



# Special Educational Needs (SEND) Policy



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KING RICHARD  
SCHOOL

<b>Approved by:</b>	Richard Sproson Headteacher	<b>Date:</b>	October 2021
<b>Last Reviewed:</b>	April 2024	<b>Next Review:</b>	April 2025



At King Richard School, we are determined to meet the educational needs of all our pupils by working inclusively with all children. This is in compliance with the Statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015). This policy has been written with particular reference to the following guidance and documents:

Equality Act 2010: advice for school DfE February 2013  
SEND Code of Practice 0-25 (January 2015)  
Schools SEN Information Report Regulations (2015)  
Statutory guidance on supporting pupils at school with medical conditions April 2014  
Safeguarding Policy  
Accessibility Plan  
Teachers Standards 2012

It has been created by the school's Special Educational Needs Co-ordinator (SENCO) with the SEN Governor in liaison with Senior Leadership Team (SLT), all staff and parents/guardians of pupils with SEN. Co-production/consultation is at the heart of our inclusive practice.

We strongly believe that every teacher is a teacher of every pupil within our school, including those with SEN.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”. This provision is -” additional to and different from that made generally for other children or young people of the same age.” (Code of Practice p.4)

This reviewed policy takes into account the new Statutory Guidance and Code of Practice 2015 as well as specific guidance from Educational Psychology and Advising Specialists (EPAS) relating to our particular circumstances in supporting the education and well-being of our pupils.

King Richard School is a well-resourced secondary school meeting the needs of a diverse range of pupils: the majority of whom are service children. This means that many pupils experience frequent moves and may be with us for only one or two years. This makes it especially important that pupils' individual needs are identified and met as soon as possible. SEN is funded from within our school budget.

We are fully committed to provide learning that is inclusive, and seeks to promote a sense of community and belonging for all pupils. We positively endorse the principle that an educationally inclusive school is one in which the personal development and growth of every young person matters.

This SEN policy details how King Richard School will do its best to ensure that the necessary provision is made for all pupils to achieve.

### **Aims for supporting SEN pupils:**

- We aim to raise the aspirations of, and expectations for all pupils, and particularly for those with SEN.
- We aim to work collaboratively with all partners (e.g. parents, guardians, pupils, teachers and outside agencies) to achieve the best outcomes for our pupils. We aim for all children to have access to a broad, balanced curriculum and to



participate in all experiences and activities provided by the school. The aim to identify and celebrate the strengths of all children and use sensitive support where appropriate to aid inclusion.

- We aim to raise the self-esteem of all children, especially those who come to us with negative feelings about themselves and their abilities.

### **Objectives for supporting SEN pupils:**

- to identify and support pupils requiring SEN provision as early as possible on entry to our school
- to provide a differentiated curriculum appropriate to the individual
- to involve parents/guardians and pupils in decision making, and to keep parents/guardians fully informed of their child's progress and attainment
- to involve children as much as possible in evaluating their own progress; setting objectives, and making decisions about their future SEN provision
- to provide support and advice for all staff working with children who have special educational needs and disabilities
- to ensure all pupils are able to develop their individual learning strengths and preferences within an enriched learning environment
- to enable teachers to work in partnership with parents and guardians to achieve the best outcomes for all children
- to work within the guidance of the SEND Code of Practice 2015, taking into account the guidance provided by MOD Schools
- Special access arrangements for external examinations will be in line with the Joint Council for Qualifications (JCQ) guidelines.

### **A graduated approach to SEN support:**

There is one single category of support which is known as SEN Support. Pupils and parents/guardians are fully involved at every stage of the Graduated Response. The Assess-Plan-Do Review cycle is essential to the process of SEN support at all stages of the graduated response. High quality teaching, differentiated for individual pupils is the first step in providing for all pupils, including those who may have SEN. The leadership team will monitor the quality of teaching and learning for all pupils on a regular basis.

### **Identification of SEN/D:**

King Richard School uses a variety of methods to identify SEND. These methods cover all four categories outlined in the Special Educational Needs code of practice 2015

- Communication and interaction
- Cognition and learning
- Social emotional and mental health issues
- Sensory and/or physical needs.

Whilst these four categories broadly identify the primary areas of need, we acknowledge the importance of taking a holistic approach to identifying children's individual educational needs. It needs to be considered that there are other factors which may impact on a child's progress



including: disability; attendance and punctuality; health and welfare; English as an Additional Language; being a looked-after child as well as the implications of our schools' population consisting principally of Service children.

