

Special Educational Needs and Disability Policy

Reviewed by: Teaching and learning sub-committee

Reviewed: July 2025

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1.0 Introduction

- 1.1 Katharine Lady Berkeley's School (the "School") values the contribution that every child and young person can make and welcomes the diversity of different intellectual specialisms and personal strengths. We believe that children who feel safe, and who are supported by outstanding teaching, will learn effectively. Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well and lead happy, healthy and fulfilled lives.
- 1.2 The School's Special Educational Needs and Disability (SEND) policy provides a framework for children with SEND. Our School is a mainstream school and we will endeavour to support the inclusion of children with SEND. We do not, however, specialise in any SEND provision and we do not have a special unit.
- 1.3 This SEND policy is compliant with the following legislation, regulations, and guidance:
 - 1.3.1 Children and Families Act 2014
 - 1.3.2 Special Educational Needs and Disability Regulations 2014
 - 1.3.3 Special Educational Needs and Disability Code of Practice 2014 (the "SEND Code")
- 1.4 The Special Educational Needs Co-ordinator (SENDCO), supported by the Deputy SENDCO, together with the Senior Leadership Team (SLT) have overall responsibility for the implementation of our SEND Policy. This policy should be read in conjunction with our policies on Admissions; Child Protection and Safeguarding; Supporting Pupils with Medical Conditions; and our School's Accessibility Plan, together with the School's local offer and provision map, Gloucestershire's Local Offer and Year 6 parents transition information, available on the School's website.

2.0 Definition of SEND

- 2.1 The SEND Code defined SEN as:
 - 2.1.1 "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.
 - 2.1.2 A child or young person has a learning difficulty if he or she:
 - 2.1.3 has a significantly greater difficulty in learning than the majority of children of the same age. However, it should not be assumed that a child or young person has SEN just because she or he has lower attainment levels than the majority of their peers.

2.1.4 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.”

2.2 The Equality Act 2010 defines disability as:

2.2.1 “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.”

2.3 There is a significant overlap between children with SEN and disabled children (many children with SEN may have a disability) but this will not always be the case. Where a disabled child requires special educational provision, they will also be covered by the SEN definition. Children must not be regarded as having learning difficulties solely because their home language is not English.

3.0 Aims

3.1 The School aims to:

3.1.1 raise achievement, remove barriers to learning and increase physical and curricular access for all

3.1.2 identify all pupils with SEND as early as possible

3.1.3 ensure that every teacher of a pupil with SEND is informed of those needs and is assisted in the development of effective strategies to support a pupil with learning difficulties

3.1.4 ensure that pupils with SEND take as full a part as reasonable and practicable in all school activities

3.1.5 ensure that, with support, pupils with SEND are encouraged to have equally high aspirations for their future and experience an appropriate degree of challenge just as for non-SEND pupils

3.1.6 enable all pupils with SEND to access the curriculum by providing Quality First Teaching, extra support, or additional resources where appropriate

3.1.7 value pupils and respect their differences and endeavour to ensure that no pupil is discriminated against

3.1.8 implement safeguarding procedures to ensure that all pupil's welfare is promoted

3.1.9 ensure that the School is accessible

3.1.10 work in partnership with parents and other agencies

3.1.11 ensure that every pupil achieves their potential and leaves the School with the qualifications, personal and social skills which will enable them to continue their learning and be well equipped for the demands of adult life

3.1.12 successfully support the child's transition to the School and from the School to further/higher education and to the world of work

4.0 Admissions

4.1 The School's Admissions policy sets out the admissions process for parents of children applying to the School. This process should be followed by parents of children with SEND who do not have an Education and Health Care (EHC) plan. We would ask parents on receipt of a place to inform the School whether their child has any special educational needs or disabilities. The School can then ascertain whether there is a need to make any reasonable adjustments including the provision of auxiliary aids or services.

4.2 If the School is named in an EHC plan, we will admit the child unless we consider that such a placement would be unsuitable based on the child's age, ability, aptitude or special educational needs; or it would be incompatible with the efficient education of other children or the efficient use of resources. The School will consider whether any reasonable adjustments can be made to provide a placement for the child.

5.0 The SEND Trustee's Responsibilities

5.1 The role of the SEND Trustee is to monitor the administration and deliverance of the SEND policy to ensure that pupils are receiving appropriate support.

