



**SPECIAL EDUCATIONAL NEEDS
& DISABILITY POLICY**

Person responsible: SENDCo & Deputy Head (Academic)
Reviewed: Updated September 2023

**The King's School, Canterbury
&
The International College**

Special Educational Needs and Disability Policy

This policy has been formulated with regard to the Special Educational Needs and Disability Regulations 2014, SEN Code of Practice: 0 to 25 Years 2015, Statutory Guidance on Supporting Pupils with Medical Conditions 2014, Teacher Standards 2012, the Equality Act 2010, the Children and Families Act 2014 and the regulations governing JCQ and Examination Access Arrangements and the school's Admission Policy.

1. Introduction: What are special educational needs?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition paragraph above when they reach compulsory school age or would do so if special educational provision were not made for them.

Someone is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to carry out normal daily activities.

'Substantial' is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

'Long-term' means the impairment has or is likely to last at least 12 months or for the rest of the person's life – e.g. a breathing condition that develops and becomes a long term underlying medical condition.

The Equality Act 2010 identifies the fact that some pupils with disabilities may also have learning difficulties that require additional educational provision. However, not all pupils defined as disabled will require this provision. A pupil with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. The school assesses each pupil as required and, wherever possible makes the appropriate provision based on a pupil's identified needs.

Specifically, under the Equality Act, the school has a duty to make reasonable adjustments in respect of pupils who are disabled where any provision, criterion or practice (“PCP”) applied by or on behalf of the school places the disabled pupil at a substantial disadvantage. The duty also requires schools to provide auxiliary aids (such as adapted keyboards or other equipment or the provision of other support) where this would alleviate or avoid any disadvantage faced by a disabled pupil at the school. In such circumstances, the school is under a duty to take such steps as are reasonable to avoid the substantial disadvantage, such as changing the relevant PCP or providing the auxiliary aid.

2. Aims

We have a fundamental belief, underpinning this policy, in high quality teaching and high expectations for all children and young people.

Our aims are:

- To create an environment that meets the needs of each pupil with SEND and to monitor and evaluate the sites and resources in order to achieve this.
- To ensure that through reasonable adjustments, all pupils, including those with SEND, have full access to the school curriculum where appropriate and to have equal opportunities.
- To provide advice and guidance to academic and pastoral staff so that they are able to support pupils with special educational needs, either verbally, via inset training or on ISAMs.
- To make explicit the expectations for all partners in the process.
- To identify the roles and responsibilities of staff in providing for pupil’s special educational needs so that pupils attain their potential.
- To ensure that parents are involved in supporting their child’s education.
- To ensure that pupils have a voice in this process.
- To encourage on-going professional development for academic, pastoral and specialist support staff.
- To ensure safeguarding procedures are in place so that all pupils will be protected from harm and neglect.
- To ensure that pupils with medical conditions are supported to enable their maximum inclusion in school.
- To support EAL students with extra classes where appropriate.

3. Objectives

- To identify, at the earliest opportunity, barriers to learning and participation for all pupils through assessment and graduated provision (*see Curriculum and Assessment Policies*).
- To ensure in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavioural difficulties.
- To work within the guidance provided by the SEND Code of Practice 2015.
- To offer screening and assessment in-house in order to gain a comprehensive picture of needs (a reasonable charge is made for this service).
- To use the continuous monitoring of pupil progress to aid identification and to maintain the responsibility of *all* staff towards progress of pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils in the life of the school
- To work in partnership with parents so that they take an active role in their child's education.
- To involve the pupils in the decision-making process regarding their education
- To communicate with the Governing Bodies to enable them to fulfil their monitoring role with regard to the policy statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to advice, training and professional development to support quality teaching and learning for all pupils.
- To ensure that all staff know where to find SEN/EAL information on pupils on ISAMS.

4. Roles & Responsibilities

The Special Educational Needs and Disability Co-ordinator (SENDCo), in collaboration with the Head and Governing Body (with one Governor nominated to be responsible for SEND) takes responsibility for the operation of the SEND Policy and the co-ordination of the special needs provision, working closely with staff, parents/carers and other agencies.

The SENDCo also provides professional guidance to colleagues to ensure high quality teaching for pupils with SEND.

All staff have responsibility for the progress of pupils with SEND and will therefore be involved as necessary to support the needs of the child or young person, including class teachers, subject teachers, teaching assistants, HoDs and Heads of Sections. All those who work with young children should be alert to the emerging difficulties and respond early.

Camilla Titterton (The King's School, Canterbury), Sarah Joseph (IC), and Emma McCoubrie (JKS) currently hold the SENDCo post in the respective schools.

