

Special Educational Needs and Disabilities (SEND) Policy

King's College London
Mathematics School

Monitoring and Review

Action	Date	Name	Role
Last Review	18/05/23	Nora Kettleborough (with Eirini Brimpili)	AH PDBW (with SENCO)
Ratified	24/05/23	Education Committee	Governors
Next review	Summer 2024	Education Committee/ Governing Board	Governors

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Aims of SEND Policy

We wish all students at King's College London Mathematics School (hereafter 'KCLMS') to have high aspirations and expectations of what they can achieve. Our school provides a focus on outcomes for students and not just hours of support, and we have used exactly the same process and baseline data to set target grades for both SEN and non-SEN students. We aim for students with SEN to enjoy the learning experience and to feel suitably challenged, whilst simultaneously putting mechanisms in place to support them.

Objectives of SEND Policy

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice

To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs. To provide support and advice for all staff working with special educational needs students.

The SEND Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Key Staff

The school's SENCO Eirini Brimpili is supported in her work by Nora Kettleborough, Assistant Head (PDBW) and member of the Senior Leadership Team.

Contact details: eirini.brimpili@kcl.ac.uk or nora.kettleborough@kcl.ac.uk

The SEND Governor is Margaret Peacock.

The Designated Safeguarding Lead is Nora Kettleborough.

The member of staff responsible for managing the 16-19 Bursary Fund and LAC funding is Nicola Cosgrove, Business Manager and member of the Senior Leadership Team.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of students is Eirini Brimpili, supported by Nora Kettleborough.

Legal Framework

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0-25 Years (May 2015) Chapter 6 and 7 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE May 2014)
- Special educational needs and disability code of practice: 0 – 25 years (May 2015)

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- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 & 2 framework document (September 2013)
- [KCLMS Safeguarding Policy](#)
- [KCLMS Accessibility Plan](#)
- [KCLMS Positive Mental Health Policy](#)
- [KCLMS Supporting Students with Medical Needs Policy](#)
- Teachers Standards (July 2011, updated June 2013)

Context

A child is defined as having SEN if they have a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

There are four broad areas of need, and these categories are detailed in the SEND Code of Practice as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

SEND Information Report

In accordance with the SEND Code of Practice: 0-25 years, [the KCLMS SEND Information Report is available on the school website](#) and by hard copy from the school office.

The guidance states, “The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014”.

School SEND Values

- Every teacher at KCLMS is a teacher of every young person including those with SEN and should therefore support SEN students within the classroom.
- Students are responsible and intelligent individuals who sometimes need additional support to ensure their progress.
- No teacher should put a limit on what a student could potentially achieve.
- If students are involved in decisions about their learning environment and how SEN support is given, they are more likely to behave positively and learn productively.

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- The learning experience at KCLMS should contribute positively to the self-esteem of all students.
- The learning experience at KCLMS should provide and promote equality of opportunity for all students.
- The learning experience at KCLMS should enable all students to grow and develop.
- Every student should have the opportunity to progress beyond school to higher education and/or the workplace and should be given the support to do so, including support for transition to independent living where necessary.

Policy Development and Implementation

The policy was initially developed with the support of SEN consultant, Jill O'Connell, who has worked in various SEN roles at the Haberdasher's Federation. The policy has been shared with all stakeholders including Governors, parents, and students on the school website and particularly those families with a child on the KCLMS Additional Needs register.

Nora Kettleborough, Assistant Head (PDBW) is responsible for the review of this policy, whilst Eirini Birmpili, SENCO is responsible for the development and implementation of this policy.

Identification of SEN

The purpose of identification is to decide what action the school needs to take in order for the needs of the student to be met.

At KCLMS we identify the needs of students by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

The following may impact on progress and attainment but are not SEN:

- Disability (the CoP outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a Bursary Fund grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Students are identified upon entry to KCLMS through a number of different methods including their application form, their enrolment form or additional information provided by their school. It is the responsibility of the SENCO in the Summer term prior to formal enrolment and in the Autumn term to identify and collate information on incoming Year 12 students to update the KCLMS Additional Needs register accordingly.

