

**SPECIAL EDUCATIONAL NEEDS &
DISABILITY POLICY**

Person responsible: Special Educational Needs & Disability Co-ordinators of The
King's School, Canterbury & The Junior King's School, Canterbury
Reviewed: January 2016

The King's School, Canterbury
&
The Junior King's School Canterbury

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 2014, 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

The Junior King’s School Canterbury and The King’s School Canterbury 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.
- 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.

3. Objectives

- To identify, at the earliest opportunity, barriers to learning and participation for all pupils through assessment and graduated provision (*see Appendix (i) Whole School Graduated Approach and also 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 2014.
- To offer screening and assessment in-house in order to gain a comprehensive picture of needs
- 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 Body 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

4. Roles & Responsibilities

The Special Educational Needs and Disability Co-ordinator (SENDCo), in collaboration with the Headteacher and Governing Body, 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.

Jill Moorcroft (The King's School, Canterbury) and Alicia Ford (The Junior King's School, Canterbury) 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 Support staff that includes specialist teachers, specialist assessors, teaching assistants and assistant tutors.
- Organising support sessions for pupils as required.
- Teaching individual pupils or small groups.
- 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 AAO's and assessments are appropriate (The King's School, Canterbury).
- Organising assessments.
- Carrying out assessments.
- Ensuring that pupils who attend individual support lessons receive regular reporting and target setting through Provision Maps/IEPs and/ or EHC Plans or by Learning Support staff through the school's on-line reporting system.
- Ensuring that the Learning Support Department information on the website or portal is kept up to date and relevant.
- Ensuring that all policy documents are reviewed at least yearly.
- Liaising with staff and parents as and when appropriate.
- Ensuring that all year groups receive Study Skills input in preparation for examinations
- Holding minuted weekly departmental meetings
- Meeting regularly with the Pastoral Deputy Head and Director of Studies
- Attending Head of Department and Pastoral Committee Meetings and other meetings when appropriate;
- The SENDCos from The King's School, Canterbury and The Junior King's School, Canterbury to meet at least twice a term to co-ordinate policies and provision.
- 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 and 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.

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 reviews.

The SENDCo convenes the meeting.

The review must:

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

Reviews should continue to take place until such time as the SENDCo determines that they are no longer required. This decision will be taken in consultation with other parties including relevant medical professionals and the parents of the pupil.

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 Support 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 Schools

- Support for parents in the choice of the next school and for the transfer is offered by the Head, Director of Studies, Housemaster/Housemistress and SENDCo.
- Transfer of information is arranged with parental consent.

9. Complaints

- Complaints about SEND will follow the schools' Complaints Procedures outlined in their respective Complaints Policies.

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		



Strategic Accessibility Plan
March 2016 – March 2019

The King's School, Canterbury
&
Junior King's School, (including EYFS), Canterbury

Special Education Needs & Disability Act 2001

1. Classrooms/Teaching

GENERAL

The King's School, Canterbury

**Action required to make
accessible if necessary:**

The following classrooms are accessible without further major adaptation:-

- Field 1-4

Ramp required over steps in Undercroft

- Mint Yard 2 & 3

- Palace 1, 2 & 3

Ramp required in front of Palace Block & doorway

- Palace 11, 12 & 13

The Junior King's School, Canterbury

All classrooms on the ground floor of the Main Building are accessible.

PrePrep has 3 ground floor classrooms accessible. (There are 3 steps but if pupils come through the St Augustine's side then it is level)

SPECIALIST

The King's School, Canterbury

Action required to make accessible if necessary:

- IT – Accessible (on ground floor only)
- CDT – Ground floor workshops accessible
- Chemistry – C3, 4 & 5 plus Harvey Lab accessible
- Biology – Nothing accessible. All upstairs. No lift.
- Physics – PL1, 3 & 4
Ramp in entrance foyer
- Geology - PL2
Ramp in entrance foyer
- Language Laboratory – Not accessible
- Art – Limited access to lower ground floor
Ramp
- Music – Most classrooms and most practice rooms accessible, and lift available
- Careers – accessible
Ramp available
- Milner Hall: Ground floor accessible
- Synagogue - Accessible with small ramp
- Beerling Hall - not accessible

The Junior King's School, Canterbury

Action required to make accessible if necessary:

- IT – First floor: not currently accessible.
Lift
- CDT – The workshop is accessible, the computer suite is not accessible.
- Art - First floor: not currently accessible.
Lift
- Drama – Barn: accessible.
Ramp
- Music: New building completed 2016. Fully compliant and accessible.

2. Libraries

The King's School, Canterbury

Remote at St. Augustine's. General access poor. Ramp exists to access terrace and then steps into the building itself.

Lift required to overcome steps into building.

The library catalogue is available on the school intranet. An ordering/delivery system is available.

