Inclusion & Special Educational Needs Policy

Contents

1. Aims

Our Inclusion and Special Educational Needs (SEND) policy and information report aims to:

- to ensure that the educational needs of all children are identified, assessed and provided for;
- to make clear the expectations of all stakeholders in the process;
- to identify the roles and responsibilities of staff in providing for children's individual educational needs;
- To ensure that all children have equal access to the school curriculum objectives and outcomes
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that the children have a voice in this process.

This policy will regularly be updated where necessary in accordance with the Access and Inclusion Policy produced by the IB and is relevant to students in the Sixth Form.

King's College Murcia (KCM) provides a broad and balanced curriculum for all children. The Curriculum, appropriate to each Key Stage, is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the diverse learning needs of the children. Some children have barriers to learning which mean that they have special needs and require particular action by the school to ensure that they are not at a significant disadvantage compared to their peers.

KCM has a mastery approach to teaching with the mindset that all children have the ability to achieve. Inclusive Quality First Teaching practice is provided to ensure that all children access high quality learning. Differentiated and personalised instruction will meet the individual needs of children and young people. Some children and young people need educational provision that is additional to or different from this and will receive intervention to help close the gap.

Children may have learning difficulties at any point during their school career. These may last throughout the time a child is in school, or may present for a given period of time, after which, often as a result of intervention strategies employed to support the child, no particular action is required. Teachers take account of the type and extent of the difficulties experienced by individual children in their short term planning.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Access to Inclusion Section from the IBDP

The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates.

The arrangements requested for a candidate must not give that candidate an advantage in any assessment.

The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.

In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

A subject result means the candidate has met the objectives of that subject, i.e. they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.

Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases.

No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

3. Definitions

The Code of Practice defines Special Educational Needs as a learning difficulty which calls for special educational provision to be made. "Learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of his or her age and or has advisability which

hinders his/her use of everyday educational facilities." "Special educational provision" means educational provision which is different from or additional to the provision made generally for children of comparable age. (SEND Code of Practice 0-25 Years)

For the purpose of this policy Special Educational Needs refers to "A child who has significantly greater difficulty in learning than the majority of his peer group".

 This can be:

● A pupil, who after following a structured programme, is working more or less at his/her ability but requires some support to maintain this level.

● A pupil who is progressing slower than expected due to a registered medical condition.

● A pupil who is underachieving in comparison to his/her ability, therefore requiring additional support.

● A pupil who has emotional and / or behavioural difficulties which are impacting on his / her learning.

● A pupil who has a disability which either prevents or hinders him / her from making use of the educational facilities available to children of a similar age.

● A pupil with high average to exceptional ability who may need special provision. These gifted children need an improvement in the quality of work rather than the quantity.

4. Roles and responsibilities
4.1 The SENDCo
They will:
- Work with the head teacher and to determine the strategic development of the Inclusion policy and provision in the school
- Have day-to-day responsibility for the operation of this Inclusion policy and the coordination of specific provision made to support individual pupils with SEND

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Ensure the planning, assessing and reviewing of SEND provision throughout the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Headteacher

The headteacher will:
- Work with the SENDCo and Inspired Board to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.3 Class teachers

Each class teacher is responsible for:
- The progress and development of every pupil in their class, through ownership and tracking of targets
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

4.4 Parents

To inform the school of accommodation needs known at the time of application to the school, providing relevant and supporting information.

5. SEND information report

5.1 The kinds of SEND that are provided for

KCM school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, unknown behaviour issues
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identification

Pupils with potential difficulties may be identified through a variety of methods. This is not an exhaustive list of means but does highlight some of the key strategies we use:

- CAT4 and other standardised testing
- PASS Attitudinal Testing
- Teacher referrals
- Summative and formative Assessment
- Diagnostic Testing
- Observational Assessment
- Progress Tracking
- Pupil Progress Meetings
- Handover and transition points
- Discussions with parents
- Teacher Professional Knowledge

- Team Around the Child
- Preschool agencies
- Referrals from outside agencies e.g. doctors, social services
- Parents´concerns or known diagnosis

Following identification, all staff should follow the Learning Support Procedure detailed in the section below.

Referral Procedures and Provision

King's College Learning Support Procedure

| 0 | **Pre Referral to SENDCo**

 The first response to concerns about progress should be high quality teaching targeting the child's area of weakness. Support strategies will include: interventions (in and out of class)
effective differentiation
appropriate teaching strategies Children who are not making progress will be identified through assessment data from a range of sources.

 For speech, language, behaviour, social and emotional issues, and academic issues staff should observe and record examples of concern. Staff observations need to then be logged as Internal Comments on iSAMS (School Management Information System) in order to build a record of incidents which will form the basis of a referral. These children should be identified and recorded in termly Pupil Progress meetings and concerns shared with parents.