6.0 The Head teacher's Responsibilities

6.1 The Head teacher's responsibilities include:

6.1.1 overall responsibility for the provision for pupils with SEND

6.1.2 monitoring the use of resources in delivering this SEND policy

6.1.3 working closely with the SENDCO

6.1.4 keeping the Board of Trustees informed about SEND in the School

7.0 The SEND Department's Responsibilities

7.1 The SENDCO is a member of the School's Leadership Group and is responsible for:

- 7.1.1 working closely with the Head teacher and Board of Trustees to ensure that the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 7.1.2 day to day operation of the SEND Policy
- 7.1.3 arranging staff training on new legislation, policies, and procedures
- 7.1.4 ensuring staff are informed of pupils' needs
- 7.1.5 reporting to the SLT on the working of this SEND policy
- 7.1.6 supporting assessments of children where concerns are identified
- 7.1.7 co-ordinating provision for children with EHC plans and arranging annual reviews
- 7.1.8 advising on the graduated approach
- 7.1.9 maintaining the SEND register
- 7.1.10 ensuring accessibility is maintained
- 7.1.11 preparing the Local SEND offer
- 7.1.12 advising on the deployment of the School's delegated budget and other resources to meeting pupils' needs effectively
- 7.1.13 liaising with other schools regarding the transfer of pupils
- 7.1.14 liaising with external agencies
- 7.1.15 informing parents of the fact that SEND provision has been made for their child
- 7.1.16 liaising with parents of pupils with SEN

8.0 Teaching Assistants' Responsibilities

8.1 The School employs a team of teaching assistants who will work with individual pupils, small groups and provide whole class support as appropriate. They will often have the best knowledge of the needs and progress of individual pupils and therefore have a key role in supporting those with SEN. Teaching assistants are expected to keep appropriate records, to work in cooperation with subject teachers and to provide feedback to the SENDCO.

9.0 Heads of Year Responsibilities

9.1 Heads of Year at the School will liaise with the SENDCO over pupils with SEN including in relation to any behavioural difficulties.

10.0 Teachers and Tutors' Responsibilities

10.1 Teachers and tutors at the School will be aware of pupils in their groups who are on the SEND register, on the examination access arrangements list, and/or receiving interventions. This is achieved through use of Classcharts.

11.0 Identification

11.1 The School will endeavour to identify any pupils with SEND at the earliest opportunity, but it is critical that parents and other agencies work in partnership to achieve this. For some children SEND can be identified early, but for other pupils, difficulties only become evident as they develop.

11.2 The School recognises that SEND usually falls in to one or more of the following categories:

11.2.1 Communication and Interaction

11.2.2 Cognition and Learning

11.2.3 Social, Mental and Emotional Health

11.2.4 Sensory and/or Physical needs

11.3 The School uses a range of indicators to identify a child's difficulty and plan provision. Before arriving at the School:

11.3.1 when invited and whenever possible, a member of the SEND team will attend Year 5 and/or Year 6 Annual Review Meetings for pupils with EHC Plans

11.3.2 admissions information including CATs, routine reading and spelling assessments, KS2 test scores (where used) and Year 6 annual reviews are used to inform provision. Every effort will be made to collect this information before the end of Year 6 so that provision can be in place at the start of Year 7

11.3.3 the SENDCO will attend the School's Year 6 Open Evenings and SEND support staff assist in the activities on the Year 6 visiting days

11.3.4 Year 6 children with identified SEND are encouraged, with a member of the SEND team, to complete a My Profile

11.3.5 when pupils with identified SEND transfer to the school parents should contact the SENDCO directly

11.4 The process of identification continues throughout the whole time that pupils remain at the School. Staff are expected to be alert to events that can lead to learning difficulties, such as bereavement or bullying.

12.0 Assessment and Monitoring

12.1 The School assesses each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate:

12.1.1 progress measures are used at the start of Year 7, at the end of each academic year and after any intervention programmes. Progress measures can be standardised reading comprehension and spelling scores, or other forms of assessment

12.1.2 pupils with SEND are assessed by a specialist teacher during Key Stage 4 to identify those who need access arrangements for external examinations. In KS3, exam access arrangements can be put in place where teachers and/or parents inform the SENDCO of a need and where examination board criteria are met. An examination access arrangement in Year 6 does not automatically trigger the same provision in Year 7 as criteria differ

12.1.3 subject assessments, as part of whole school data monitoring and intervention procedures, take place throughout the academic year

12.1.4 on-going in-class classroom assessment by teachers and teaching assistants

12.1.5 the concerns of parents and staff about a pupil's progress are recorded

12.1.6 where appropriate, the advice from external agencies is sought (Educational Psychologist, Local Authority advisory services)

12.2 The SENCO will evaluate any concerns raised about a child and decide whether to carry out an assessment. The assessment process is a partnership between those concerned with the child, including parents, teachers and other professionals.