The Junior King's School, Canterbury

Ground floor of main building – accessible.

3. Boarding & Day Houses

Subject to advance information being forthcoming from Admissions, necessary suitable adjustments would be made for any incoming pupil(s).

The King's School, Canterbury

Bailey	Poor – nothing accessible on the ground floor.
Broughton	Poor and not easily adaptable although access to the south end nearest Bailey might be possible.
Carlyon	Poor beyond main entrance / circulation area.
Galpin's	Poor but feasible – (could have ramp into main downstairs area and downstairs dormitory and bathroom)
Grange	New in 2007 – good, including DDA bedroom/en-suite shower.
Harvey	New in 1998. Steps to dormitories. Poor access but feasible. Could install a ramp or a small lift.
Jervis	Poor. No dormitories downstairs.
Kingsdown	New build 2015. Fully accessible and compliant.
Linacre	Reasonable. Capable of adaptation.
Luxmoore	Modern and possible to adapt.
Marlowe	Day House: possible to adapt but very limited space.

Mitchinson's	Day House: currently good. The new Mitchinson's building will be fully compliant.
Meister Omers	Poor. Very old building, not easy to adapt.
School House	Reasonable and feasible to adapt.
Tradescant	Good. Ground floor dormitories and new bathrooms.
Walpole	Not accessible and not adaptable.

The Junior King's School, Canterbury

Boys	1 st floor – Main building. No current access.
Girls	2 nd floor – Main Building. No current access.

4. Dining

The King's School, Canterbury

Main Dining Hall	Not currently accessible but plans exist to create downstairs dining hall.
St. A's Refectory	Not accessible and difficult to adapt other than putting stairlift on main staircase.
St A's Undercroft	Accessible via exterior ramp to terrace. Internal disabled platform lift installed 2007.

The Junior King's School, Canterbury

Dining Hall	Located on the ground floor of the main building – accessible.
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5. Assembly

The King's School, Canterbury

Shirley Hall	Platform lift installed 2004
Cathedral	Accessible

The Junior King's School, Canterbury

Dining Hall & Barn	Accessible
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St. Nicholas' Church Accessible - There are steps down into the church via the side door, however, disabled access is available at the front of the church if required.

6. Recreation & Sports

The King's School, Canterbury

Recreation Centre Accessible throughout and with disabled persons' changing space available in new extension.

Birley's Remote. New pavilion accessible and disabled-friendly with DDA compliant WC/shower and lift to first floor.

The Junior King's School, Canterbury

Sports Hall Accessible but no special changing/showering provision for pupils. There is a toilet for the disabled. There are showers downstairs at the back of the teachers' area.

Pool Open air. Steps up to pool - not currently accessible

7. Travel & Transport

The King's School, Canterbury & The Junior King's School, Canterbury

Minibuses We have 2 disabled access buses

Hired Transport Can be hired with disabled provision as necessary.

Junior School Red Car Wheelchair compatible

8. Other Issues

The King's School, Canterbury

- The School campus is well spread in a Cathedral/historic setting, making disabled access from one place to another far from ideal.
- Most of the land in the Precincts is owned and controlled by the Dean & Chapter.
- St. Augustine's is owned by the School but access to it is tricky, and avoiding the Quenin Gate steps is a long way round via Broad Street or the Postern Gate.
- Two of the most modern boarding houses (Harvey and Grange) are a long way away from the heart of the School.
- Academic outposts within the city (CDT, Art, Drama etc.) are not easily reached.
- Holiday time lettings are numerous, encompassing day and overnight occupancy. A wide range of School facilities at St Augustine's are used at these times.
- Offices: No. 25 – access is poor. Lattergate – access is okay to ground floor. Academic Office – poor access but possible with a ramp.

- WC's: 1 x disabled WC is available in the Pupil Social Centre

The Junior King's School, Canterbury

- A smaller self-contained site, with better circulatory access. Currently poor access to boarding. A new Music School which is fully DDA compliant was built in 2016.
- Administrative Offices: Manor House okay but entrance tight.

9. Summary & Conclusions

1. Make ongoing general adaptations as opportunities present themselves i.e. new builds, refurbishments etc.
2. Make specific changes to accommodate a boarding or day pupil as needs dictate, given sufficient notice and with reasonable adjustments.
3. Prepare for and make as necessary other changes to accommodate disabled persons' requirements in the widest sense.
4. Consider widest implications of disability i.e. provision for sensory impairment disability (hearing & sight in particular) and factor in adaptations & improvements as opportunities present themselves.
5. Explore extent to which ICT & the Intranet can make areas/curriculum accessible. Admissions/administrative procedures to ensure that they are able to deal with/offer appropriate material for disabled people. E.g. provide extra large print, adapt school tours.