

Special Educational Needs, Disabilities and Inclusion

(This policy applies to all pupils including those in the EYFS)

Adopted	October 2016
Reviewed	October 2017
	October 2018
	October 2019
Next review	October 2020
Owners	Deputy Head Academic/ Deputy Head Pastoral/ Assistant Head Personalised Learning (SENCo - College)/ Assistant Head Personalised Learning (SENCo – Prep)

DATE OF REVIEW	AUTHOR	PAGE / PARA	SYNOPSIS OF AMENDMENT
Nov 17	MJR		Tracked changes
Sep 18	MJR		LS to PL and inclusion of Academic Mentor
Sep 19	MJR		Added reference to legislation Added Lucid Screening Added section covering admissions Added changes to Prep and college assessment Changed DSL Prep

Mount Kelly, an independent, 3-18 coeducational school with both day and boarding facilities, has an inclusive policy regarding pupils who have special educational needs and disabilities.

The Assistant Head Personalised Learning (SENCo) at the College may be contacted via email: rogersm@mountkelly.com or via direct phone line 01822 800311. The Assistant Head Personalised Learning at the Prep may be contacted on 01822 612244 or via email: prettejohnc@mountkelly.com.

The Governor with responsibility for SEND is Wendy Davis.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

Our Rationale:

The Personalised Learning Department plays a key role in the Mount Kelly Foundation and we pride ourselves on getting to know the children that we teach as individuals. A whole school approach is adopted and actively encouraged. Mainstream and specialist staff work together for the benefit of pupils with special educational needs and disabilities. Our overriding aim is that as teachers and parents working in partnership, we are committed to offering appropriate support and provision so that each individual fulfills their potential, emerging as happy, confident and well-educated learners.

Our ethos is inclusive. We believe it to be our duty to try to overcome any barrier to achievement in order to allow our pupils to make the best possible progress in all areas of their development. They should enter the next phase of their education as well-rounded young people with a wide range of choices available to them.

The SEND provision at Mount Kelly follows the Graduated Approach – Assess, Plan, Do, Review - set down in the SEN Code of Practice January 2015. Our SEND provision is delivered in a 'Wave' system:

- Wave 1 – Pupils are supported through differentiation in the classroom
- Wave 2 – Pupils have some small group provision to support their needs
- Wave 3 – Pupils have one to one provision according to their needs

Our Aims:

We aim to raise the aspirations of, and expectations for, all pupils with SEND by early identification. We work proactively to create a supportive environment in which pupils feel secure in our ability to offer positive, flexible solutions and appropriate support for their learning.

We will achieve this by:

Use of whole-cohort baseline assessments, as follows:

- Nursery: Early Years Assessments
- Reception: BASE
- Year 1: Phonic screening and termly assessments
- Years 2-6 INCAS + KPIs + ongoing formative & summative assessments
- Years 7: MidYis tests
- Year 8: MidYis test for new pupils
- Years 8-13 Lucid Exact Screening
- Year 10 entrants and mid-year joiners YELLIS
- Year 12 ALIS

At the Prep, reading age tests for individual pupils identified by classroom teachers as needing closer review

- Close liaison between teaching, pastoral staff and parents
- Providing advice to teaching staff on strategies to support pupils and provide differentiated work and delivery
- Through the Graduated Approach to SEND – ‘Assess, Plan, Do, Review’, including communication with parents and pupils
- Through ‘Quality First Teaching’ – teachers at Mount Kelly understand that they are all teachers of pupils with SEND

Objectives:

- To ensure that all pupils, whether or not they have SEND, will have access to a broad and balanced curriculum differentiated to meet their needs
- To ensure early identification of pupils with SEND
- To carry out regular monitoring, reporting and an effective tutoring system, so that possible difficulties are quickly identified.
- To work within the SEND Code of Practice January 2015 by providing support and advice for all staff working with SEND pupils in their classes to ensure Quality First Teaching by producing Pupil Passports (Prep) and Personalised Learning Profiles (College).

- To ensure that Wave 1, Wave 2 and Wave 3 provision is available to all pupils depending on their individual needs.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide support, training and advice for all staff working with pupils who have additional needs

Definition of Special Educational Needs or disability:

A special educational need or disability has a 'long standing and significant' effect on a pupil's ability to access the curriculum. Following changes in the SEND Code of Practice January 2015, identification of SEND now falls into four broad areas:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Physical and or sensory disability**

Early identification of need is vital so the appropriate support can be offered to pupils. It is important therefore that all the needs of the child are taken into account. Some factors, which may not be SEND, can impact on progress and attainment and these need to be considered and addressed.

Such factors could be:

- Attendance and punctuality
- Health and welfare
- EAL needs
- Potential High Achievers
- Performance athletes

Admissions

- Mount Kelly welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.
- The School will treat every application from an SEN and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.
- The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before the School

considers the application for a place and before they sit the School's entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

- An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.
- The School's Admissions Policy can be found in the Parent Handbook and is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

- Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Identification of SEN:

Applicants for admission to the Prep with known difficulties will have a formal meeting with the Assistant Head Personalised Learning (Prep), and the Prep Deputy Head (Academic) and Prep Deputy Head (Pastoral). At this point all previous Standardised Test results, Specialist Assessments and Exam Access Arrangement reports will be required.

