



KING'S HOUSE SCHOOL

RICHMOND



LEARNING SUPPORT & SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Member of staff responsible:

Head and Head of Learning Development

Date of policy review:

April 2024

Date of next review:

April 2026

Approved by Governors:

April 2024



This policy applies to all pupils, including those in the EYFS.

INTRODUCTION

The School is a mixed ability inclusive school and welcomes all pupils who can make the most of the opportunities that the School offers and who will flourish in the caring environment here.

Treating every child as an individual is important and the School recognises that there are pupils who, at various stages in their development, will need special provision. It is the School's objective to identify pupils with learning disabilities as early as possible as it believes that all pupils can improve and achieve given appropriate support. The School aims for independence in learning and thinking and to develop confidence and self-esteem.

This policy is drawn up in line with the Special Educational Needs and Disability (SEND) Code of Practice 2015, the Children and Families Act 2014, the Equalities Act 2010 with respect to disability and specific procedures set out by the London Borough of Richmond upon Thames.

This policy should be read in conjunction with the following School policies: Accessibility, Admissions, Behaviour, English as an Additional Language (EAL), First Aid & Medical Conditions Management and Safeguarding Children.

ADMISSIONS

The School welcomes pupils with SEND, provided that the school's Department for Learning Development can offer the pupils the support that they require. The School has an Admissions Policy which sets out its admissions procedures and is available on the School website.

The School asks parents of pupils with SEND to discuss their child's requirements with the Head before applying for entry, so that consideration can be given as to what provision can be made for them. The School will endeavour to make necessary reasonable adjustments, but we do not have the facilities to offer highly specialised and intensive treatment.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability 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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Are under compulsory school age and fall within the definitions above, or would do so if special provision was not made for them.

Pupils at the School may receive support on account of some of the following difficulties. This list is by no means exhaustive and there may be other triggers for investigation:

- Delayed reading development.
- Difficulty following instructions.
- Difficulty copying from a board or transfer copying.
- Written work does not reflect good verbal contributions.
- Phonetic spellings.
- Learns spellings for test but cannot transfer knowledge to free writing.
- Difficulty forming peer group relationships, poor at reading social cues.
- Poor handwriting and presentation.
- Difficulty planning, organising and executing a series of movements or thoughts.
- Difficulties learning and retaining sequences e.g. tables.
- Delayed speech and language development.
- Difficulties retaining Maths facts and procedures and/or difficulties with Maths layout.

THE LEARNING DEVELOPMENT DEPARTMENT

The School's Department for Learning Development oversees the SEND provision at the School, as well as the provision of support for pupils who may be a cause for concern. The Department is staffed by qualified specialists who are able to support each pupil with a specific learning difficulty in the following areas: dyslexia, dyspraxia, minor language delay and non-language-related learning difficulties.

The Head of Learning Development, who is responsible for learning support across the school, works closely with senior staff to determine the strategic development of the SEND policy and provision in the School. Teaching staff are aware of the need to look out for signs of learning difficulties, physical, emotional, social or family problems, exceptional ability or talent and to report these to senior staff and the Head of Learning Development.

Learning Development staff liaise with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. Where appropriate they will also prepare SEN Support Plans (previously known as IEPs), liaise with the school's medical staff, external agencies



and clinical professionals to ensure that out of school remediation is carried over into the classroom. They regularly attend training to ensure that they are up-to-date with current practice.

Some pupils will require specialist support. This would normally be discussed with parents. Pupils with identified or suspected learning difficulties, who may require specialist support, will be assessed at their parents' expense by a specialist, so that the areas that require support can be identified.

Specialist one-to-one sessions and help are offered outside the normal curriculum. The School works closely with the child and their parents to help them to overcome the barriers that their difficulties present.

BARRIERS TO LEARNING

The School recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The School aims to work together with families to overcome or minimise these as far as is possible. Since pupils with SEND have very different needs, the School recognises the importance of communicating closely with parents with regards to learning assessments for their child and related targets for improvement.

PHYSICAL ACCESSIBILITY

The School will do its best to make necessary reasonable adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings, split-site and resources. Parents would need to judge if such an environment was appropriate for any special physical needs their child may have.

REASONABLE ADJUSTMENTS

If a current pupil has a temporary disability, such as a broken leg, the School will take reasonable steps to ensure the pupil is not disadvantaged in any way. Reasonable adjustments may be made regarding the delivery of information for pupils with visual or hearing impairments. e.g. large print or documents printed on coloured paper. Menus can be devised to cater for special dietary requirements. Pupils with physical difficulties may be located in rooms which are more easily accessible.

Further information may be found in the School's Accessibility Policy on the school website.



PUPILS WITH EHCPS AND LEARNING SUPPORT ASSISTANTS

Pupils with an Education and Health Care Plan (EHCP) from their local authorities, who are suited to the education and opportunities that the School offers, are welcome. If any of these pupils requires their dedicated learning support assistants in School to assist with personal care, writing, etc. this can be accommodated, provided that the carer has an enhanced DBS check and complies with the child protection regulations in force at the time.

A pupil's dedicated support assistant will be an employee of the School but will only be able to continue in this capacity if the funding (to support the full employment cost) from either the EHCP and/or the parents continues. (The School may be able to make a limited contribution to the funding in some circumstances where the EHCP grant does not cover the full employment cost).

