



KD  
GRAMMAR  
SCHOOL  
FOR BOYS

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# **Kassim Darwish Grammar School for Boys**

## **SEN Policy**

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## Rationale

The staff of KD Grammar School for Boys recognize, that students of all abilities and nationalities may experience obstacles to learning, and that a small proportion may have statements of educational needs. Our aim is to provide access to a relevant curriculum for all students. The responsibility for ensuring integration for all students with special educational needs lies with all members of staff.

## The Content of the Policy and its Relationship to Other Policies

This policy should be considered in conjunction with other written policies on accessibility, equal opportunities, behaviour, curriculum, ICT and exams.

This policy has regard to the 2015 SEND code of conduct, although it is recognized that many of the requirements do not have direct application to independent schools.

## Aims:

- to have due regard to the 'SEN Code of Practice' on the identification, assessment and Support of students with Special Educational Needs;
- to ensure full entitlement and access for students with special educational needs to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum), so that they can reach their potential and enhance their self- esteem;
- to enable special educational needs students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that students can develop as valuable members of society both now and in the future, e.g. students should develop a range of desirable qualities such a safety awareness, politeness, perseverance, initiative and independence;
- to endeavour to assist students with different special educational needs, e.g. dyslexia, dyspraxia, dyscalculia, emotional problems, attention deficit disorder (ADHD), autism (ASD), hearing/visual impairment, to fully access the curriculum.
- to educate students with special educational needs alongside their peers, whenever possible, within the normal curriculum, after giving due consideration to the appropriate wishes of the students and their individual needs;
- to stimulate and/or maintain student curiosity, interest and enjoyment in his/her own education;
- to aim to meet the needs of all students who have special educational needs by offering continual and appropriate forms of educational provision by the most efficient use of all the available resources;
- to share the responsibility of meeting special educational needs by involving the whole staff;
- to maintain the firmly established Learning Support provision, so as to provide additional support for students and a source of reference for the staff;
- to involve parents and students in the identification, assessment and delivery of special educational needs and to strive for close co-operation between any agencies concerned and for a multidisciplinary approach to the resolution of pertinent issues.

## Objectives

The objectives relate directly to the aims of the SEND Policy of the school and are intended to show how the structures and systems that are in place actually put the aims into practice:

- Education provision is achieved through full integration into the mainstream school. The SENCO and teaching support staff offer advice to subject-teachers and departments on employing teaching methods and resources that allow all students (irrespective of ethnic origin, academic ability, special needs etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. We consider one of our key roles is to raise awareness of staff in these issues and to support them in delivering the curriculum to maximum effect;
- Lessons are conducted in a secure, supportive and disciplined manner. The students and staff interact in a manner that demonstrates mutual respect. The staff believe that learning takes place most effectively in the context of a caring relationship and that a good teacher/student relationship fosters trust and promotes self-reliance and initiative and an enthusiasm to learn;
- Members of staff use a graded reward system, e.g. direct verbal praise, acknowledgement in assembly of particularly good work, postcards home, merits linked to house points for outstanding effort by a student. Certificates and medals are presented as merits are accrued. This encourages all students to work to their true potential and to experience a sense of achievement even though they may have special needs (See Assessment Policy);
- All teachers are given details of the special educational needs of each student on the Special Needs/Support Register eg. type of need, differentiation required via a one-page student profile if the student has an official diagnosis. These are provided electronically and as hard copy to staff and in future be put on the school's SIMS system. Staff is given an overview of the students in school with any kind of special need via inset and google classroom learning support forum with updates on focuses around an SEN area. Supply staff need to speak to HOD.
- The profiles of those with an externally verified diagnosis have a profile which gives basic information to help teachers in the classroom and includes strengths and weaknesses and strategies the student finds useful.
- There is regular liaison with the Send and mainstream staff about individual students, their needs and their progress. A half-termly three achievable target system is expected by all staff for students on the year lists and those with profiles and expected to be on transparent stickies on their schemes of learning,
- The SENDCO supports staff with expertise in the education of students with learning difficulties

Currently two hours of directed time is deployed across the English dept to support the needs of those students requiring intervention.

- The involvement and interest of the student and his parents will influence the effectiveness of any assessment and intervention. Both the parents and the student have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/ students/ teachers, supported when and where appropriate by other specific professionals and agencies;
- A standard procedure is in place for assessing, monitoring, recording and reviewing progress, both formally and informally; Wrat 4 on entry and a Heinmann spelling system for example.
- A policy of effective management of students' behaviour is supported by the implementation of the whole school approach to behaviour and discipline. And a SRF (Self-referral-form) is used to record immediate concerns for 7 and 8 and 9 then teacher evidence forms to detail these concerns in years 10/11.

