



Special Needs, G&T and Inclusion Policy

The King's School
Cadhay Lane
Ottery-St-Mary
Devon
EX11 1RA

1.0 Links with Aims of School

- Maintaining the school ethos of achievement for all
- Ensuring that all students feel safe in their learning environment
- Developing the highest quality learning experiences possible for all our students

2.0 Description of Policy Formation and Consultation Process

People involved:

- Deputy Headteacher - Inclusion
- SEN Trustee
- SLT
- Skills for Learning Team

The SEN Coordinator is Mrs Paula Farrand. The SEN Trustee is Petrina Tipping.

2.1 Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

3.0. Definitions

SEND

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition, which prevents or hinders them 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.

Gifted, able and talented

- An 'able, gifted or talented' student is one who demonstrates a significantly higher level of ability than most students of the same age in one or more curriculum areas or in any of the following:

Physical talent
Artistic talent

Mechanical ingenuity
Leadership
High intelligence
Creativity
(Ogilvie, 1973)

There is **no predetermined percentage of students** who can be identified as 'able' 'gifted' or 'talented'. Identification should be flexible and dependent on the needs of the individual student.

4.0 Areas of special educational need

The King's School will make provision for students with the following four kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

The King's School is committed to providing an appropriate and high quality education to all the students living in our local area. We believe that all students, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe.

The King's School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all students in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs providing a graduated response to special educational needs provision.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- gender
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant School girls and teenage mothers

- any learners who are at risk of disaffection and exclusion
- any learners who are underachieving against their academic potential.
- any learners who are in receipt of pupil premium funding.

At The King's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve to his or her full potential. This policy seeks to explain our school offer to students at The King's School to support them in both removing barriers to their learning and to reach their academic potential.

The King's School sees the inclusion of students identified as having special educational needs as an equal opportunities issue, and we will aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We believe in a learner centred approach to support, where we work in partnership with the parents/carers and other agencies.

5.0 Inclusion Principles

- Staff at The King's School value students of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all students' needs. There is flexibility in approach in order to find the best solution for each student.
- Within each class, teaching and learning styles and organisation try to be flexible to ensure effective learning.
- Creative solutions and interventions, where resources allow, are sought to enable all students to reach their full potential within The King's School's existing structure.

6.0 Objectives

- To ensure the Children's and Families Bill (including new SEN Code of Practice 2014) and relevant Codes of Practice and guidance are implemented effectively across the School.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, students with special educational needs.
- Endeavour to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide access to a broad and balanced curriculum through appropriate planning by class teachers, SENCO, and Skills for Learning staff as appropriate to ensure barriers to learning are removed.
- To provide support for students who are identified as SEN support or those with an Education Health Care Plan who are underachieving against their targeted potential
- Endeavour to ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of students
- To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of school further education, career and life skills. These aims are central to the school's Skills for Learning department ethos.

- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the students themselves in planning and in any decision making that affects them.
- To provide appropriate provision and opportunity for students who are gifted, able or talented.

7.0 Arrangements for co-ordinating provision

SEND

The school's system for regularly observing, assessing and recording the progress of all students is used to identify those who are not progressing satisfactorily and who may have additional needs and require Intervention.

The School's system includes reference to information provided by:

- Baseline assessment results
- Assessment for Learning Strategies
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing assessment of need, My Plan or Educational, Health and Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Based on the school's observations and assessment data and in liaison with the class teacher, SENCO and parent, the student may be recorded as:
 - Watch (student will be monitored)
 - Special Educational Need support
 - EHCP

We have created a grid which displays the criteria needed to be identified on the school register as having a Special Educational Need; this is in line with the new SEN code of practice. If the student is placed on the school's SEN Register at SEN support or EHCP a letter will be sent to parents informing them of any interventions offered.

Learners with complex needs will have short term targets set regularly with the key worker, which will be reviewed to check for progress.

8.0 Provision for Students with Special Educational Needs

We believe that students who are underachieving may need to have some support in place to ensure they can reach their academic potential. Therefore, we have provisions that are specifically designed to support underachieving students; these are mainly short term intensive provisions designed to solve particular academic issues the learner may be experiencing.

