

Kings International College for Business & the Arts

Special Educational Needs Policy

Objectives

This policy is in keeping with the College's aims and policies.

The governing body and staff of Kings International College will ensure that all students enjoy access to a broad and balanced curriculum.

Staff have an obligation to take heed of the SEN register and be actively involved in using IEPs to provide appropriately for students.

Specific Objectives

1. To promote the development and inclusion of individual students with Special Educational Needs in line with the Every Child Matters Directive.
2. To improve standards of literacy by targeting Years 7, 8 and 9 for specific tuition, and thereafter providing predominantly curricular support.
3. To track attainment and evaluate effectiveness of support.
4. To improve the range and equality of strategies used in the central support of students.
5. To raise awareness and promote INSET amongst all members of staff regarding the needs of individual students and the ways in which their specific needs can be addressed.
6. To fulfil statutory requirements as specified in the Code of Practice.
7. To support students experiencing problems coping at College.
8. To establish a productive partnership between school, parents and outside agencies.

The SEN Co-ordinator is responsible for:

- Screening all students in Year 7 and identifying, assessing and providing for students with special needs
- Maintenance of the SEN register and IEPs and sharing this information with all staff
- Regularly reviewing the individual needs of students and co-ordinating provision for them
- Liaising with and advising subject teachers on how to meet a range of needs through a monthly scheduled meeting.
- Involving parents fully in decision making about students with SEN
- Providing INSET via twilight for all staff as needed and for student teachers and NQT's in particular
- Providing specific information on difficulties which students experience in this College and strategies needed to help them.
- Liaising closely with feeder schools and providing bridging where appropriate
- Liaising with external agencies as needed
- Ensuring that all statutory reviews take place and are recorded
- Providing quality tuition for individual students

- Liaising with teaching staff to find ways of encouraging and supporting students with SEN.
- Developing teaching and learning strategies within the College to benefit all SEN students
- Tracking and analysis of data to ensure provision is an appropriate and effective use of funding
- Management of TA team
- Intervention Strategies

Admission Arrangements

The College caters for the full ability range and the presence or absence of a special educational need is not a factor in the selection of students.

Identification and Assessment

- Kings International College policy will pay due regard to the staged approach recommended by the Code of Practice.
- The Department identifies students' needs across the ability range.
- School records are transferred with students and information from outside agencies noted
- All Year 7 students who come into Kings International College will be screened using MIDYIS Tests. Standardised tests are used to assess reading comprehension and spelling.
- Students transferring to the College other than at the age of transfer are identified and assessed in a similar way.
- Observation from subject teachers reinforces the information from feeder Schools and from testing, as well as revealing further problems needing investigation.
- The College is committed to investigating expressions of concern, made by parents, teachers, students themselves and outside agencies.
- Further more detailed diagnostic testing may be used to clarify the indications suggested by the above.

Provision

Students with SEN have access to a balanced and broadly based curriculum, including the National Curriculum.

- Provision is prioritised
- Identified students are offered intensive, individual tuition on a withdrawal basis, for example, Pyrford. This may take place in a small group or individually. The time is negotiated with the student, parents and subject staff to avoid undue disruption.
- Support with homework is provided weekly during one mid-Tutor time.
- An Individual Education Plan is prepared for each student at School Action Plus or Statemented level on the code of Practice. It states aims and targets which the student is working towards and how they will be supported and progress monitored. These are regularly updated.

