



King's Infant School
The British School of Madrid

Chamartin

SEND Policy 2022/23

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1. Aims

Our SEND policy and information report aims to:

- 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.

King's Infant School 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.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 0-25 Years and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

[The Equality Act \(2010\)](#) states that where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

3. Definitions

The Code of Practice defines Special Educational Needs as a learning difficulty which calls for special educational provision to be made. Learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of his or her age and / or has advisability which hinders his/her use of everyday educational facilities. Special educational provision means educational provision which is different from or additional to the provision made generally for children of comparable age. (SEND Code of Practice 0-25 Years)

For the purpose of this policy Special Educational Needs refers to “A child who has significantly greater difficulty in learning than the majority of his peer group”. This can be:

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- The child’s progress is significantly slower than that of their peers starting from the same baseline.
- A pupil, who after following a structured programme, is working more or less at his/her ability but requires some support from an additional adult to maintain this level.
- A pupil who is progressing slower than expected due to a registered medical condition.
- A pupil who is underachieving in comparison to his/her ability, therefore requiring additional support.
- A pupil who has emotional and / or behavioural difficulties below their age-related expectation and which are impacting on his / her levels of attainment and/or progress.
- A pupil who has a disability which either prevents or hinders him / her from making use of the educational facilities available to children of a similar age.

3.2 More Able and Talented Provision

This policy is supported by the the briefing paper [‘Support for more able and talented children in schools \(UK\) 2020’](#) as well as the guidance produced by [Ofsted](#) on providing access for the more able and talented children.

At King’s Infant School we define a child who is more able and talented as being on that is able to work consistently at a level that is Significantly Above the age-related expectation in any curricular area. A pupil with high average to exceptional ability may need special provision in that area. These more able and talented children will be tracked individually and monitored throughout the course of their time at school with extra challenge and extension tasks provided and interventions to further enhance their skills. An additional adult may be required at times if necessary to help them make consistent progress.

Additionally, children will be identified as being more able and talented at the end of Year 2 where they complete the standardized testing for Maths and English. Those who achieve a score of 110 or above will be considered as more able and talented.

4. Roles and responsibilities

4.1 The SENDCo

They will:

- Work with the head teacher and to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Ensure the planning, assessing and reviewing of SEN provision throughout the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Headteacher

The headteacher will:

- Work with the SENDCo and governors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, through ownership and tracking of targets
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.4 The School Psychologist & the School Counsellor

The school uses external agencies to provide support from a psychologist and or counsellor and

are differentiated by the following:

Psychologist

- Tests for any learning difficulty and/or ADHD
 - Works on all types of emotional and behavioural issues
 - Provides guidance to parents on dealing with difficult situations at home ·
- Supports developmental concerns and social and emotional concerns

Counsellor

- Assists both teachers and students through the provision of guidance and support
- Helps students with issues such as bullying, academic performance, relationship issues etc.
- Works closely with school psychologist if further support is necessary
- Supports teachers and student

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 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

- Pre-school agencies
- Referrals from outside agencies e.g. doctors, social services

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

Referral Procedures and Provision

King's Infant School Learning Support Procedure	
0	<p><u>Pre Referral to SEN</u></p> <p>The first response to concerns about progress should be high quality teaching targeting the child's area of weakness. Support strategies will include:</p> <ul style="list-style-type: none"> · interventions (in and out of class) · effective differentiation · appropriate teaching strategies <p>Children who are not making progress will be identified through assessment data from a range of sources.</p>

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<p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> · 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 <p>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.</p>	
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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 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

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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 following a meeting with the SEN team and the class teacher. 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 will be responsible for maintaining and updating the IEP as an electronic copy on EduKey.

IEPs 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 is responsible for sharing the appropriate information from the IEP 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 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data ·

The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality-first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will provide interventions according to individual needs.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.7 Expertise and training of staff

We aim to qualify all our SENCOs with the National SENCO Award within two years of joining.

5.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Monitoring by the SENCO
- Using provision maps to measure progress

5.9 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher and/or head teacher in the first instance. They will then be referred to the school's complaints policy.

6.0 Links with other policies and documents

This policy links to our policies on:

[Positive Relationships and Behaviour Management Policy](#)

[PSHEE Policy](#)

[Curriculum Policy](#)

[Feedback Policy](#)

[Teaching and Learning Policy](#)

[Safeguarding and Child Protection Policy](#)

[Preventing and Tackling Bullying Policy](#)

[SMSC Policy](#)

Created and Reviewed by :	Policy Category:
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