These methods are outlined on the "School SEND Offer" that can be found on the school website. Amongst these are:

Previous school or educational establishment e.g. Pupil Information Profile  
Pupils  
Parents  
Teaching staff  
Classroom assessment  
Learning Support Assistant  
External Agencies  
SENCO

The school uses Individual Learning Plans to document any SEN concerns. This will be treated confidentially and kept on the file of the pupil as appropriate.

### **Individual Learning Plan (ILP)**

The ILP process is a graduated approach that offers pupils the best opportunity of ensuring that their needs are met. If a pupil is experiencing difficulties in class that are not being addressed through quality first wave teaching then the teacher would aim to meet their needs using universal interventions and support. This is constructed by the teacher and will be discussed with parents, but we also believe that the pupil has an important part to play in this process and we ensure that their voice is heard.

This is based on an 'Assess, Plan, Do and Review' (APDR) model. After implementation of the agreed actions the support is reviewed termly with parents, where a decision is jointly made regarding next steps in the graduated response process.

At Universal support student's needs are met in the classroom environment. This may or may not be with the support of a Learning Support Assistant. This could be achieved by a plethora of strategies.

Should a student's needs not be met by the range of provision outlined above then the Assess, Plan, Do, Review model employed by the IPL process would escalate the provision to Targeted support.

If the strategies employed at universal level are not leading to the desired progress then escalation of the model would move to target support. A judgement on this would usually be made after a school term. This will begin with a meeting involving parents, student (where appropriate), Special Educational Needs Coordinator and other appropriate school staff. At this point the stakeholders present at the meeting will co-construct an appropriate intervention that identifies the specific areas that children are finding challenging and have not been sufficiently improved by good quality first wave teaching. This could involve specific interventions. Should targeted support not promote adequate or sustained improvement as evidenced by the Assess, Plan Do, Review model then the process would move to specialist support.

At this level the school would, after discussion and agreement with the student and parents the school would request the involvement of external agencies. Depending on need this could



involve support from Specialist Advisory Teacher for Special Educational Needs, Disabilities and Transition (SATSENDaT), Educational Psychologist, Educational Social Worker, Speech and Language Therapist or other agencies depending on the particular issue. This is likely to include psychometric assessment followed up by a formal report and feedback. This would be used to formulate any future intervention. At Specialist support level there is a termly meeting for all stakeholders to discuss progress and formulate a new plan based again on the Assess, Plan, Do, Review model. Should this fail to secure adequate progress then consideration will be given to the appropriateness of escalating to a Service Children's Assessment of Needs.

If this has not led to progress that all stakeholders are satisfied with then the SENCO would explore the possibility of a Service Children's Assessment of Needs (SCAN). Further details of the SCAN can be found at Section 10 paragraph 104 of the SEN code of practice 2014. Any pupil who arrives with a statement can expect this to transfer to a SCAN as outlined in paragraph xi of the current SEN code of practice. The school works closely with Pupil and Family Services and can request involvement of the following services:

Senior Educational Psychologist SEP  
Senior Educational Social Worker (SESW)  
Special Advisory Teacher Special Educational Needs and Transition (SATSENDaT)

In addition to this the school can also request involvement of a Speech and Language Therapist (SALT) and Child and Adolescent Mental Health Service (CAMHS).

Within this process school will also consider other areas that may impact on progress. These may include:

- Mobility – in or out of King Richard School
- Attendance and Punctuality
- Health and Welfare
- EAL
- Parental deployment

Core to this process is the importance placed on class teachers. Keeping this process evidenced and up to date, is the responsibility of teachers and SENCO. This will be co-constructed with parents/guardians and outside agencies where applicable. This will be reviewed termly and level of provision will be determined.

### **Admissions Procedures for children with SEN:**

King Richard School and the agencies working with young people make every effort to ensure that support and assistance for children and parents/guardians is transparent and sensitively handled. Equally, it is encouraged that all partners work together in the identification and other processes relating to SEN. This offers the best opportunity for accurate and early identification to allow a timely and appropriate intervention. It is our commitment to ensure that all voices are listened to throughout the process. Please refer to the Admissions Statement and the school website for more details.

