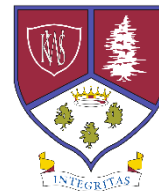


KINGSWOOD SCHOOL

St. James Place, Shirley, Solihull. West Midlands B90 2BA. Tel: 0121 744 7883.



SPECIAL EDUCATIONAL NEEDS (SEN)

Legal Status:

- Complies with Part 6, paragraph 24 (3)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations 2013.

Applies to:

- Whole School including the Early Years Foundation Stage (EYFS)

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed: 

Headteacher at time of Policy Writing
Date: 6 September 2024

Signed: 

Proprietor's Agent
18th March 2025

Reviewed September 2026

M Barlow and A Kenyon

Assistant Headteachers

SPECIAL EDUCATIONAL NEEDS POLICY FOR KINGSWOOD SCHOOL (SEN)

This policy is applicable to all pupils, including those in the Early Years Foundation Stage.

Introduction

This policy takes into account the change from the Special Educational Needs and Disability Act (SENDA 2001) to the Equality Act (2010) issued by the Government and the Disability Rights Commission and has been further amended to take into account the Special Needs and Disability Regulations (2014) and the Special Educational Needs and Disability Code of Practice (2015).

The Learning Support Department is an integral part of Kingswood School and Learning Support staff work with children and staff throughout the School. The emphasis is on identifying and supporting children with Special Educational Needs (SEN) in partnership with subject teachers, class teachers, tutors, teaching assistants, parents and outside agencies when appropriate.

Aim

The aim of the policy is to detail the provision that the School makes for children with special educational needs, in order for such children to reach their full potential. The policy makes it clear that the provision for SEN pupils is the responsibility of all staff at the School and that, in order to maximise the provision, it is essential that there is good liaison between staff, parents, outside agencies and the children themselves.

Definition of SEN in relation to Kingswood School

A child at Kingswood School is defined as having Special Educational Needs if he or she requires some educational provision which is additional to, or different from, the educational provision made generally for other children in the School in the same year group. This can include children who have a disability that prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

- A child that is under five and falls within the definition above or would so do if special education provision was not made for the child would also be defined as having Special Educational Needs.
- A child at Kingswood School is defined as having Special Educational Needs if he or she requires support because English is not his/her first language.
- A child who finds a particular subject difficult does not necessarily have a 'learning difficulty' in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and their general acumen.

School's Objectives in relation to SEN

- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs and integrate them as far as possible into the School. By doing this effectively we aim to increase the self-esteem and self-image of each individual child and ensure that he or she achieves his or her full potential. Children who are gifted are also recognised as having SEN. The identification and provision for gifted and talented pupils is the responsibility of the Assistant Head.

- To satisfy the requirements of the Education Reform Act 1988 and subsequent amendments to this Act, that all children should have equal access to the National Curriculum (or Kingswood School Curriculum where the National Curriculum is not followed by the School), taking into account children's strengths and weaknesses. This means that teachers may be required to differentiate by task or outcome for children with SEN. It is the responsibility of teachers to respond to children's diverse learning needs.
- To involve the parents, class teachers, subject teachers, learning support staff, outside agencies (when appropriate) and children, in decisions about the provision so that the views of all these people can be considered before action is taken.
- To make the best use of the available resources (both human and material) for helping children with SEN.
- To have regard to the Special Educational Needs Code of Practice (DfES, 2015).
- To have regard to the Equality Act (2010) – This Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have SEN, but may still have rights under the Equality Act. We will assess each child on an individual basis and make the appropriate provision, based on identified needs.
- To ensure those children with special educational needs are identified and assessed as early as possible and the appropriate provision made for them. The progress of these children must be monitored and reviewed regularly and further provision made if necessary. Children may have special educational needs either throughout their time at Kingswood School or for only part of the time they attend the School.
- Kingswood School will ensure that procedures for, behaviour and discipline, school trips and examinations take account of pupils' learning difficulties and/or disabilities, or other specific needs such as English as an additional language.

General Admissions Policy

- There is no discrimination on the grounds of race, gender, creed, religion or belief, culture, sexual orientation, specific educational need or disability. A child will only be refused entry if there are no spaces in the appropriate year group or if the assessment prior to entry indicates that Kingswood School cannot make the appropriate provision for a particular child, although the School recognises that it must be prepared to make reasonable adjustment to accommodate the needs of any prospective pupil under the Equality Act. The School has a Learning Support Department with some specialist resources for children with SEN, as detailed in this policy. The School buildings have not been fully adapted for wheelchair users.