12.3 The assessment and monitoring of children with SEND will be guided by the SEND Code. Children are assessed using diagnostic tests. In some cases, external specialists may carry out further assessment such as Educational Psychologists, Speech Therapists, Occupational Therapists and Paediatricians.

12.4 The SENDCO will make a judgement about the child's level of SEND and will put in place any support that is required in collaboration with teachers; examples may be seen in the Code of Practice section 9.92.

12.5 Where it is established that there is a need for ongoing support, the SEND team and relevant teachers will prepare an Individual Learning Plan. This provides a summary of the child's strengths and weaknesses and details of provision that will be put in place by the School. It has a section that includes the views of the child and their parents. The School will set a date for review of the support to assess whether it is achieving expected outcomes for the child (looking particularly at the pupil's progress and the attainment gap between the pupil and their peers). The support will be revised by the SENDCO if necessary and may include support from external specialists.

13.0 A graduated approach

13.1 The provision for pupils with SEND may be considered in three 'waves'.

13.1.1 Wave 1 describes the offer for all pupils: the effective inclusion of all pupils through Quality First Teaching. Such teaching will, for example, be based on clear objectives that are shared with the pupils and returned to at the end of the lesson, teachers will carefully explain new vocabulary. At the School, the quality of teaching and learning is primarily monitored through a programme of lesson observations by senior staff during the year and the collection of data which describes the progress that pupils are making. In addition, all teaching staff are given INSET training in supporting pupils with 'low level, high incidence' SEN.

13.1.2 Wave 2 SEND support takes the form of a cycle of assessment, planning, intervention and review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as 'the graduated approach'. Wave 2 will often include targeted individual and small-group intervention. Wave 2 intervention is designed for pupils for whom a well-structured short-term programme, possibly delivered by a teaching assistant working with a teacher, will enable them to make accelerated progress.

13.1.3 Wave 3 intervention includes additional support where that provided through waves 1 and 2 is not having the desired effect. Wave 3 will include targeted individualised support and will be different from and additional to the School's normal differentiated curriculum.

13.2 This graduated and integrated approach is shared by the relevant educational, health and social care services to ensure that the process of identification is robust and that the pupil and family is supported with appropriate after-care. A parent may choose to investigate their child's needs through a private assessment. The School will consider their recommendations in light of the School's own procedures and resources, although the different nature of such assessment compared to that carried out by the School or an agency contracted by the School will be taken into account.

13.3 Assess

13.3.1 A referral can be made by a member of staff, a parent or a pupil may self-refer. At this stage the SENDCO will carry out a clear analysis of a pupil's needs using teachers' assessment and experience of the pupil, their previous progress and attainment, effort and behaviour in their school reports. The views and targets of the parent and the pupil are also sought. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

13.3.2 When a referral is made but the pupil is still making progress in curriculum areas that would be affected by the area of difficulty, the pupil's name may be added to a SEND monitoring list signifying that there has been a "cause for concern". Where progress is not being made, and where intervention and support is agreed, a plan is developed. A pupil needing an exam access arrangement will not necessarily be added to the SEND list and may not need a plan.

13.4 Plan

13.4.1 During the planning stage there is an emphasis on what we want to achieve rather than the provision that will be put in place. Outcomes are agreed, provision is guided by the Gloucestershire's Guidance Booklet, and people working with the pupil are informed. At this stage the pupil's name is added to the SEND list as receiving Wave 2: SEND Support.

13.4.2 Plans seek to match the intervention to the needs of the classroom and, where appropriate, parents can be requested to give practical support, assistance and encouragement. A review date is set. If a pupil's outcomes are formalised in an EHC plan, relevant staff members are sent, and have access to, the pupil's EHC plan to inform lesson planning and teaching. An EHC Plan is set up when the assessed SEN of the pupil cannot reasonably be met by the resources normally available to pupils in the School. An EHC Plan takes into account the pupil's educational, health and social care needs and the views of the pupils, their parents/carers and other key workers who may be involved. If an EHC Plan is set up, parents/carers may have the option to have the funding for supporting the pupil through a personalised budget which enables the parents/carers to choose the support which is put into place.