- Students are monitored when tuition ceases to ensure that literacy skills can be applied to the classroom situation.
- The SEN Department keeps an on-going file containing information on each individual's needs, provision and progress.
- Meeting special educational needs is the responsibility of all teachers. An SEN register is available to all staff via their computer desktop, which identifies all students with SEN. It is updated termly and is strictly confidential. SEN data is also available in Sims.
- Copies of IEPs are available via the SEN icon on desktops and are regularly updated. Vice Principals, Assistant Principals, Tutors and Performance Managers, together with other involved staff liaise closely with the SENCO and ensure that there is a flow of information about students and their needs. Performance managers meet weekly.
- In-class support is given by TAs/HLTA's in liaison with the SENCO, and teaching staff in planning and preparing for what is to be taught and how differentiation and greater access for SEN students can be achieved. Teachers and TA's have high expectations of student achievement and encourage them to fulfil full potential.
- Differentiation is by task, strategy and outcome in the classroom. A subject area may adapt materials and gauge the suitability of the task to the student and the amount of work that can realistically be expected. Some subjects are setted, others are taught in mixed-ability or single sex classes.
- SEN staff will be available to discuss problems and to offer advice and support.
- The SEN Department has 6 Alpha smarts on-loan to students with poor handwriting skills.
- Parents are encouraged to keep in touch with SEN staff, both formally and informally and their partnership is valued.
- Students with SEN are fully integrated into the life of the College and may hold positions of responsibility and represent the College in a variety of ways including student voice and student council.
- Liaison with outside agencies allows the SEN Department to ensure the student's needs are met. The Department liaises with other staff, makes appointments with outside agencies for the student to be seen at College, and offers physical assistance where appropriate. Ramps and specialist equipment have been put in place.
- Students are assessed and exam access arrangements are applied for to provide equal opportunities for students with special educational needs.

Students on a Statement of Special Educational Need

In addition to the previous information, the following is specific to these students:

- A representative of the SEN Department attends the last annual review at the Junior School before students transfer to Kings International College, as part of the KS2 Transition Programme.
- An initial meeting takes place with the student and parents prior to transfer to Kings International College. Students are given the opportunity to visit Kings International College individually or in small groups before transfer.

- Special individual provision is then made by negotiation and in consultation with the student, parents, subject teachers, Heads of Year, Tutors, SEN team and other involved agencies.
- An individual programme is arranged to support the individual's needs with due regard to their statement of SEN and access to a broad and balanced curriculum, including the National Curriculum.
- An individual Education Plan is written for all Statemented pupils and reviewed every 4 months.
- An annual review for statemented pupils includes an invitation to parents and all concerned agencies.

Students with Behavioural Problems

- The Vice Principal/ Behaviour and Inclusion Manager address the issues of modification of behavioural problems. This is often in consultation with the SEN Department, and sometimes the EP (Educational Psychologist). The VP may call a meeting of all staff involved with the student to pool information and decide upon a consistent course of action and target-setting.
- The Pastoral Support Programme is an important vehicle for exploring all avenues for students whose behaviour puts them at risk of permanent exclusion. The SENCO or a representative attends all PSP meetings where a student is listed on the SEN register.

Students with Emotional Difficulties

Ill health, bereavement, problems at home and various influences may seriously affect a student's performance at College. The VP is made aware of such students by parents, tutors or subject staff. There is a Student Support Officer who is available for student support and offers short term advice and interventions.

Evaluation

Positive indicators of a student's progress

- An improvement in literacy gauged by objective standardised testing.
- An inclusion and re-integration programme is in place including vulnerable students
- Attainment of standards of achievement appropriate to abilities, including assessments and external examination results. These will show the Value Added of interventions made.
- Growth in self-confidence and acceptance of challenges.
- A clear perception of personal development and healthy self-esteem.
- Regular and willing attendance.
- Formal feedback through the College's assessment system from Performance Manager
- Informal feedback from subject staff and form tutor
- Feedback from involved agencies
- Feedback from parents about study habits and attitudes

- Positive indicators of the quality of SEN provision
- Recognisable progress of students
- Productive interaction between student and teacher
- Provision of balanced programmes of study, allowing opportunities for challenge and success
- Well-focused IEPs, continually updated
- Communication of relevant information to all staff
- Co-operation between SEN Department and subject teachers
- Flexible use of teaching staff and support staff
- Continuous upgrading of resources and materials
- Awareness of current thoughts and practices in areas of SEN
- Versatility and willingness to explore new ideas
- Accessibility of staff to parents
- Regular liaison with outside agencies
- Provision mapping showing provision in place and evaluation of its effectiveness.