Their responsibilities include:

- Ensuring that screening and tracking procedures are in place for identification.
- Maintaining the register for pupils with SEND using a graduated approach.
- Managing a team of Learning Enhancement/Learning Support staff that includes specialist teachers and specialist assessors.
- Organising support sessions for pupils as required.
- Teaching individual pupils or small groups.
- Organising and teaching classes for pupils with EAL (delegated to the EAL Coordinator).
- Keeping up to date with SEND information and developments.
- Mentoring staff attending courses to obtain specialist qualifications.
- Maintaining the register for pupils receiving examination access arrangements for internal exams and CE.
- Working closely with the Examinations Officer and Academic Assistant to ensure the smooth running of internal and external examinations (The King's School, Canterbury).
- Entering and maintaining the Examination Access Arrangements On-line Register (AAO) (The King's School, Canterbury).
- Ensuring that all AAOs and assessments are appropriate (The King's School, Canterbury).
- Organising & carrying out assessments.
- Ensuring that pupils who attend individual support lessons receive regular reporting and target setting by Learning Support staff through the school's reporting system, liaison with tutors, or through targets and strategies communicated with tutors, parents and HSMs.
- Ensuring that the LE/LS Department information on the website and VLE and portal if applicable is kept up to date and relevant.
- Monitoring all EAL pupils whether receiving specialist support or not (delegated to the EAL Coordinator).
- Ensuring that all policy documents are reviewed at least yearly.
- Liaising with staff and parents as and when appropriate.
- Ensuring that appropriate year groups receive Study Skills input in preparation for examinations.
- Holding minuted weekly departmental meetings
- Meeting regularly with the Deputy Head (Academic) at KSC and occasionally when needed with colleagues at JKS and the IC.
- Attending Head of Department Meetings, Academic Review Group meetings at KSC, and other meetings when appropriate.
- The SENDCos from The King's School, Canterbury and The Junior King's School, Canterbury to meet regularly to co-ordinate policies and provision. Termly contact between KSC and the IC SENDCo.
- Review whether any adjustments are necessary for pupils with a disability. In

particular, consider whether disabled pupils are placed at a substantial disadvantage in relation to their educational provision or the services that the school provides and identify the steps that can be taken to avoid such disadvantage. This includes the provision of auxiliary aids.

The duties of the Governing Body are set out in the SEN Code of Practice 2014.

5. Procedures

The Admissions Policy includes provision for children and young people with SEND to have equal opportunity to participate. Best endeavours will be made to meet the individual needs of a child with SEND. If a student requires a scribe, they should use a computer with spell check enabled, except in the case of an unexpected, short-term, medical event, such as a broken arm, as a human scribe cannot be offered at King's as there are no teaching assistants.

The school will ensure that the curriculum, site and facilities are fully accessible to children and young people with SEND within the constraints of a World Heritage Site and historic listed buildings. Provision may include:

- Improving access to the site and facilities as far as is reasonable through physical changes to the building and by providing extra resources (*see Accessibility Plan attached*).
- Appropriate and effective classroom management, with planning and differentiation to meet the individual pupil's needs.
- On-going consultation with parents and pupil, establishing the appropriate programme of support.
- The establishment, development and maintaining of links with external agencies and the local authority.
- Alerting all staff to the needs of the child or young person, providing appropriate guidance with training and/or literature.
- Ensuring that the pupil is able to develop appropriate practices for the recording of information e.g. laptop use, dictation software, text reading technology.
- Alternative sources of information.
- Organising access arrangements for internal and external exams.

6. Evaluation

Any pupil identified by the school as having a special educational need (as outlined above) or disability under the Equality Act 2010 should be the subject of regular review within the LE department or by the SENDCo individually. The review must:

- Include current information from teachers, parents, pupils and any external agencies involved.
- Assess the pupil's progress.
- Judge the effectiveness of the Provision Map/IEP or EHC Plan or internal school plan.
- Update information.
- Plan future action and set targets.

The SENDCo can determine in specific cases that the reviewing is no longer required.

7. Support Services

Parents are advised on a wide range of available services and advice, including the Local Offer provided by the Local Authority.

- The school has a Learning Enhancement Department with qualified specialist teachers.
- The school may recommend the services of external agencies such as speech and language therapists, occupational therapists, physiotherapists, CAMHS etc.
- The school may buy in screening, advisory and back-up services from a variety of professional bodies and individuals e.g. the specialist teaching service.

8. Links with feeder Schools

- Support for parents in the choice of the next school and for the transfer is offered by the Headmasters, Deputy Heads, Housemasters/Housemistresses and the SENDCo.
- Support for students whether transferring from JKS to King's, from the IC to King's or from King's to Further Education.
- To ensure firmer links with the Admissions office here, Head of Prep Liaison and the Prep Schools themselves to ensure that pupils are placed with due care given to any specialist needs and in keeping with the Academic traditions of the school. To ensure that we are given the correct information to allow for this.
- To keep a check on Prep schools that send us children without appropriate background information with the Admissions office. To encourage them to send us all relevant information to ensure the child has a smooth transition with the correct support in place from the beginning.
- Transfer of information is arranged with parental consent.