Each identified student has an Individual Education Plan (IEP) completed by the SENCO in consultation with the student and parent/carers. The IEP contains details of the need, the category of need, suggested strategies for support and exam access arrangements where required. Please see Appendix 5 for an example of the IEP template. There are cases where a young person might be

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given an IEP, if the SENCO and their teachers decide they is necessary, even if the student has no diagnosed SEND. All students identified with a SEN are included in the KCLMS Additional Needs register which also contains students with medical conditions and students with exam access arrangements. IEPs and the Additional Needs register are held on the staff area of SharePoint.

Further information on the process of identification can be found in the [KCLMS SEN Information Report](#).

Staff Training

As part of the weekly Learning, Teaching and Assessment programme for staff professional development, there are dedicated sessions to help inform, update and train staff in supporting students with SEN led by the SENCO. Where appropriate or required, the SENCO or an external specialist will lead further sessions for students who demonstrate more complex needs.

The SENCO will gain the National Award for Special Educational Needs Coordination within the first two years of their appointment to the role.

In the Autumn and Spring terms, staff are invited by the SENCO to propose students they have identified for additional support either for exam access arrangements or for inclusion within the Additional Needs register. KCLMS use an external specialist consultant where required to support with the identification and formalising of students with SEN for example those with dyslexia and processing delays.

Appendices

Appendix 1: Specific Roles and Responsibilities to support students with SEN

Appendix 2: The Graduated Approach and EHC plans

Appendix 3: Admissions Arrangements

Appendix 4: Access arrangements

Appendix 1

Specific Roles and Responsibilities to support students with SEN

Under the SEND Regulations 2014, the governing body of KCLMS must ensure that there is a qualified teacher designated as SENCO for the school. This teacher must also hold the postgraduate National SENCO award or be working towards it within two years of appointment to the role.

'The SENCO' means the person who has been designated by the governing body to be the special educational needs coordinator for the school.

The **Special Educational Needs Coordinator (SENCO)** is responsible for:

- Using data and information provided to identify and monitor all students with SEN.
- Informing teaching staff of students' SEN and the provision needed.
- Maintaining and updating the school's Additional Needs register.
- Ensuring the correct provision is in place for all students with SEN through completion of Individual Education Plans with student and parent/carer input.
- Monitoring, evaluating, and reviewing the curriculum that is in place for all students with SEN through learning walks and lesson observations.
- Ensuring that access arrangements are in place, when required, for external examinations
- Coordinating smooth transition to higher education establishments – initiating communication and organising meetings where appropriate.
- Conducting Annual Reviews and monitoring the progress of Statemented students and those with an EHC plan and the process of transferring Statements over to Education Health Care plans.
- Liaising with parents of pupils with SEN through parents' evenings and interim meetings where appropriate.
- Initiating contact with new students and parents/carers with EHC plans or Statements prior to starting at KCLMS.
- Liaising with outside agencies where necessary. These include the Child and Adult Mental Health Service, Social Services, Health services and use of the in-school counselling service.

Teaching Staff are responsible for:

- Meeting the individual needs of the students in their classes, by regularly checking and acting upon information provided by the SENCO.
- Ensuring that schemes of learning are appropriate for the needs of all students that they teach and attending training provided by the SENCO.

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- Using differentiation appropriately in all lessons and implementing advice and guidance from the SENCO and student IEPs.
- Setting achievable, but aspirational, targets for individual students and evaluating the success of these targets.
- Contributing to the Annual Review of Statemented students or those with EHC Plans.
- Referring students who are having difficulties to the SENCO and completion of SEN 'Round Robins' when requested.

Senior Leadership Team and Governing Body:

- The Head Teacher and the School's leadership team has the responsibility to ensure the implementation of the SEN Policy and the timely update of the SEN Information Report.
- The appointed governor for SEN plays a vital role in ensuring that SEN stays on the KCLMS agenda and will make every effort to ensure that the necessary special arrangements are made for students with SEN.

Appendix 2

The Graduated Approach and EHC Plans

Where a student is identified with SEN, KCLMS will take action to remove barriers to achievement and put effective SEN provision in place. This takes place in the form of a four-part cycle known as the Graduated Approach of assessment, planning, doing, and reviewing.

Stage 1: Assess

KCLMS has a clear and structured approach to identifying and responding to Special Educational Needs. As a school, we recognize the importance of identifying students' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes.