For those students with longer term needs we have designed a series of provision maps, which show the four key categories of need and the provisions we offer to all learners (watch), then also to those students with identified needs (SEN and EHCP). Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

- The school will ensure that all students have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every student's needs. (No one will be excluded from a learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion, or would be detrimental to the individual or others)
- Learning opportunities will aim to be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff are expected to work in a way to avoid the isolation of the students they are supporting, and should encourage peer tutoring and collaborative learning.
- Schemes of learning and policies for each area of the curriculum are in place and are increasingly differentiated to include appropriate learning outcomes for all students.

Working with disabled parents/carers

- The King's School recognises that there will be a number of disabled parents/carers of students within the School, and we work to try to ensure they are fully included in parents/carers activities. We also endeavour to make sure that we hold parent/carers' meetings in a venue that is accessible and that accessible parking is available. We arrange BSL interpreters for those parents who request it (we need to have confirmation of attendance and the need for the service in order to make a booking)

Disability equality and trips or out of School activities

- The King's School aims to make all trips inclusive by planning in advance and using accessible places.

9.0 Arrangements for co-ordinating Gifted, Able and Talented provision

The school has a co-ordinator to identify students who meet the criteria and to ensure that there is a variety of opportunities available to stretch this cohort of students, both within subjects but also on a wider whole school basis. The role involves

- Monitoring of the effectiveness of this policy and making appropriate revisions if deemed necessary.
- To liaise with individual faculties on their own policies and provision.
- To collate information relevant to the identification of the 'most able'.
- To maintain the Register for gifted, able and talented students.
- To liaise with the parents/guardians of the 'most able'.
- To monitor the whole school provision for enrichment activities and assist departments with activities for the 'most able'.
- To liaise with appropriate external agencies, including primary schools.
- Establish and maintain a resource bank of relevant materials, both subject specific and theoretical.
- To manage a gifted, able and talented budget.
- Liaise with the Leadership Group on the provision of INSET concerning 'Gifted, Able and Talented' students.
- Monitoring gifted, able and talented students to be reported through the Curriculum Committee and via the Trustee designated to this area.

Above all the gifted, able and talented students' co-ordinator encourages a climate within the school whereby excellence is celebrated and facilitated.

Provision

Consistent with the school policy on 'Teaching and Learning', lessons should be appropriately differentiated for the more gifted, able and talented students will be stretched with extension tasks,

For identification criteria, see appendix1

10.0 Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint using the School's Complaints Procedure.
- Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available on the school website.

Appendix 1

Criteria used to identify gifted, able and talented students

In order to ensure that 'most able' students are being appropriately challenged, it is important that they are formally identified and monitored. In addition to using CAT score criteria gifted, able and talented students can be identified by any of the following additional methods:

- Nomination of students can be made by teachers, other school staff, primary school, parents, students themselves, peers or outside agencies.
- Allowing students the opportunity to engage in challenging activities can, in itself provide evidence of high levels of ability and talent.
- The array of information that is available through the normal testing procedures provides valuable information as to the abilities of students. However, the school recognises the limitations and potential dangers of relying too heavily on formal testing as a means of identifying the 'most able'.

Those identified are recorded on the academic register and separately on the able, gifted and talented register. This has the purpose of informing all concerned of a particular student's abilities.

At The King's School 'gifted' students are identified using the following criteria:

- A CAT score of 129 or greater in one of the categories of verbal reasoning, non-verbal reasoning or quantitative reasoning.
- A CAT score of 129 or greater in the spatial category in addition to a score above 120 in one or more categories of verbal reasoning, non-verbal reasoning or quantitative reasoning.

'Gifted' often describes students who have the ability to excel academically in one or more subjects such as English, Science and Maths.

'Able and talented' students are identified using the following criteria:

- A CAT score of 126 or greater in one of verbal, non-verbal or quantitative categories OR a score of 120 – 125 in two of the following: verbal, non-verbal, quantitative or spatial categories.

'Able and talented' may sometimes more closely describe – students who have the ability to excel in more practical skills such as sport, leadership and artistic performance.

At 6th Form level students with 8 or more 'A*' or 'A' grades at GCSE are identified as Able /Gifted and Talented. At The King's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve to his or her full potential. This policy seeks to explain our school offer to students at The King's School to support them in removing barriers to their learning and reaching their academic potential.