Access to the Curriculum

- The curriculum will be made available to all pupils. Where pupils have special educational needs a graduated response will be adopted. The Schools will, where appropriate, make full use of classroom and school resources before drawing on external support.
- The School will make provision for pupils with special educational needs and learning difficulties and/or disabilities to match the nature of their individual needs. Teacher and the learning and Study Skills Support Department will keep regular records of the pupils' special educational needs, the action taken and the outcomes. All records will be stored securely.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEN.

- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Special Needs Provision

- When a class teacher or SENCO identifies a pupil with special educational needs, the class teacher will provide interventions which are additional from those provided as part of the School's usual differentiated Curriculum.
- Although all staff at Kingswood School have a responsibility to provide adequately for children with special educational needs, the co-ordination of that provision and specialist teaching of some of the children is undertaken by the Learning Support Department. The Head of the Learning Support Department has the following responsibilities, in addition to the normal duties of a Head of Department at Kingswood School:
 - Managing the day-to-day operation and application of the SEN policy.
 - Coordinating the provision for and managing the responses to children's SEN, including children for whom English is an additional language ('EAL')
 - Supporting and advising colleagues.
 - Overseeing the records of all children with SEN.
 - Coordinating communication with parents (together with other Learning Support staff).
 - Acting as the School's link with external agencies and other support agencies.
 - Monitoring and evaluating the SEN provision, and reporting to the Headteacher and governing body.
 - Managing a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
 - Contributing to the professional development of all staff, including in-service training.
 - Identifying pupils who might need special access arrangements in internal and external exams and taking the necessary action to ensure these arrangements are put in place.

Support

Classroom Assistants work in the Lower School under the direction of the Heads of lower school and class teachers, although the Learning Support Department staff are also consulted when appropriate. The Classroom Assistant will work with all children but the provision of such staff ensures that class teachers or the Classroom Assistant will have more time to work with children who might require additional support within the classroom.

For learning support beyond that which can be provided by the classroom assistants in the Lower School and for children in the Upper school, the School may employ a specialist Learning Support Assistant to work on a one-to-one or one-to-two basis with specific children. However, it is important for parents to note that Kingswood School, unlike Local Authority Maintained Schools, does not have the advantage of a delegated SEN budget to meet the learning needs of all children on the School's SEN register. This means that the provision of a Learning Support Assistant for children who do not have an adequately funded Education, Health and Care Plan (EHCP) can only happen if adequate funding is provided by the parents in addition to the normal school fee.

Extra Staffing

We occasionally arrange for suitably qualified external staff to come into school to offer support to individual children whose needs are so severe that they cannot be met by the staffing resources of the School. This additional provision is likely to follow advice from an Educational Psychologist or Specialist Teacher, and could include Occupational Therapist, Play and Behavioural Therapist, Speech Therapist, and Teacher of English as an Additional Language. Such staff will go through the normal security clearance procedures (with regard to Safer

Recruitment Policy) and are paid for by the parents (the payments are added onto the termly school bill). These special arrangements are discussed with the parents in advance and are only made with their agreement.

The SENCo and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment, they may include;

- Different equipment or learning materials;
- Extra adult time to advise the nature of the planned intervention and to monitor effectiveness.

Aims of the Learning Support Department

- To ensure those children with Special Educational Needs are identified as early as possible.
- To initiate assessments of children's Special Educational Needs when it is considered appropriate. Some assessments are done by suitably qualified members of the Learning Support Department and some are done by outside agencies.
- To identify a child's strengths and weaknesses from the assessment and use this information when devising an Individual Learning Plan (ILP) for that child.
- To ensure that all staff are made aware of the needs of all children with Special Educational Needs and are given help and advice on how to provide for these children.
- To liaise with children, parents, staff and outside agencies (when appropriate) in order to make the best possible provision for children with Special Educational Needs.
- To provide good quality teaching for children with Special Educational Needs (either individually or in small groups) taking into account their strengths and weaknesses. We aim to give the children more confidence by teaching them strategies to help them cope with difficulties. Care is taken when planning individual withdrawal lessons. If a lesson is missed, the class/subject teacher will help to provide any material needed for making up the lesson the child has missed. Class and subject teachers will be consulted when planning for withdrawal. In some situations it may be considered appropriate that a pupil should be supported in class, rather than being withdrawn from class. We do not like to teach children in Learning Support who do not want to come – we want children to be positive about coming out for extra support.
- To monitor the annual progress of all children in the School with regard to reading and spelling and to monitor in more detail the progress of all children on the Special Educational Needs Register.
- To maintain Kingswood School's SEN register and to oversee all record keeping of SEN children.
- To contribute to the in-service training on SEN for staff, including using outside agencies.
- To ensure that the work of children with special educational needs is acknowledged in class displays, assemblies etc.
- To keep the Headteacher and Governors informed on the provision for SEN children at Kingswood School.