The SENCO and subject teachers make regular assessments of progress for all students following the results of the 'K' Assessments. These seek to identify students making less than expected progress related to age and individual circumstance.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional, and social skills. Identified students are referred to the SENCO for additional assessment of need.

Stage 2: Plan

Once a student has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place by the SENCO. Parents/carers will also be notified of a young person being placed or removed from the SEN register.

All students who are placed on the SEN list within the Additional Needs register will have an Individual Education Plan drawn up by the SENCO in consultation with the student to outline their specific needs and to inform staff of how to differentiate their lessons to provide quality first teaching and inclusive education for the individual.

Stage 3: Do

All teachers are teachers of SEN and therefore will remain responsible for working with students on a daily basis, with support and advice from the SENCO. They have responsibility as explained in Appendix 1 of the SEN Policy to ensure the IEPs are used to support students in the classroom and during assessments.

Stage 4: Review

The effectiveness of support and intervention is reviewed throughout the year. Impact will be measured through academic progress, attendance and parental, student and staff feedback. Where a student continues to make less than expected progress, despite evidence-based support, the school will consider involving specialist agencies if required for additional diagnostic testing.

If at any time a parent has concerns about their child, they are able to communicate with the SENCO by email or phone to discuss this further.

Education Health Care Plans

Parents have the right to request an Education Health Care Needs Assessment if they believe that, despite KCLMS taking relevant and purposeful action to identifying, assessing, and meeting the needs of their child, they have still not made expected progress.

Parents are able to request an Education Health Care Needs Assessment by contacting the SENCO to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

- The young person's parent.
- The young person over the age of 16 but below the age of 25, and
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).

Appendix 3

Admissions Arrangements

For further information regarding the admissions process for KCLMS, [the Admissions Policy is available publicly on the school website](#) or can be obtained via the school office.

Equality and Diversity

In operating admission arrangements, KCLMS will do everything it reasonably can to enable every student to perform at their best, and in making acceptance decisions will not discriminate between students on the grounds of race, sexual orientation, sex, disability, faith, gender identify, marital/civil partner status or pregnancy/maternity provided they meet the criteria for entry. [The KCLMS Equality Statement and Objectives is available on the school's website.](#)

Admission and students with SEN

The school is keen to ensure that no applicant who has a learning or physical disability, or has a registered Special Educational Need, or has a Statement of Need or Education Health Care plan is dissuaded from making an application if they meet the admissions criteria. The school undertakes to fulfil its anticipatory duty to make reasonable adjustments to avoid substantial disadvantage to any applicant.

If an applicant applying to the school may require particular arrangements to be made for the aptitude test or for the interview, the parents/carers or the applicant should contact the school at time of application.

Students with SEN and their parents/carers are invited to view the school along with all other prospective students and their parents on a Prospective Open Evening, or on a private tour through appointment via the SENCO.

Appendix 4

Access Arrangements

Access arrangements are agreed for individuals before official examinations take place. They allow students with special educational needs, disabilities and temporary injuries to:

- Access assessments;
- Show what they know and can do without changing the demands of the assessments.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

The SENCO liaises with the Examinations Officer to consider which students require access arrangements, using external specialist support for key diagnostic testing where required. Students with a history of need are identified to apply to awarding bodies to enable individuals' access arrangements for external exams.

All exam access arrangements follow the JCQ regulations and are applied for in conjunction with *Access Arrangements Online*.

The SENCO with support from all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements at KCLMS.

Appendix 5

Individual Education Plan proforma

For students identified with an SEN under any of the 4 categories, an Individual Education Plan is completed by the SENCO in consultation with the student and their parent/carer.

KCLMS SEND IEP 2021/22

Name of student		Tutor Group and Tutor	
Outline of student SEN			
Student's views			
Explanation of SEN			
KCLMS strategies (in-class and external)			
Intended impact/outcomes of interventions			
Exam arrangements			
IEP created by		Date of IEP completion	
Additional comments from students/parents			
Primary contact in school			

KCLMS SEND IEP – REVIEW 2021/22

Review date of IEP	
Review updates	
Review conducted by	
Review targets agreed by student?	