 When considering children to monitor, look at both higher and lower ability children. The children who are selected are those who have genuine concerns over the ability to make progress over the course of the Academic year.
 This is not an exhaustive list of reasons but it does highlight some examples of why you might be flagging them as an academic concern: |

- they have made little or no progress last year;
- they have already been working with the SEND team;
- you are concerned about their level of progress over the course of the year;
- they are a high ability child but their classwork is not indicative of this;
- they need more support in class than their peers of the same ability level;
- their CAT4 results indicate that there may be an underlying difficulty or that they are a high achiever

At this point, the SEND team, in consultation with the SENDCo, may wish to conduct an informal observation in order to suggest specific in-class interventions for the teacher.

| 1 | **Blue Star - Monitoring and Referral point** |

In the event of the pre-referral strategies not helping sufficiently for the child to make progress or for the issue to be resolved, then a referral to the SENDCo should be completed. Teachers should have a meeting with parents to discuss the fact that there are concerns and indicate that a referral is being made.

All referrals must have a completed Referral Form and 3 samples of evidence details on the form or attached to it. These may include samples of work, records of incidents, observations, consultations with parents/pupils/teachers or external agency information.
Records of this will be added to the Learning Support Manager on iSAMS.

At this point, the SEND team, in consultation with the SENDCo, may wish to conduct a formal observation or testing in order to ascertain whether or not the student would benefit from specific support from a member of the SEND team. Before commencing testing or observations, the SEND team will ask for written consent from parents and conduct a telephone call to establish background information and explain the process.

Once testing and observations are completed, a written report is then given to parents and a meeting is held wherever possible in person, otherwise over the telephone, to explain the contents of the report and discuss any suggestions parents may have which can then be included

in the support plan. Relevant teaching staff also attend these meetings when possible. Otherwise, they have a separate feedback meeting with the SEND team.

As a result of the testing, should it be decided that no specific specific support from the SEND team is necessary, the student will remain on a blue star, receive in class support and continue to be monitored.

This may be reviewed at any point the teacher has an increase in concern but will be formally reviewed with the SENDCo in Term 3.

| 2 | **Yellow Star- Additional Support required** |

In the event of Stage 1 intervention not succeeding and the formal observation or testing suggests the need for further specific support from the SEND team, the student will then begin working with a member of the SEND team and an Individual Education Plan (IEP) will be written for the child. In the event that a need has been identified but parents do not wish to proceed with formal support from the SEND team, the pupil will be on a yellow star and in class strategies as advised by the SEND team employed. Should additional support not be required but concerns still exist, the student will remain on a Blue Star as a concern.

Records of this will be added to the Learning Support Manager on iSAMS. An IEP will be created on the Provision Map following a meeting with the SEND team and the class teacher . The SEND team will be responsible for the actions to be added to the document and will consult with class teachers for their observations at this point. The class teacher will be responsible for maintaining and updating the IEP as an electronic copy on the Provision Map.

IEPs should be reviewed on an annual basis but always before the transition to a new year group. Members of the SEND team will either have a meeting or telephone call with parents each term to summarise the progress of the student and set new goals. This is also an opportunity to take feedback from parents and have their ideas added to the support plan.

	The class teacher is responsible for sharing the appropriate information from the IEP with the parents and any members of staff who would require access. The child's views should be taken into consideration whenever possible.
3	**Red Star- External Agency** As with Stage 2 but this is for children who require a multi-agency approach. In this case, an enhanced IEP should be written to take into consideration the necessary support and these cases should always be referred to the Team Around the Child (TAC Team). The SEND team communicates with the external agencies via email, telephone and meetings. External support workers are invited into school (e.g. occupational therapists, optometrists, psychologists) to offer additional advice as to how best to support pupils in school. Where possible, meetings with teachers are also arranged.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality-first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will provide interventions according to individual needs.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it through inclusive teaching strategies, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Ensure we are meeting the needs of the students on the IBDP.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Inclusive differentiation of our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions, questions aloud, aiding note taking through use of a scribe etc.
- Modified or adapted presentation of exam format to allow inclusive access for all students without unfair advantage, to include but not be exclusive to extra time, use of a reader and /or scribe, assistive technology, separate rooms.

5.7 Expertise and training of staff

All teachers are expected to use inclusive teaching strategies to support the individual needs of all students

We aim to:
- Qualify all our SENDCos with the National SENDCo Award within two years of joining.
- Provide support and training to all teaching and support staff on the challenges faced by students in the classroom through the provision of regular training, in house and through external agencies not exclusively through the inspired and optimus network.
- Ensure that teachers are equipped with the knowledge, competence and attitude necessary to do this confidently it is required for all teachers to receive ongoing professional development in relevant strategies. Training is to be undertaken by staff in response to their needs and the individual needs of the students within the setting.
- Support teachers and support staff in the needs of EAL students through regular contact with the EAL specialist and ongoing training in response to need.

5.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:
- Reviewing pupils' individual progress towards their goals each term
- Monitoring by the SENDCo
- Using provision maps to measure progress

5.9 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher and/or head teacher in the first instance. They will then be referred to the school's complaints policy.