Identification of Children with Special Needs

Children must not be regarded as having a learning difficulty from the language in which they will be taught. For children of two or over, special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area. The School will use its best endeavours to ensure that teachers in the School are able to identify and provide for those pupils who have Special Educational Needs to allow pupils with Special Educational Needs join in the activities of the School together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

- Kingswood School aims to identify children with Special Educational Needs as early as possible so that extra provision can be initiated at the earliest opportunity. Initial screening of children on the waiting list to join the School may take place and it is possible to identify a child with Special Educational Needs before he or she starts school. If we have concerns about a child before he or she starts at Kingswood School, as a result of our assessment procedures, the parents are informed. A number of children will join us with their needs already assessed. The Parent Contract requires parents to inform the School of any assessments and/or provision made for Special Educational Needs in previous schooling. Various forms of testing and assessment are employed in the normal course of teaching. The information provided by all these assessments, as well as information from the class and subject teachers and/or the parents, can alert the learning support staff to a child who has Special Educational Needs.
- Children will have reading and spelling tests so that progress can be monitored by teachers, and concerns are regularly passed on to the learning support staff. Extra provision can then be made for pupils if necessary. Sometimes children have a particular difficulty with study skills or comprehension; identification of need in such cases is made by the class or subject teacher supported by pupil assessments.
- Pupils who have English as an additional language will be assessed to gauge the support that may be needed in order to ensure that they have equal access to the curriculum, and all other aspects of life at Kingswood School.
- Where necessary and after parental consultation, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child's strengths and weaknesses. A course of action will then be discussed with the parents and pupil and support arranged as and where necessary.
- All staff are responsible for assessing the progress of all pupils by a variety of means and these tests can alert staff to any learning difficulty.
- Details of all Individual Learning Plans and summaries of specialist reports will be available to all relevant staff on the secure school information service. These records will be kept up to date and for the relevant time period only, in accordance with the requirements of the Data Protection Act 2018.

SEN Register

- The School follows the guidelines in the SEND Code of Practice and has a Register for pupils with Special Educational Needs.
The SEN Register identifies pupils at different stages: Stage 1 (Concern Stage): A teacher, parent, health or other professional expresses initial concern. The teacher then informs the SENCO. The teacher is responsible for gathering information, making an assessment of the child's needs and informing and collecting information from the parents.
- In most cases the teacher will give extra help within the normal class setting will keep a record of the nature and aims of the extra provision and its effectiveness. Many of these children on School Action will need work to be differentiated for them and this should be reflected in the teachers' planning documents. If there is a child at Stage 1 on the Register who no longer is a cause for concern, he or she can be removed from the Register and the parents will be informed. In some cases the child has needs that cannot be met by the classroom teacher. The child is then moved to stage 2 on the Register and the SENCO is informed. Stage 2 (This is approximately comparable to School Action in the State Sector) If a child is placed at Stage 2 on the Register, a detailed assessment of the needs of that child is then carried out. A Specialist Teacher will usually do this, although sometimes it might be more appropriate for an outside agency to conduct the assessment. In particular, where a pupil is approaching external exams (Common Entrance or Scholarship) some senior schools require a report from an Educational Psychologist in order to validate access arrangements.
- Parents are invited into school to discuss the assessment, with their views being taken in to consideration when planning appropriate provision within the School. Copies of this assessment are put on the child's school

file and in his or her SEN file, which is kept in the Learning Support Department. A member of the Learning Support staff will then review all the available information on the child and draw up an ILP, in consultation with the form teacher and send a copy to parents and all staff who teach the pupil. All ILPs will be computerised and on the School's intranet. Many of the children at Kingswood School who are on Stage 2 of the SEN Register have individual lessons conducted by the staff of the Learning Support Department.