Applicants for admission to the College with known difficulties will have a formal meeting with the Assistant Head Personalised Learning (SENCo), the Deputy Head (Academic) and the Deputy Head (Pastoral). All previous Standardised Test results, Specialist Assessments and Exam Access Arrangement reports will be required.

For pupils with an Education Health and Care Plan (EHCP) or a Statutory Statement of SEND the content of this document will be discussed with the Assistant Head Personalised Learning (SENCo) at the Prep and Assistant Head Personalised Learning (SENCo) at the College, to clarify needs and provision available within the Foundation.

There is close liaison between the Personalised Learning Departments at the Prep and the College and detailed discussion takes place concerning the transition of pupils with SEND, including a specific Transition Programme. Parents are also invited to individual meetings prior to their child's transfer.

On entry, baseline testing is carried out for all pupils and this is checked for discrepancies between Standardised Scores that may indicate a Specific Learning Difficulty (SpLD). Teaching staff use this baseline data routinely in their planning, class assessments and subsequent target setting for pupils.

Based on their observation and experience of pupils, requests for assessments may be made by subject teachers if they are concerned. In these cases, screening tests will be carried out by the Assistant Head Personalised Learning (SENCo) at the Prep or Assistant Head Personalised Learning (SENCo) at the College. If deemed necessary, further testing may be advised, or an application for exam access arrangements made if appropriate.

The purpose of identification is to work out what actions need to be taken to support pupils. Consideration of 'pupils causing concern' is high priority for Mount Kelly staff. Consideration of need is at the heart of tutor meetings, subject department meetings and Pastoral Team Meetings. All staff understand that it is important that both pastoral and academic needs of pupils are taken into account in planning provision.

Parents are involved at every stage in the process of identification of need and permission is always sought before any formal steps are put in place. When an identification of need is made, this information is recorded on the school's information management system, iSAMS, and a Pupil Passport (Prep) or Personalised Learning Profile (College) will be created. Teaching staff are made aware of the pupil's needs and will amend their own records and planning accordingly. Test results from standardised tests are only distributed to those staff who need such information, and are stored securely in accordance with the Data Protection Act.

A Graduated Approach to SEN Support:

Subject teachers at Mount Kelly understand the need for Quality First Teaching for all pupils and are accountable and responsible for the progress and development of all pupils in their classes, including those who have SEND or are supported by a Support Assistant.

Teachers liaise with the Personalised Learning Department regularly and there is a clear partnership between the adults in the classroom. High Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND; additional intervention or support cannot compensate for lack of this.

Quality of teaching is regularly reviewed for all pupils, through work scrutiny, lesson observations, SEND learning walks and performance management. The Assistant Head Personalised Learning (SENCo) and Assistant Head Personalised Learning (SENCO – Prep) deliver INSET regularly and operate a drop-in service for staff in order to offer advice on differentiation. Strategies to support individual pupils are also available to staff through Pupil Passports and Personalised Learning Profiles. Regular assessment of pupils is implicit in monitoring progress and all pupils' progress is tracked and monitored.

Planning:

In the event that a pupil fails to make expected progress after the subject teacher has offered a differentiated curriculum, evidence is gathered from regular assessments and classwork and, after discussion, agreement is reached about the support that may be required for that child to make progress. Parents and the pupil will be part of this consultation process.

Targeted support:

There are several possible responses which we are able to make to individual need. The examples given here are representative but by no means exhaustive:

- In-class support from one of our Support Assistants
- Small group sessions - in place of one or both MFLs, dependent on the pupil's needs. Booster groups at the Prep
- Individual lessons with the SENCo or a trained Support Assistant focusing on the pupil's specific needs
- In Year 10 and 11, pupils may choose to study one less GCSE subject in favour of three Personalised Learning lessons per week
- Small group sessions focusing on self-esteem/ Social Skills for pupils identified by the Assistant Head Personalised Learning in the Prep

Review of Support:

The subject teacher remains responsible for working with the pupil in their subject even if support takes the form of small group or individual teaching away from the main class. These interventions will be reviewed at regular intervals when they will be evaluated, pupil and parent views sought.

Managing Pupils' Needs:

SEND Support is now a single category of support (SEND Code of Practice January 2015), therefore it is important that the Graduated Approach to SEND is in place. This 'Assess, Plan, Do, Review' approach exists alongside monitoring and reporting, which takes place termly. It is at this stage that reviews of pupil progress take place.

However, concerns can be raised at any time by formal contact with the Assistant Head Personalised Learning (SENCo) at the College and Prep. Parents are encouraged to share their concerns and frequent contact is welcomed in order that we work as a team to support SEND pupils.

The Foundation Provision Map provides a 'living' record to establish current provision. It remains the core responsibility for the subject teacher to provide evidence of progress through assessment and reporting. The Provision Map is updated termly feeds into individual Pupil Passports and tutorial meetings for pupil progress.