6.0. Additional language learners

All teaching staff will employ inclusive teaching strategies to ensure students with English As An Additional Language have equal access to the curriculum.

7.0 Behaviour

Where behaviour is providing a barrier to full access to the curriculum, inclusive, Quality First Teaching strategies will be employed to try to alleviate any underlying cognitive barrier the student may have in order to further understand the nature and cause of this behaviour. Negative behaviour should not be viewed in isolation but as a fundamental part of a wider context. All staff and pupils should accept full ownership of behaviour that excludes a pupil from the curriculum, inclusive teaching

practice must therefore consider the needs of individual students to minimise negative behaviour. It is worth considering that the IB learner profile refers to the need for caring and open-minded learners and that all teachers should model these aspects.

8.0 Inclusive access arrangements

Inclusive access arrangements are to be made in response to the individual needs of students following teacher observation and referral to the SENDCo using the standard initial referral form.

The SENDCo will respond to referrals from teaching staff where evidence of need is provided or where students have a specific diagnosis that may require inclusive access arrangements. In such circumstances as the student has a diagnosis of a specific learning difficulty or the student has no formal diagnosis but where sufficient evidence is provided of need and of normal way of working, the SENDCo will seek specific assessment from the school assessor (CPT3A level 7).

Access arrangements must reflect the students current level of need and as such will require up to date evidence of need through teacher assessment.

Access arrangements must reflect the students usual way of working. These arrangements are put in place in response to the student's needs and are used in classroom activities, and for all class tests and examinations.

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

8.1 Access arrangements in the Diploma programme.

Access arrangements in the programme are guided by the Diploma Programme Assessment Procedures 2021, Article 14: Candidates with access requirements, Access and Inclusion Policy. Inclusion is defined as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access arrangements do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges

and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and, in addition, validity and meaningfulness to assessment. A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching, including classroom work and formative assessments.

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

Formal application for access arrangements will only be made with evidence to support this being in place as a normal way of working for a minimum of 6 months. It is accepted that there may be circumstances which fall outside of this criteria, in which case substantial evidence will need to be provided by the school.

8.2 Examples of support and adaptations to teaching, learning and access arrangements.

A holistic picture of need will be created through communication with parents, the students, external specialists and reports and in collaboration with the students' teachers and home tutors. Good practice will be shared and implemented in the classroom, adopting the graduated approach. This information will feed directly into the students' one page profiles 'Pupil Passport' and where the level of need is at Stage 2, their Individual Education Plan. These interventions will be part of the students normal way of working and will be evidenced and considered when applying for access arrangements.

Dyslexia

Students with Dyslexia often face challenges with some or all of the following: reading speed, writing speed, spelling, processing of information and organisation of answers in written form. Teachers will use a variety of measures to remove these barriers to teaching and learning and will be dependent on their individual needs. These measures will include some or all of the following:

- Minimising text overload during instruction, considering presentation of materials and use of key words and vocabulary
- Using coloured overlays, worksheets and presentation backgrounds to reduce visual disturbance
- Allowing extra time in written tasks

- Use of graphic organisers
- Use of a reader
- Use of a scribe
- Use of a word processor

Attention Deficit Hyperactivity Disorder (ADHD)

Students with ADHD often have challenges with focus and concentration, which can prevent them from being able to stay focussed during tasks and activities. External factors such as noise and visual stimulus may contribute to this. Increased levels of anxiety can also affect executive function in tasks and can result in behaviours which disrupt the learning of others. Teachers will use a variety of measures to remove these barriers to teaching and learning and will be dependent on their individual needs. These measures will include some or all of the following:

- Short success tasks supported with visuals
- Prompting to stay on task, in classroom activities and formal exams
- Minimise visual and auditory stimulation, with careful consideration of a seating plan
- Headphones may be used to remove sound when levels of anxiety are increased
- Use of a seperate room for formal exams may be used if a student's sensory needs require it
- The use of a time out card when anxiety is high, with supervised rest breaks in formal exams
- Extra time in tasks and formal exams
- Clear explanation of classroom expectations at the start of each lesson

In the case of the above measures not being effective in removing barriers, the SENDCo will work in collaboration with the students' teacher, offering support and guidance on subject specific needs.

9.0. Assessment

All candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed and evidenced that they could reduce or minimise teaching barriers for the candidate.

Arrangements must not only apply to students during summative assessments but also be available

throughout the course of study (this includes all classroom work and formative assessments that are part of everyday learning and teaching). This policy must guide teachers in their plans to meet the access requirements of students for all their work during their educational journey in the school.

10.0 Links with other policies and documents

This policy links to our policies on:

- IBDP Access & Inclusion Policy
- Safeguarding
- SMSC Policy
- GDPR/Data Protection
- Behaviour
- Accessibility Policy
- Supporting pupils with medical conditions
- The Language policy
- Admissions policy

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