- There are some parents who prefer that their child receives extra help outside of school hours and in these cases liaison between the School and the support teacher can be more difficult; in these instances the Head of Learning Support will maintain links through the parents.
- The ILPs of all children who have Learning Support lessons at Kingswood School are reviewed termly and the parents and teachers are involved in this review. The Learning Support staff consults with the children and the appropriate teachers in reviewing the targets set in the ILP and the setting of new targets. Any contribution from parents is added to the ILP.
- If a child has made good progress then it might be the recommendation of the Learning Support Department that he or she no longer requires extra provision and the child can then be moved down to Stage 1 with only classroom provision being necessary. Class teachers/subject teachers keep copies of ILPs in their SEN files and the Learning Support staff also keep copies in their SEN files. Copies are also placed in the main school files. Copies of ILPs are provided to parents.

Stage 3 (This is approximately comparable to School Action Plus): In some cases the needs of a particular child are so great that there is a requirement to involve outside agencies and/or the appropriate Head of Department in discussing the provision for the child. Children at this Stage 3 on the Register will normally continue to have support lessons and an ILP as for stage 2. In some cases parents might be informed that the School is unable to meet the needs of their child, if the requirements of an individual's special educational needs go beyond the reasonable adjustment that the School can make. The Headteacher will always involve himself in such cases and advise parents on the options open to them. Children will be placed at Stage 3 on the Register if they are going through the Statutory Assessment process or have been awarded an EHCP. Children who have previously received individual help are kept on the SEN Register at Stage 1, as the staff need to be aware if extra provision has been provided in the past. Sometimes, if a pupil continues to demonstrate a significant cause for concern, a request for statutory assessment will be made to the appropriate Local Education Authority. A range of written evidence about the child will support the request. This particularly applies to pupils who might be educated in the state sector at a future date or children who might be able to attend a state funded specialist unit if their needs are quite severe. These units will often only accept a child if he or she has a Statutory Statement of Special Educational Needs. Costs relating to these assessments will be borne by the parents.

Provision for Children with behavioural problems

- If children show a pattern of inappropriate behaviour, to the extent that special provision has to be made for them and their learning is being affected, then they will be put on the SEN Register, and appropriate provision will be made for them (with additional specialist support from outside agencies as outlined above). In all other cases either the form teacher, Pastoral Lead or Headteacher will take the appropriate measures when children have behaved inappropriately as outlined in the behavioural policy document. Some children with behavioural problems will have a behavioural ILP. Where a pupil is placed on the SEN Register due to a recognized behavioural problem, due regard will be shown to the pupil's specific difficulties when managing disciplinary incidents.
- It should be recognised that Kingswood School is not able to provide for the needs of children with EBD where those needs might impact adversely on the learning and/or well-being of other pupils.

Resources for the provision of Special Education Needs

- The Learning Support Department has some resources specifically for SEN children. Class teachers will be guided by the Head of Learning Support on additional resources that may be appropriate for use in classroom situations, and they are encouraged to build up some classroom-based resources that can be used by pupils when it is appropriate. Details of these resources are available from the Head of Learning Support. ICT is used often by Learning Support staff to offer stimulating reinforcement work for pupils.

Welfare needs

The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's form teacher or the Pastoral Lead to discuss their concerns in private at any time.

Special Educational Needs Co-ordinator (SENCO)

As Learning Support Manager for the School, Mrs Sheikh is the School's Special Educational Needs Co-ordinator (SENCo). She has responsibility for:

- ensuring liaison with parents and other professionals in respect of children's special educational needs;
- advising and supporting other staff in the School;
- ensuring that appropriate Individual Learning Plans are in place;
- ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
- undertaking any other appropriate duties as delegated by the Headteacher in accordance with the SEND Code of Practice on special educational needs.

Responsibility: Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties.

External teaching: Parents may opt for remedial teaching outside the School, provided that the Headteacher is satisfied with your child's safety and travel arrangements and also that the remedial teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School.