13.5 Do

13.5.1 This stage should last the duration of a term (six to eight weeks), and more commonly two terms. Specialist staff and teaching assistants work closely with classroom teachers to link interventions and classroom teaching. The School uses a range of evidence-based programmes to meet the identified outcomes of the pupil but also ensures that the intervention sessions prepare the pupil for the range of materials and skills required in the secondary school classroom. Teaching assistants who deliver interventions also provide in-class support so that they are well-informed about the demands of curriculum areas and so that they can aid the transference of skills back to the classroom. Where the intervention is literacy and numeracy based, specialist teaching assistants and those with additional training and experience deliver the programmes.

13.6 Review

13.6.1 The review date should be upheld. If the pupil has achieved the outcomes and the intervention has been successful, the pupil's name will be moved from the SEND register to the monitoring list. Where the intervention has not enabled the pupil to achieve the outcomes, the results of the intervention should feed back into the analysis of the pupil's needs and changes to the intervention or the outcomes should be discussed.

13.6.2 At this point, the pupil may enter a successive cycle informed by the first. This should be documented as part of building a history and a better understanding of the pupil's difficulties. Where there are serious concerns about a pupil's ability to access the curriculum, the school may consider an application for an EHCP. The first step in this process will be to action a 'My Plan +'. When a pupil has an EHC plan, the progress of the pupil will be reviewed three times per year, and the pupil and their parents should be involved in the discussion and review of the targets. This could take the form of a formal review meeting, a telephone conversation or a parents' evening appointment.

14.0 Education Health and Care Plans

14.1 SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. As set out above, where, despite the School having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, the School or the pupil's parents should consider requesting an Education, Health and Care needs assessment. The School will always consult with parents before exercising this right. If the local authority refuses to carry out an assessment or make an EHC plan, the parents have a right of appeal to the First Tier (SEND) Tribunal.

14.2 The SENDCO will organise an annual review of each child's EHC plan. The SENDCO may, if they consider it necessary, request that the local authority conducts an emergency review. The aim of a review is to:

14.2.1 assess the child's progress in relation to the outcomes in the EHC plan

14.2.2 review the provision made for the pupil

14.2.3 consider whether to cease, continue or amend the existing EHC plan

14.2.4 set new outcomes

15.0 School behaviour and discipline

15.1 The School takes pride in its system of pastoral care for its pupils. All pupils are taught that bullying is prohibited. The School recognises that children with SEND may be more vulnerable to bullying. Our aim is to ensure that a pupil with SEND does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of behaving with respect towards each other.

15.2 The School's Behaviour policy makes clear the seriousness of bullying, victimisation and harassment in all its forms, including cyber bullying. All pupils understand that if they breach the policy, they can expect sanctions to be applied to them, including exclusion.

15.3 The School recognises that mental illness or learning difficulties can cause behavioural issues. The School aims to work together with families to overcome these as far as possible, but our Behaviour policy outlines expected behaviour at School.

16.0 Pupil Information Records

16.1 The SENDCO will record and maintain a list of pupils who have been recognised as having SEND. The records will include SEND pupils who are not withdrawn for specific support as well as those receiving support. The records are held centrally and kept securely.

16.2 Parents should be aware that there are some circumstances when records may be shared with external agencies, for example, for safeguarding issues or on transition to another school.

17.0 Accessibility Plan

17.1 The School has an Accessibility Plan which fulfils the requirements of the Equality Act 2010 for schools to improve accessibility. The Accessibility Plan sets out the School's plans to increase access for disabled pupils to information, the curriculum, and the physical environment.

18.0 SEN Information Report

18.1 The School will publish and annually update the following information on its website

18.1.1 the kinds of SEN that are provided for

18.1.2 policies for identifying pupils with SEN and assessing their needs

18.1.3 arrangements for consulting pupils and parents of pupils with SEN and involving them in the pupils' education

18.1.4 arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and pupils as part of this assessment and review

18.1.5 arrangements for supporting pupils in moving between phases of education and in preparing for adulthood

18.1.6 the approach to teaching pupils with SEN

18.1.7 how adaptations are made to the curriculum and the learning environment of pupils with SEN

18.1.8 the expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

18.1.9 evaluating the effectiveness of the provision made for pupils with SEN

18.1.10 how pupils with SEN are enabled to engage in activities available with pupils who do not have SEN

18.1.11 support for improving emotional and social development including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying

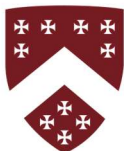
18.1.12 how the School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

18.1.13 arrangements for handling complaints from parents of pupils with SEN about the provision made at the School

19.0 Complaints

19.1 Complaints in respect of SEND should be dealt with in accordance with the School's Complaints Procedure unless it is a matter that must be referred to the First-tier (SEND) Tribunal.

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