### **Transition:**

The transition process at King Richard School is carefully monitored and aims to ensure that risks associated with movement between home and/or school are minimised. King Richard School will liaise closely with the incoming pupil's previous school as soon as parental consent is received. This is particularly pertinent with regard to pupils with SEN. The pupil and parents



will be involved in this process throughout and aware of the purpose of any information gathering and decision. Depending on the level of need required for a pupil this process could necessitate a MOD Assessment of Supportability Overseas (MASO). Where possible pupils will be given the opportunity to experience life at King Richard School as part of the induction process and joint work done with feeder schools.

### **Medical Issues:**

The school has a School Nurse who works in conjunction with school to create Health Care Plans (HCP) should they be required. It is the responsibility of all staff to ensure that they are aware of the relevant information within the HCPs.

The school is restricted on inclusion of some pupils with specific or complex needs by the availability of some services/resources within BFC. Further information on this can be found within the 'School SEND Offer' located on the school website.

### **Training and Resources:**

Training needs for staff are discussed in staff meetings and Performance Management meetings and are identified through school development planning/observations etc. This aims to ensure that quality-first teaching is achieved. The SEN procedures are included in the induction of new staff. SENCOs across island meet at least termly to ensure consistency and keep up to date with new developments. Training is provided both in-house and externally through MOD Schools. Educational Psychology and Advising Specialists (EPAS) provide training and support to the SENCo. Teachers and Learning Support Assistant (LSA) staff also access courses which are centrally run with visiting trainers. Teaching staff can also access training in UK.

### **Roles and Responsibilities:**

The Head teacher has overall responsibility for management of the policy, line management of the SENCo, for assessment and provision for pupils with special educational needs and for keeping the School Governing Committee (SGC) informed as appropriate.

The SENCo is responsible for overseeing the day-to-day operation of this policy and coordinating provision. A key feature of the SENCO's role is to liaise with: parents of pupils with SEN; a range of external agencies and other schools; and with potential next providers of education to facilitate a smooth transition. The SENCo line manages the support staff and is also responsible for Child Protection/Safeguarding.

The individual roles of learning support staff are coordinated, timetabled and managed by the SENCo.

Teachers are responsible for the progress of all pupils in their care including those with SEN and for implementing the first steps of the Graduated Response.

The SEN/Inclusion Governor monitors the implementation of the policy and has an overview of the provision offered by the school. This will include contributing to the review of the SEN policy; discussions with key staff, parents, guardians and pupils; observations of provision and feedback to pupils, parents and staff.





Parents are responsible for working in partnership with the school to help meet their child's needs.

King Richard School has a policy of active engagement with parents and guardians to ensure that they are aware of the pivotal role they also have in relation to meeting their child's needs.

### **Equal Opportunities:**

All practitioners at King Richard School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered throughout the school. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have opportunities to experience a challenging and enjoyable programme of learning and development within King Richard School.

### **Storing and Managing Information:**

All sensitive pupil data is kept in individual pupil files in a locked cabinet to which the SENCo and Headteacher have access. These are passed on to the new schools (via the parents/guardians) when children leave King Richard School. Personal/sensitive computer data is encrypted or stored within secure data systems on the school's drive. All data kept on pupils is discussed with parents/guardians and available to them.

### **Dealing with Complaints:**

Any complaints about general or specific provision will be referred to the SENCo (Miss Hannah Derbyshire) in the first instance. If the issue remains unresolved, the complaint is referred to the Headteacher (Mr Richard Sproson). If there is still an issue, the next stage is to approach the Senior Principal of MOD Schools, Gemma Hunt, Asst Head DCS, Upavon, UK.

### **Reviewing the Policy:**

The SEN policy will be reviewed at least annually, taking into account feedback and comments from pupils, parents/guardians, staff, School Governance Committee (SGC) and outside agencies. Pupils' comments are obtained through pupil voice in meetings and questionnaires; parents'/guardians' views are gathered in the same way. The policy itself is contributed to in staff meetings, and ratified by the SGC at a time when as many members as possible of the governing body can attend.

This policy should be used in conjunction with all other school policies.

### **Bullying:**

We take all steps to mitigate the risk of bullying in our school. Further information on the policy regarding bullying can be found on the school website.

### **Contacts:**

Should there be any time that you need to contact school regarding any SEND matter or complaint your first point of contact should be Hannah Derbyshire (SENCO). She is available on 00357 24748340. Further information can be found on the school website.