Information: Because dyslexia and some other learning difficulties are often inherited, we need to know at the outset if you (either parent) or your children or close relations have been affected by a learning difficulty at any time. Confidential information of this kind will only be communicated on a "need to know" basis. You must also provide us with a copy of any report or recommendations which have been made in relation to special educational needs at your child's previous school or elsewhere.

Concerns: We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out.

Examinations: Children who have been diagnosed as having a learning difficulty may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with your child's form tutor or the SENCO in good time with respect to this.

Alternative arrangements

Withdrawal: We reserve the right, following consultation with you, having taken all reasonable steps and having made all reasonable adjustments, to ask or require you to withdraw your child from the School if, in our opinion:

- your child is in need of a formal assessment, remedial teaching, learning support or medication to which you do not consent; and/or

- you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and/or
- your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head Teacher, the School is unable to provide, manage or arrange;
- your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.
- Your child has behavioural issues which are having an adverse effect on the learning and/or safety of others.

Alternative placement: In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

Financial: Withdrawal of a pupil in these circumstances will not incur a charge of fees in lieu of notice.

Provision for very able pupils

- The School recognises that there are some children in the School whose abilities in many areas of the curriculum far exceed their chronological age, and that these children have very specific needs. These gifted children are initially identified by the Assistant Head (Academic) and class/subject teachers, using information gained from teacher assessment and standardised assessment tests. Such assessments are part of the normal assessment procedure of the School. Once the children have been identified, it is the responsibility of the class and subject teachers to make provision for them in their planning documents. This provision could be in the form of differentiation, and/or the setting of stimulating, challenging extension work or enrichment activities. Ability grouping in the Upper School for some subjects ensures that children in the top sets can have accelerated learning programmes.
- The Assistant Head (Academic) will become more involved in the monitoring of progress of the very able children as they move up through the School. The Assistant Head (Academic) is responsible for making sure that suitable provision is being made for such children. It is likely that many of them will be encouraged to take scholarships or to apply to academically more selective Senior Schools. Children who are gifted in non-academic areas will become the responsibility of the appropriate Head of Department (Art, Drama, Music, Design Technology and Sport).
- In some cases, children who are exceptionally bright might be moved to a higher year group, in consultation with parents. Emotional and social considerations are as important as academic considerations and each case is considered on its individual merits.

Inclusion and SEND in the Early Years Foundation Stage (EYFS)

At Kingswood School EYFS we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and extend the work that the rest of the class is completing.

At Kingswood School we are aware that some children may not progress at the expected rate as outlined in the EYFS Statutory Framework (2025). We identify those children who do not meet these developmental milestones through a range of methods, including:

Information from parents

Information/records from Playgroups/Nurseries/Pre-Schools

Information from outside agencies

On-going teacher observations
Foundation Stage Profile
Termly school reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies which are implemented by the class teacher. These may include:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing extra time/ 1:1 activities with the class teacher or teaching assistant which focus on key areas for development.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

To gain a clear understanding of effective Early Years practice, please observe the pupils within the Early Years area of the School and refer to the following up-to-date statutory and supporting documents:

- The School's EYFS Policy
- Statutory Framework for the Early Years Foundation Stage – *latest version effective from 1 September 2025* which sets the standards for learning, development, safeguarding, and welfare for all children from birth to five. This revised framework introduces strengthened safeguarding requirements, updated qualification expectations, and new standards for safer recruitment, emergency contacts, safer eating and personal care.

Development Matters (non-statutory guidance supporting EYFS) – British Association for Early Childhood Education

Working with parents

- The School will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and learning difficulties and/or disabilities where the support and encouragement of parents is often a crucial factor in achieving success.

Liaison with other Schools

- When children leave Kingswood School, the SEN records can be made available to the subsequent school that the child attends. We encourage the receiving schools to come in and discuss the needs of the children. The Learning Support Department staff are also happy to be involved in discussions to advise parents on schools that would be most appropriate for their particular child.

Record keeping and communication with Staff

- Class teachers will hold an SEN file which will contain the Stage1 forms, assessments, ILPs and any other documentation of all children on the SEN Register in that class. The class teacher or a substitute teacher is then able to use the information in the file. The Assistant Head of upper school will ensure that this information is kept and that communication is coordinated. The information is passed on to the next class teacher or tutor at the end of the School year. If a child has another teacher for a subject, it is the

responsibility of the class teacher to make sure these teachers are aware of the child's special educational need. The SEN Register will be circulated via email for staff reference and will also be kept in both staff resources rooms. School Base will provide information on individual pupils' special educational needs.