Further details of a pupil's needs and strategies for teachers to use to support their learning are in the Individual's Pupil Passport or Personalised Learning Profile.

The needs of pupils with SEND are considered in all matters relating to behaviour and discipline. Reasonable adjustment will be made for pupils with diagnosed disabilities, as per the School's Behaviour and Discipline Policy.

Further to this, the Assistant Head Personalised Learning at the Prep and College will liaise with the Deputy Head Pastoral, carry out risk assessments for pupils on the SEND register whose needs suggest the requirement for such intervention, and / or whose behaviour suggests that they are a risk to themselves or others.

The Assistant Head Personalised Learning at the Prep and College will also, in liaison with the Deputy Head Pastoral, consult with external agencies in order to offer fully effective support for pupils with SEND, and in particular those with ASD.

Examination Access Arrangements (EAA): (See also Exam Access Arrangements Policy)

Pupils in Years 6-8 will have provision made for both internal examinations, Common Entrance and any other external examinations, including 11+ and scholarships.

The extent of EAA will be determined by the School and this decision will reflect the pupil's normal way of working, educational psychologist's reports and any diagnosed SEND. The extent of EAA support lies at the discretion of the Assistant Head Personalised Learning Prep and College.

During the summer term of Year 9 pupils who have been identified as having a Specific Learning Difficulty (SpLD) or a disability, and who have a 'longstanding and significant difficulty' and an established picture of need will undergo specialist assessments in line with the JCQ guidelines in order to determine any appropriate exam access arrangements for external examinations. Should the College hold enough evidence of need, and of a pupil's 'normal way of working', an application will be made to the Joint Council for Qualifications.

Pupils who transfer into the Sixth Form will have their need for EAA reviewed before A-Level examinations, but will not necessarily need to be reassessed. Advice is available from the Assistant Head Personalised Learning (SENCo) to Year 13 pupils who have an SpLD and are making the transition to Higher or Further Education.

Managing Medical Conditions: (see also Medical Policy)

Mount Kelly recognises that pupils with medical conditions should be properly supported to have full access to education and the Foundation complies with its duties under the Equality Act 2010.

The Assistant Head Personalised Learning (SENCo) at the Prep and College will arrange Statutory Annual Reviews for all pupils who have an EHCP/ Statement for SEND – Sensory/ Physical needs, and all relevant parties will be invited to attend or contribute, including the pupil, who is at the heart of the Annual Review process. Mount Kelly has a proud history of, and an ongoing commitment to, inclusion for pupils with physical or sensory needs.

Training and Resources:

Training needs are identified within departments and where possible in-house training is provided. The Personalised Learning Department has a budget which is the responsibility of the Assistant Head Personalised Learning (SENCo). This pays for teaching or assessment materials and resources. The Department has a large range of resources to support both pupils and staff. The Personalised Learning Departments at the Prep and the College are based centrally, making them easily accessible. The aim is to provide a friendly, comfortable and welcoming environment well beyond the parameters of lesson time, and to operate an ‘open door’ policy for all pupils and staff.

Roles and Responsibilities:

Role of SEND Governor:

Mrs Wendy Davis was appointed to this role in September 2014. Her role is to have regard to the 2015 SEND Code of Practice and to ensure that the Assistant Head Personalised Learning at Prep and College carry out her duties in line with school policy.

Role of SEND Support Assistants:

At Mount Kelly Support Assistants play a vital part in the whole school approach to SEND. They work in partnership with subject teachers and the Assistant Heads Personalised Learning (SENCOs) to help improve pupils’ progress and narrow gaps in performance. The support they deliver is focused on achieving specific outcomes for pupils:

- Support pupils both in-class (Wave 1, in a small intervention group setting (Wave 2) or on a one to one basis (Wave 3)

- Liaise regularly with subject teachers, parents and the Director of Personalised Learning (SENCo) and Assistant Director of Personalised Learning (SENCO – Prep)
- Offer assistance with pupils' prep, time management and organisation
- Provide access arrangements such as reading/ scribing during examinations as required
- Prepare differentiated resources, display and revision materials in association with teaching staff
- Attend LS Department meetings and contribute to pupil reviews, Annual Statement/ EHCP Reviews and parents' evenings
- Supervise small group supervised study/ revision sessions

Role of the Academic Mentor (College)

The College has a dedicated Academic Mentor who works with small groups of pupils who are considered Potential High Achievers (PHAs) and who have a variety of SEND.

- Assist with Oral Language Modification (OLM)
- Promote independent learning and research skills for all levels of learner
- Promote confidence in taking risks in learning
- Assist Head of EAL to extend the learning experience of overseas pupils requiring support

Designated Teacher with responsibility for Safeguarding:

Mr Drew Bott (College) and Mr Matty Thavenot (Prep)

Medical needs and register of pupils:

Nurse Hannah Adams

Review of Policy:

This policy will require annual review, in line with the School's policy review schedule, and as responses to the SEND Code of Practice (January 2015) are implemented and improved.