9. Complaints

Complaints about SEND will follow the school's Complaints Procedures outlined in the Complaints Policy.

Appendices

Whole School Graduated Approach: Outcomes Based					
No SEN		SEN			
Learners able to access and progress through Quality First Teaching and provision.	<p>Learners able to access and progress through Quality First Teaching and provision; but who may need short-term additional provision to support learning and development.</p> <p>This support may be in-house or accessed externally.</p> <p>Successful provision outcomes would be to return to Universal or the next level Targeted i.e. increased independence or greater complexity of learning.</p>	Learners able to access and progress through Quality First Teaching and provision.	<p>Learners able to access and progress through Quality First Teaching and provision; but who may need short-term additional provision to support learning and development.</p> <p>This support may be in-house or accessed externally.</p> <p>Successful provision outcomes would be to return to Universal or the next level Targeted i.e. increased independence or greater complexity of learning.</p>	<p>Learners able to access and progress through Quality First Teaching and provision; but who may need long-term additional provision to support learning and development.</p> <p>This support may be in-house or accessed externally without a Statement or an EHCP.</p>	Learners who have had a statutory assessment and have a Statement or EHCP.

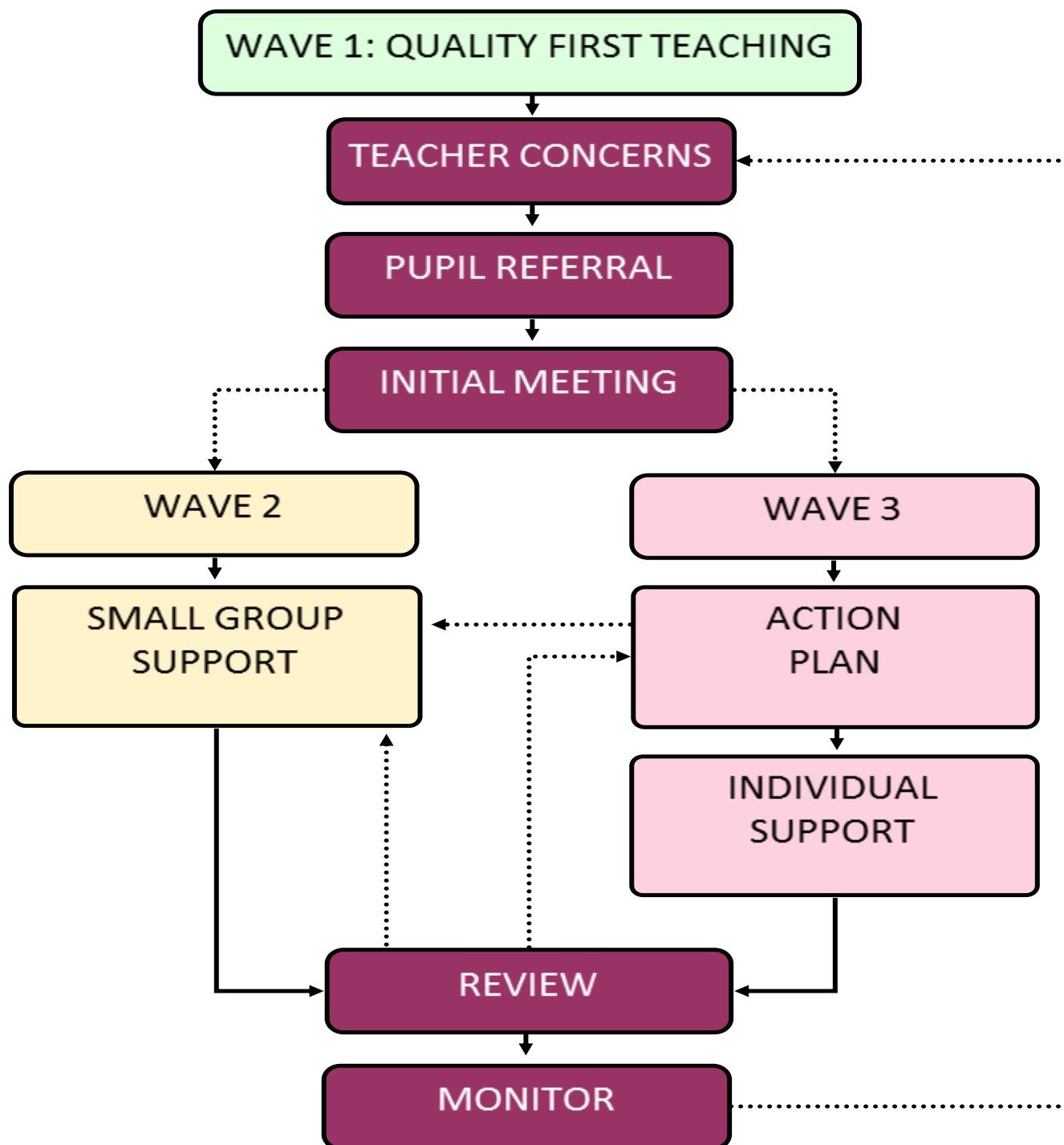
Universal (Wave 1)	Universal (Wave 1) + Targeted (Wave 2)	Universal (Wave 1)	Universal (Wave 1) + Targeted (Wave 2)	Universal + Targeted + Specialist (Wave 3) across Education + Health and/or Social Care (EHCP)
	Support		SEN Support	