SAFEGUARDING PUPILS WITH SEND

The School recognises that pupils with SEND may be more vulnerable to bullying or other kinds of abuse. We will give special consideration and attention to any pupils who are disabled or have special educational needs. This may include school-wide assemblies to celebrate individuality and promote inclusivity. On a more personal level, our pupils build a close relationship with their class/ form tutor which encourages regular and honest communication about school life.

EARLY YEARS

Children with Special Educational Needs are welcomed into our Early Years setting, as are all our children. Children in the EYFS at the School are eligible to apply for Early Education Funding and, accordingly, we have regard to the SEND Code 2015 which means:

- The School plans for the four areas of need: Communication and Interaction, Cognition and Learning, Social and Emotional, Sensory and/or Physical needs.
- The School has a clear approach to identifying and responding to SEN.
- That, in addition to the two specific points in the EYFS for formal assessment, the School will monitor and review the progress of children throughout the early years.
- Where a child appears to be behind expected levels, the School will follow the methodology outlined in the Code for gathering information and seeking "Early Help" if appropriate. The School will use the cycle of action: assess/plan/do/review to create a graduated response to needs.
- The School will provide guidelines to parents to help them seek external help from specialists or request an EHC assessment.
- Parents will be informed if their child is receiving SEN support and any decisions to involve external specialists will be taken in discussion with parents.



IDENTIFICATION OF LEARNING SUPPORT PUPILS

Pupils can be identified as needing support using any of the means below:

- **Standardised Tests** – Pupils are tested at various stages using standardised test material, which can highlight areas of strength and weakness.
- **Diagnostic Assessment** – A pupil's work and performance in class, any discrepancy between his verbal and written performance might lead to a pupil being flagged up and further diagnostic testing undertaken.
- **Rigorous and regular progress tracking** - Staff monitor and report pupils showing uneven performance or where performance does not match expectations. (See definition of SEN)

REFERRAL AND REVIEW OF LEARNING SUPPORT PUPILS

When a concern is identified, a referral can be made by subject teachers, teaching assistants or parents. Referrals usually start with informal discussion; if the concern persists, the Learning Development staff will contact other staff involved and, with their input, decide what remediation or action is necessary. In more complex cases, a SEN Support Plan is drawn up setting out learning targets within a time frame and these are discussed with the parents. The pupil, together with the parents and teachers, review the SEN Support Plan regularly. As they become older, the pupil is encouraged to take ownership of the plan and suggest their own targets.

DISTRIBUTION OF INFORMATION

Where a diagnosis has been made or a decision to provide specific support taken, then it is vital that this is clearly communicated to all concerned. Within the School this is done through the Learning Support Register, pupils' SEN Support Plans and Class Recommendations.

- **Learning Support Register** - A register of those identified is kept and distributed to staff. The register includes a summary of pupil's assessment history, summary of remediation provided and recommendations for teacher action. This is to ensure that all teachers are aware of these pupils' needs and how to support them appropriately.
- **Class Recommendations** - Each pupil on the Learning Support Register has a list of class recommendations to enable the teacher to support the pupil within their subject context.
- **SEN Support Plans** - All pupils receiving withdrawal support have a plan outlining learning targets. Targets are set and implemented until an agreed date after which they will be reviewed.



PROVISION

Within the School's Department for Learning Development there are staff qualified to support pupils with a specific learning difficulty in the following areas: Dyslexia, Dyspraxia, minor language delay, non-language-related learning difficulties. The School offers specialist small group lessons and help with study skills. We are able, depending on need, to arrange for pupils to use laptop computers in classes.

- **Within class** - In some cases, learning support is provided in the course of ordinary lessons by staff alerted to the particular needs of the pupil.
- **Withdrawal support** - In other cases, where withdrawal support is necessary, the School supports pupils with specific teaching programmes. These programmes may be long term structured literacy or numeracy programmes or short term programmes to reinforce and revise basic Maths, English and study skills. These programmes are arranged in consultation with teachers and parents and take place within the school day.
- **Before School support** - Touch Type Read Spell Programme is provided to pupils with spelling difficulties and handwriting difficulties. There are also a number of other small group support sessions that run before School.

The School does not charge for out of class sessions, up to a maximum of one hour's provision per child per week. Any decisions to involve external specialists will be taken in discussion with parents and we will provide guidelines to help them seek external help so that the areas that require support can be identified. Where a child is referred to a specialist for an assessment, the parents will be liable for the cost of this assessment.

If it is considered that a pupil's difficulties cannot be met by the School with the support structure set out above, parents may apply of their own volition or be asked by the School to apply for an Education and Health and Care Plan (EHC) Assessment following the legal assessment procedures set out by the Local Authority. The School will provide the parents with guidance and assistance with this.

PROVISION FOR EXAMINATIONS

In order for a pupil to be granted special consideration when taking examinations, it will be necessary for the pupil to have had a recent independent assessment by an Educational Psychologist and for the criteria for specific provisions (e.g. extra time) to be met.

PARTNERSHIP WITH PARENTS

The School recognises that parents can contribute key knowledge and experience to the shared view of their child's needs and the best ways of supporting them. All parents of pupils will be treated as



partners and will be supported by the School to ensure they are able to play an effective, active and valued role in their child's education.

COMPLAINTS

Any complaint about the organisation, management and provision for SEND must be made in accordance with the School Complaints Procedure which is available on the School's website. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their child has been discriminated against.

CONFIDENTIALITY

The School acknowledges the sensitivities involved in dealing with issues where children have SEND and will keep information about them confidential. It may be necessary to pass on information to a prospective school about a pupil, but this will be discussed and agreed with parents.