Special Educational Needs responsibility point:

The role of the SENCO responsibility point involves:

- the day to day operation of the school's SEND Policy;
- liaising with and advising members of staff and contributing to the in-service training of staff;
- assessing and coordinating access arrangements to exams both internal and external for children with special educational needs;
- Liaising with SLT to maintain the Special Needs Register by updating BROM COM
- Scanning the year 7 admin folders and establishing who has existing sen needs and
- liaising with staff to determine those students who present as having persistent difficulties
- **Conducting reading and spelling age group markers WRAT 4 results of which are colour coded onto BromCom as reading R and spelling S; code is annotated. CPD is delivered annually.**
- liaising with students and parents of students with educational needs;
- keeping the Senior Leadership Team informed about Support Learning matters;
- liaising with external agencies as appropriate;
- liaising on a regular basis with the Deputy Head and Head teacher;
- liaising with exams officer re exam policy: use of laptop and extra time and other access arrangements. See KD exam policy for AA compliance.

### **All staff are encouraged to:**

- share in the responsibility for the successful planning and provision for students with special educational needs;
- develop a climate with the school in which each student can grow in self-esteem and self-confidence, as a valued member of the school;
- develop individual's strengths, abilities, interests and aptitudes in order to raise a student's achievement and allow him/her to fulfil his/her potential;
- celebrate the success of students;

### Identification, Assessment and Review Procedures

This process takes into consideration the recommendations of the SEN Code of Practice and as a school we employ a graduated response to SEN

### **Stages of Support**

#### **Trigger**

Concerns about academic progress, either by parent, teacher or student. These are usually raised at the six-weekly **SMT assessment meetings** but a green Student referral form (SRF) can be completed by the staff at any point in the year and deposited outside the SENDCO office (AB's staff room)

Involvement          Form Teacher / subject teachers

#### **Action**

- SENCO to speak to parents to gain written permission for screening via an invitational letter
- SEND teacher to assess the students in question in years 7 and 8 but years 9,10,11 are outsourced to an assessment by Wendy Paris, the current Patoss Assessor.
- Outcomes of the review are shared with Head teacher/Trustees and actions to be taken recorded on the school system (as appropriate student is placed on the Special Needs/support register). All staff has ready access to SEND information through insets and staff room notices and profiles and Google classroom forum where updates are posted and advice listed.

#### **Monitoring**

Review of progress to be updated after discussion with staff on profiles to be subject specific.

#### **Guidelines**

Referrals are made for a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school;
- has communication and/ or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum will be referred, once parents have been informed, to the Learning support.

## School Support Offered

Once a student is identified as requiring support at the initial trigger point, the SENCO will suggest to the SLT an appropriate way forward. The level of support is determined through benchmarking tests, class based evidence and meetings with all stakeholders. In most cases the support falls into the following categories:

### **Stage 1 Teacher Based Differentiation**

In many cases a teacher can differentiate their planning and/or use the support of a class based TA to make sure that the student in question makes progress. An SRF form has been devised and all staff know to use one to refer a student to the sendco. The form is located outside A. Beevers' office in the staff corridor.

**Stage 2 Intervention** – Through mentoring and support the student in question makes progress. This will normally include additional sessions with teaching staff on ODC time. The impact of the intervention is measured every half-term. Coupled with this support, all teaching staff is made aware of how best to support the student in question (this is then monitored through planning). Where progress is not then made the next stage may be applicable). This is monitored by the Key Stage Coordinator, SENDCo (and where applicable HOY) formally every ten weeks.

### **Stage 3 Specialist group or one-to-one provision**

When short /medium term intervention is in place and a student is still not making the required progress, the SENCO may suggest that teacher evidence forms are completed after collation of evidence of the students' normal way of working is established. Sendco would meet with parents to elicit previous concerns and draw up an understanding. This may entail the parent/guardians seeking screening for their son's condition as the school cannot offer any diagnostic tests in-house other than the Wrat 4 series and basic dyslexia checklist screening. Most parents are reluctant to have any screening done so the school is left with teachers managing learning needs from support within the school's own expertise.

### **Stage 4 Local authority/GP assistance**

The sendco attempts to guide parents to seek professional help through the GP and Ed Psychologist routes. The school also works in partnership with a professional PATOSS assessor who is used to advise the SENDCO in role and who is invited in to school to carry out selective tests for access arrangements and support strategies. This is a fee-based service where parents are invited to avail themselves of a formal assessment that is JCQ compliant. Ms Paris also offers full screening on an array of sen issues that parents can avail themselves of outside of school in her capacity as an independent Educational Psychologist if they wish.

## Admission of Students with Special Educational Needs to the School

Students are normally admitted to the school following a successful Entrance Examination and interview with the Head teacher. For prospective students known to have special educational needs, admission will not be solely based on the examination but will refer to a recent report from an educational psychologist and advice from the SENCO. Special educational needs students will be assessed to see if they have the suitable ability and work ethic to be able to cope with the academic curriculum of the school. The staff will endeavour to meet the varying needs of students joining the school. Entrance exam has visual content and has extra time permitted by sendco for those who require it, on application to the sendco via the school office.

