		require additional staff support to meet lesson objectives.
Speech and Language Therapy	Speech therapists carry out assessments, design programmes of intervention, deliver interventions, review progress and train staff	Students presenting speech, language or communication needs, Nurture Class Students
Specialist Teacher	Specialist teacher carry out assessment, design individual programmes of intervention, review progress and train staff.	Students presenting persistent Literacy difficulties.
Literacy interventions	We run the Literacy programme aimed at students with significant reading, writing and comprehension difficulties. Progress is very closely monitored through regular assessments and the programme runs for 6 weeks. Assessment is then completed after 6 weeks by the class teacher. The expectation is that progress has been made and this is measured by the latest data drop.	The intervention has its own entry criteria based on the assessment of reading, spelling, academic progress data, and specialist literacy assessments.
Numeracy Interventions	We run the Numeracy programme aimed at students with significant difficulties in identified areas. Progress is very closely monitored through regular assessments and the programme runs for 6 weeks. Assessment is then completed after 6 weeks by the class teacher. The expectation is that progress has been made and this is measured by the latest data drop.	The intervention has its own entry criteria based on the assessment of reading, spelling, academic progress data, and specialist Numeracy assessments.
Social skills intervention	We run social skills groups for identified students who are having difficulties with understanding social relationships and situations Progress is very closely monitored through regular assessments and the programme runs for 6 weeks. It is assessed through an online emotional test	Students who are struggle to build friendships and finding social situations difficult.
6 <sup>th</sup> Form Mentors/Tutors	Year 12 and 13 students, through Pupil Premium funding, mentor and tutor our most vulnerable students including those with SEND and students who are underachieving.	Identified by the SENCO as underachieving in their learning

The above provisions are reviewed regularly by the SENCO to establish whether they are contributing significantly to student progress and offer value for money.



The SENCO and Assistant SENCO are responsible for maintaining an individual provision map for each student with SEND. This clearly outlines the support put in place which is additional to or different from that which is offered through the school's curriculum. It demonstrates how any additional funding is used.

The provision map also helps the school maintain an overview of the programmes and interventions used with different groups of students and provide a basis for monitoring the levels of intervention and demonstrates how the additional funding is used.

King Solomon High School works closely with the Local Authority in the development and review of the Local Offer outlining provision available to meet the range of special educational needs and disabilities. This Local Offer is published on the Redbridge website. The school's offer is published on the school's website <http://www.kingsolomonhigh.com>

## TRANSITION TO FURTHER EDUCATION, EMPLOYMENT AND TRAINING

We place students and their families at the centre of planning for future transitions.

From Year 9, students with SEND have the opportunity to have a personalised meeting with a careers advisor, who then attends future EHC reviews for those who are in receipt of one. This review explores the student's aspirations and abilities, what they would like to be able to do when they leave education or training and the support they need to achieve their ambition. EHC reviews have agreed, clear outcomes which are ambitious and stretching and will prepare our students for adulthood.

King Solomon High School has developed close links with local providers: Epping Forest College and Connexions. We are increasingly able to support students in successfully applying for appropriate courses at college.

## STUDENTS WITH SEND AND BULLYING

Our Equality Policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly. The SEND office is a safe haven for many of our SEND students- it is an area that they feel safe in and use daily.

## STUDENTS WITH SEND AND EXCLUSIONS

When considering whether to exclude a student with SEND, King Solomon High School pays due regard to Government guidance issued in June 2012 which states that schools should try every practicable means to maintain a student with SEN in school and should seek local authority and other professional advice as appropriate.

## THE ROLE OF THE SENCO

The SEND Team have an open door policy with regards to parents raising concerns about potential SEND issues. Parents are welcome to ring or email the SENCO:

Mrs Gabi Hart (SENCO)  
Telephone: 020 8498 1304  
Email: [ghart32.317@kshsonline.uk](mailto:ghart32.317@kshsonline.uk)

The SENCO plays a crucial role in the school's SEND provision.

Her responsibilities include:

- overseeing the day-to-day operation of this policy



# SEN & Disability Policy King Solomon High School

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- Co-ordinating the provision for students with SEND, including nurture provision
- liaising with and giving advice to staff
- advising on the graduated approach to providing SEND support
- delivering high quality training to staff
- ensuring that the school keeps the records of all students with SEND up to date
- liaising with students with SEND and their parents/carers
- liaising with the relevant Designated Teacher where a looked after student has SEND
- liaising with external agencies
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned organising access arrangements for public examinations
- tracking SEND students' attainment and progress to ensure that the gap between SEND and non-SEND continues to reduce
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- leading on the department's improvement planning
- Exam access arrangements
- working with the Headteacher and School governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## PARTNERSHIP WITH FAMILIES

King Solomon High School works in partnership with parents. This will enable students with SEND to achieve good outcomes. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our students, including those with SEND. In keeping with the principles of Person Centred Planning \* students with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents/carers. Students' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

*\* Person centred planning is a process for continual listening and learning, focusing on what is important to someone now and in the future and acting upon this in alliance with their family and friends*

## THE ROLE OF THE GOVERNING BODY

The designated Governor for SEND is *Shelly Chernoff*

The Governing Body's responsibilities to students with SEND include:

- having a designated Governor to oversee SEND within the school
- ensuring that provision of a high standard is made for students with SEN
- ensuring that students with SEND are fully involved in school activities
- having regard to the Code of Practice 2014 when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing the SEND Policy

## COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school's Prospectus and on the school's website.



### SEN INFORMATION REPORT

The information will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

### [SEND Information Report](#)

### Related school policies and plans

This policy applies to students with special educational needs and disability (SEND), their parents and all staff.

This policy should be read in conjunction with the following:

- Accessibility plan
- Equal Opportunities and Diversity Policy
- Admissions Policy

### KEY REQUIREMENTS/ LEGAL DUTIES

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137