- The Learning Support Department will keep confidential files on all children on the SEN Register. Copies of documentation will also be put in the main school files.
- The Learning Support Department staff will maintain records of all screening and assessment conducted by the Department. This information is available in discussion with the Head of Learning Support.
- Learning Support Department staff write reports for parents (in addition to the ILPs) in the Autumn and Summer Terms.
- If an educational psychologist report is received, the appropriate member of the Learning Support Department staff will summarise the main findings of the report and make recommendations to the general teaching staff as to how to best provide for the child within their lessons. This includes guidance as to how the teachers are to make provision for the pupil, taking into account the pupil's strengths and weaknesses. This guidance will be emailed direct to class and subject teachers, as well as being filed in the resources rooms.
- Learning Support Department staff, in consultation with teachers, parents and the pupils, set targets termly for children on Stage 2 and 3 of Kingswood School's SEN Register. This information will be contained in the ILP. These targets guide the teaching for individual and group lessons and represent the medium-term teaching plan for each child. Lesson notes are kept and used to plan the next lesson. Sometimes children need help with their classroom work and this will replace all or part of the lesson plan for that day. Targets are reviewed termly and parents, staff and pupils are all involved in these reviews.

Links with outside agencies

- The Learning Support Department staff are able to advise parents on suitable outside agencies that they can contact for information, assessment or therapy. These outside agencies include educational psychologists, optometrists, speech and language therapists, dyslexia organizations, developmental therapists, attention deficit specialists etc. Parents are required to let the Learning Support Department have copies of assessments and are encouraged to provide details of progress so that suitable information can be disseminated to staff and used in planning ILPs.

In-service training for SEN

- Training for Learning Support Department Staff: The Learning Support Department staff belong to a number of professional SEN organizations and receive regular documentation and information about courses and conferences for furthering the professional development of staff. The Head of the Learning Support Department is responsible for overseeing the professional development of staff and submitting applications to attend conferences, exhibitions and courses to the Director of Studies. Staff regularly attend INSET to keep them up to date with the latest developments in SEN.
- General INSET for Staff: It is the responsibility of the Learning Support Department to contribute to the in-service training of all staff.
- Training for the Classroom Assistants: This is the responsibility of the Head of the Learning Support Department.

Internal complains procedure for SEN

- If parents have a complaint about SEN provision they can contact the Head of the Learning Support Department, the Assistant Head (Academic) or the Headteacher. The parents will either be invited in to school to talk over the complaint or be contacted by letter or telephone. Once the matter has been dealt with, a summary of the complaint and the resolution of the matter will be documented in the particular child's file. All complaints should follow the procedure published in the Kingswood School Complaints Policy.

Departmental Review

- A review is conducted each year by the Head of Learning Support, and this is discussed with the Headteacher and Assistant Head (Academic). The targets that evolve from this process then form the basis for any changes that are made to the Department in the following year.

Future Developments

- We endeavour to continue to improve resources and facilities for the provision of learning support, in accordance with the School Development Plan.

Health and Safety

- The School's Health and Safety Policy will be applied at all times.
- Any concerns about health and safety are raised with the Health and Safety Committee as and when they arise.

Assessment Outcomes

The outcome of an assessment may be a recommendation that:

- A child receives individual lessons from a specialist teacher
- A child joins a small group for a specific time
- A child's progress is monitored closely while their teachers receive advice on how best to support the child in the lesson.

Individual support with a specialist teacher may be offered, at a charge to parents, following either:

- A recommendation from an Educational Psychologist's report or that of another outside agency (e.g. a Speech and Language Therapist or a Paediatrician), that this type of support should be provided
- A recommendation from the Head of Learning Support following assessment by a specialist teacher from the Learning Support Department.

An Individual Learning Plan, prepared by a specialist teacher, will be agreed with the parents, and will be reviewed termly. Group lessons may be offered for a specific length of time to provide particular help e.g. for handwriting/study skills/ reading speed and fluency. Lessons, either group or individual, may also be offered if a pupil is felt by the School to be significantly underachieving in academic work.

The Headteacher, after consultation with the Head of Learning support, will be the final arbiter as to which pupils will receive individual or group lessons from the Learning Support Department.