Waves 1-3 Intervention Pathway

Stage	Description	Targets	Responsibility
Wave 1	Quality First Teaching	All pupils	All teachers
Wave 2	Small group time-limited interventions	Struggling pupils who are falling behind	Subject staff (e.g. revision clinics) LE Department (e.g. spelling, grammar, study skills)
Wave 3	Individual time-limited intervention or longer term mentoring support	Lowest attaining pupils, often with diagnosed SEN	LE Department

PROVISION PATHWAY

Waves 1-3 Intervention Pathway



'Quality First' Teaching (QFT)

All teaching staff have a responsibility to differentiate their teaching for pupils with SEN. Subject staff are the first port of call for students who are struggling with a subject and all staff are given information and training on how best to support these students.

Students are taught in relatively small classes (to a maximum of 21 at GCSE but usually smaller) and they are actively encouraged to make use of technology to support their learning. Each department has a designated SEN liaison contact. Departments also offer clinics to help students who are finding their subject difficult.

The SENDCo and Learning Enhancement teachers are always available as the experts here, to provide staff with specific advice on a particular student. A student may already have an action plan in place with strategies listed that teachers may try in class.

The Learning Enhancement area of the school intranet provides relevant information for staff on supporting students with SEND needs.

Reasonable Adjustments and Access Arrangements

The school have a duty to consider putting in reasonable adjustments, where a pupil is at a 'substantial disadvantage' to their non-disabled peers. 'Substantial disadvantage' means 'more than minor or trivial'. These adjustments should be considered in line with what is reasonable at King's, where it is expected that all students offered a place in the school should be able to access the curriculum through a QFT approach. All staff are given training on support students with needs through QFT and are expected to teach in an inclusive manner that supports all learners.

Examples of what we can offer are below. For access arrangements, the student is required to meet the criteria for these under the JCQ regulations:

Extra time

Word processor (laptop)

Rest breaks

Prompter

Word processor with spell check enabled to be used as a scribe (SPAG marks will be lost). In rare cases, where this is not sufficient, it may be possible to use dictation software

Computer reader

Reading pen

Small group invigilation. Only in exceptional circumstances will individual invigilation be possible.

Non-electronic ear buds

Fiddle toy

A weekly session of support in the Learning Enhancement department

Subject specific clinics

Rest breaks must always be considered as an access arrangement prior to extra time in the case of a medical diagnosis, such as ADHD or severe anxiety.

Examples of access arrangements that we cannot offer:

We have no teaching assistants in school so we cannot offer any arrangements that involve 1:1 support in class.

We do not offer subject tutoring in the Learning Enhancement department
We cannot offer that classes to be recorded. Barring an extraordinary national situation such as a pandemic, lessons are never streamed live or video or audio recorded.

External Diagnostic reports

The school offers access arrangements assessments to students who have learning needs and these will usually last for both GCSEs and A levels. There is a charge for these of £300, however, no student who requires an assessment will be denied an assessment due to financial constraints.

External reports for learning difficulties cannot be accepted for access arrangements unless the assessor has contacted the school prior to assessing the student and the SENDCo has provided a Form 8, with part 1 filled in, prior to the assessment. The information for part 1 of the Form 8 is based on teacher evidence of the student's needs and if there is no teacher evidence to support the need for an assessment, the assessment cannot be used as evidence for access arrangements. The Assessor must provide evidence of their qualifications and agree to fill in part 2 of the Form 8

Whatever access arrangements are recommended by external agencies to the school, including those by medical consultants, they are not legally binding. The SENDCo is the only person who can decide on the appropriate access arrangements and must do so in line with the JCQ regulations.

Just because a student has had an access arrangement previously does not mean that they are entitled for that access arrangement to continue, e.g. own room, extra time.

A diagnostic assessment resulting in a diagnosis does not automatically entitle someone to access arrangements.

The SENDCo will always work to provide access arrangements within the JCQ regulations that best support the student.