### **On entry**

The SENCO will provide additional information to staff about new intake that will be requiring support.

### **Access to a balanced and broadly-based curriculum**

All KD students are entitled to a balanced, broadly-based curriculum wherein teaching and learning programmes are provided to allow students to develop literacy and numeracy skills which, in turn, helps them to access all areas of the curriculum. Departments are encouraged to think creatively about how they can develop alternative means of assessment to allow students to show their true potential within a subject area. Maths has a chess club daily and maths club, STEAM club and English has edible exams, board-game production, radio, aromatherapy crations, bun making for gothic literature and drama opportunities.

### **After entry: please note this is a selective school using an entrance exam for emarcent writing and a GLS cmaths and English test outsourced**

Individual students are soon identified as requiring extra help. Strategies to provide for this include both support within the student's teaching groups and/or select withdrawal for lessons in the Library (covid permitting) where individual educational sessions are devised. Continuous observation, identification and assessment of need take place termly. Close liaison with parents is encouraged so that any concerns they identify can be dealt with. Mostly the school relies on differentiation in class with intervention in small groups.

### **Integration**

Every student is encouraged to develop his/her own talents and strengths, whether they be academic, physical, practical, artistic, dramatic or technological. The individual is also encouraged to participate fully in school life – clubs, sports teams, helping with Open Days, social occasions etc. Irrespective of any special needs, students are actively encouraged to develop personal qualities - reliability, perseverance, honesty, truthfulness, co-operation, consideration, helpfulness, tolerance. The school works hard to develop a student's self-esteem and feelings of self-worth and to ensure that he participates in his individual learning and increases his responsibility for learning and behaviour.

### **Review procedures**

The targets set for each student in his profile are reviewed and discussed with the student twice a year and parents are also given the opportunity to discuss these.



**It must be noted there are NO EHC students on role.**

**Withdrawal from lessons is currently under review.**

Students are only withdrawn from mainstream lessons to attend individual lessons if deemed necessary. The lessons are usually 40 minutes in length and is a whole school decision.

Testing and Tracking of SEN Students

**All Students in year 7 or on entry**

Students are tested to provide a first filter via their entrance exam which involves an emergent piece of writing that can be used to identify students in need of learning support. In this way we can quickly identify any individuals who may have specific learning difficulties such as dyslexia and dyspraxia. They are then screened using more in depth testing as stated in our EAL policy. The spelling age of students is determined via WRaT. And other tests defined below.

**SEN Students**

All students on the SEN Register are given a generic spelling, reading age and baseline English and Maths test standardized by AQA or Edexcel. If serious concerns are raised SENDCO would advise taking up a private referral to an Educational Psychologist. On entering year 9 students still on the profile are tested on Reading Accuracy, Reading Comprehension and Spelling and Writing and working memory through some or all of the following: Sendco will authorize a laptop if needed and establish a normal way of working (NWOW). This may be bolstered with the following tests.

TOWRE, DASH, Wechsler, WIAT II-Tspelling, TOMAL2 for working memory and CTOPP2 digit/letter/symbolic naming tests.

From this data each student on the support list can be tracked to ensure progress is being made and advice from Ms Paris followed after her assessment is made available to parent and staff.

**Intervention groups**

This support is usually under direction from a subject teacher. An initial test is to be set by subject teacher to be used before and after intervention to gauge progress. The data is reviewed by Departmental Heads, Key Stage Coordinators and the SENCO on a half termly basis.

- **Links with Subject Leaders**

Part of the regular meetings will be used for discussion on special needs issues as they arise.

- **Links with all teaching staff**

A Special Needs google classroom forum contains articles and information about various special needs and suggestions of good teaching practice when working with a class containing several special needs students. All teaching staff have access to individual student's profiles and cpd materials delivered in inset days.

Partnership with parents

The school recognises the need for effective partnership with parents and endeavours to:

- inform and consult parents when appropriate;
- ensure that parents are notified of any decision by the school that impacts upon support provision being made for their child;
- ensure that parental views are actively sought and acknowledged in relation to their child's support provision.

The SEN department responds to the need for individual contact on a needs driven basis, providing intensive liaison between home and school as required. Parents are free to contact the school on the allocated SEN day to speak to the sendco and attend for meetings if needed.

Criteria for evaluating the success of the policy

The school considers a number of criteria when evaluating the success of its policy, both quantitative and qualitative.

### **Quantitative**

- Internal academic tracking system
- Key Stage 2 levels
- Key Stage 4 results  
Merits achieved
- Attendance / truancy / punctuality
- Post 16 placements/college liason re FORM 8 applications

### **Qualitative**

- Additional student achievements / involvements, accredited or otherwise e.g. in the local community
- Feedback at the end of the year to enable action for the following year
- Staff feedback – profiles via insets

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