Allocation of resources

Capitation

The SEN Department's allowance is spent primarily on training, testing and resources. (I.e. reading books, reference books, teaching materials, upgrading computers). Please see SEN faculty review for greater detail.

Funding

The money from Statements and School Action Plus funding is used primarily for staff salaries in order to provide adequate support both in-class, for administration or to provide specialist teaching and support from outside agencies.

Staff Development

- Kings International College is committed to training of staff to meet a range of needs.
- The SEN Co-ordinator provides in-house training for TA's in the Department and for teachers at whole staff and twilight inset sessions.
- All staff attend meetings, courses and conferences to extend their expertise.
- The staff of the SEN Department function as a team, working on each other's strengths and interests to create a range of specialisms
- The members of the SEN team strive to support each other in an atmosphere of mutual trust and reliance.
- INSET for all staff is generated as a result of appraisal and targets identified as well as need.
- SENCO is responsible for Department staffs' professional development
- There is regular College based INSET on SEN through the twilight programme.

Partnership with Parents

- Parental involvement is essential
- The SEN Co-ordinator and members of the SEN team are readily available to meet parents and discuss concerns and needs.
- Parents may communicate with the SEN Co-ordinator via the student's Planner or any other convenient means.
- At every stage of intervention, support is offered in consultation with parents.
- SENCO is always present at Consultation Evenings.
- SEN Department supports meetings with parents as and when needed.
- Family support is available via the family support worker and via courses such as "Planning for Success" for families of Autistic Students, "English for parents" of students with English as an additional language and via "Strengthening Families" for families with students who have behavioural difficulties.

Support Services

Contact is maintained with:

ELM – Ethnic Language Minority Service

BSP – Behavioural Support

LLS - Learning and Language Support

SYDS - Surrey Youth Development Service

SHAPE –Surrey Heath Area Partnership with other local secondary schools

EWO - Education Welfare Officer

EP - Educational Psychologist

SC – Social Care

PYRFORD – respite centre for students with behaviour difficulties

STEPS – programme run for children educated other than at school 4 days out 1 day in school

- School Medical Officer
- School Nurse
- Special Needs Administrative Officer and her team
- Teacher for the Hearing Impaired
- Teacher for the Visually Impaired
- Physiotherapist
- Occupational Therapist
- Speech and Language Therapist
- Department of Child and Family Medicine
- Social Services
- Partnership with Parents
- Colleges providing vocational training
- Army Support

Links with other Schools

- Liaison with Feeder Schools for transfer to Year 7.
- Liaison with SEN Co-ordinators. Observation of good practice in other establishments wherever possible.
- Students attend a 2 day induction process and SEN staff are involved in observation and support.
- For statemented students TAs/HLTA's spend time at feeder school noting down support strategies already being effectively used.
- A year 6 SEN register is compiled prior to student commencing with Kings so staff can familiarise themselves in advance.
- Liaison with Feeder Schools takes place during the summer term.
- A member of the SEN Department attends Statement Reviews of students expected to transfer to Kings International College.
- Special Schools and centres to pool expertise and when placements or transfers are appropriate. This may include PRU's or Pyford Centre or specialist school.

Staffing

The Department is managed by the Assistant Special Needs Co-ordinator (SENCO) who is a qualified specialist in supporting students with specific learning difficulties (OCR Certificate level 7.) The department is overviewed by the SENCO.

There are 2 x HLTA's who are full time and 1 full time and 7 part time Teaching Assistants at the start of this academic year.

Administration for the department is undertaken by the SENCO and the TA's with secretarial support from the College's administration team.

Additional specialist services have been provided by (for example)

Educational Psychologist
Behaviour Management Service
Speech and Language Therapist
Physiotherapist
Occupational Therapist
Advisor for Travellers
Advisor for Children who are Carers
Advisor for students who have EAL, including refugee children
Partnership with Parents
Advisor for Students with Physical Disabilities
Advice from adults in the community with illnesses suffered by some of our students e.g. Diabetes, Cystic Fibrosis