



THE  
KING'S SCHOOL  
CANTERBURY

# **Special Educational Needs and Disability Policy**

Responsible Person: SENDCo and Deputy Head (Academic)

Publication Date: October 2025

Next Review Due: October 2027

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## **The King's School, Canterbury**

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 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.

## **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

## **3. Objectives**

- To identify, at the earliest opportunity, barriers to learning and participation for all pupils through assessment and graduated provision
- To ensure that, where possible, there is minimal delay in making any necessary special educational provision. Delay 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 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 needs 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 SEND information for 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.

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

Responsibilities include:

- Ensuring that referral, screening and tracking procedures are in place for identification and monitoring
- Maintaining the register for pupils with SEND using a graduated approach
- Managing a team of Learning Enhancement/Learning Support staff that includes specialist teachers, teaching assistants, and specialist assessors
- 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
- Working with the Head of Exams/ Academic Office to help ensure the smooth running of internal and external examinations for SEND pupils
- Applying for appropriate and relevant access arrangements for external examinations
- Organising assessments
- Ensuring that pupils who attend individual support lessons receive regular reporting and target setting by departmental staff
- Oversee group interventions in the department
- Ensuring that the department information on the website, VLE and portal, if applicable, is kept up to date and relevant
- Ensuring that all policy documents are reviewed regularly
- Liaising with staff and parents as and when appropriate
- Holding minuted regular departmental meetings
- Meeting regularly with the Deputy Heads (Pastoral and Academic) and when needed, with colleagues at JKS and the IC
- Attending Head of Department Meetings, Academic Review Group meetings and other meetings when appropriate
- Liaise with other key areas in school for the pupils, including Health, Wellbeing, Pastoral and Safeguarding teams
- 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 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 SEND 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).
- Appropriate and high quality classroom teaching with planning and adaptations made 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 if needed
- 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
- Organising access arrangements for internal and external exams

## **6. Evaluation**

Any pupil identified by the school as requiring more significant additional provision and 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. The review should:

- Take into account information from teachers, parents, pupils and any external agencies involved
- Review the pupil's progress
- Judge the effectiveness of the provision
- Update information
- Plan future action and set targets

## **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, CYMPHS etc

- The school may buy in screening, advisory and back-up services from a variety of professional bodies and individuals

## **8. Links with Schools**

- Support for parents in the choice of the next school if applicable and for the transfer, is offered by the Head, 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
- Ensure firm links with Admissions, to make sure that pupils are placed with due care, making sure that the school is able to meet any specialist needs. Ensure that we are given the information to know whether we are able to meet need and whether a pupil will be able to thrive in our supportive, fast-paced school environment and develop into an independent learner
- To encourage Prep schools 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.

The King's School, Canterbury is a school founded on the principle of a Christian ethos, based on outstanding pastoral care of young people. Schools which are centred on these values work hard at achieving the special, positive atmosphere which is palpable at King's, but also the supportive systems for when things (which will always happen from time to time during adolescence) occur.

#### **10. Policy:**

Please also see the Pastoral Care Policy.

Pastoral care is as an essential part of the school's ethos and is central to the success of the students in the school. It is very hard for pupils to thrive academically if they are unhappy in another aspect of their life. Similarly, it is difficult for pupils to be happy if they are not able to cope academically. The two areas of school life are tightly woven together. A carefully integrated (and constantly revised) system of Pastoral Care provides a strong team of staff, each with specific responsibility for looking after the welfare of particular groups of pupils. The Pastoral staff are able to look at the progress of the pupils in a broad sense, ensuring that any problems that arise are dealt with quickly and efficiently.

All pupils are members of a House. A pupil's House is the centre of their school life. It is not only a physical base but also, ideally, a community small enough to accord to each of its members the regard and attention of a family. Housemasters and Housemistresses (HSMs) have primary responsibility for the care of those in their houses. King's School pupils are organised into seventeen Houses. Of these, six are for boy boarders, seven for girl boarders and four are mixed Day Houses. There are well organised programmes of induction for all pupils who are new to the Houses. In addition, there are other key members in the House teams which include the Deputy HSMs and the Matrons/Pastoral Care Assistants (PCAs). They are available in the houses throughout the day and students can access them as they need to. Pupils build strong and supportive relationships with all members of their House teams.

Pupils are also supported through the Mentoring System, which has existed at King's since 1886. All academic staff are attached to a house and have a Mentor group, consisting of approximately twelve pupils. The mentors meet their groups once/twice a week and at other times informally, in the house or in various social contexts. A system of interim reports by teachers enables regular monitoring of academic progress, so that any problems can be identified, and, after discussion, action can be taken. A mentor will get to know mentees well and will encourage their wider interests and participation in co-curricular activities, and the cultural and sporting life of the school. The mentor also plays a key pastoral role in the life of their mentee, those allocated to boarding house mentor groups will usually be on duty in house one evening a week, giving an important opportunity for the development of the mentor / mentee role. In addition to the House-based pastoral system, the Head, the Senior Deputy Head, the Deputy Head (Pastoral), other members of the King's School SMT, the Chaplains, the School Psychotherapists and Counsellors, the Head of Boarding and the nurses at the Health Centre are available to all students, operating an 'open door' policy for all.

The well-equipped Health Centre is run by a team of fully qualified nurses, it provides continuous twenty-four-hour cover throughout the term. The school has access to a local NHS practice and GPs hold surgeries during the week at the Health Centre.

The Chaplaincy team is responsible for worship, services and assemblies in the Cathedral and in the school. The chaplains are available to staff and pupils, of all religions or none, as friendly advisor and counsellor.

A team of qualified school Psychotherapists and Counsellors are available for all pupils. Appointments may be made confidentially, and all pupils are made aware of how they can access the counselling facility.

A well-staffed Learning Enhancement department helps those with a broad and varied range of learning needs.

The Pupil Guidelines “Who Can help You?” are displayed on house noticeboards and are available to all pupils via an intranet link. The guidelines include references to available individuals and organisations outside the school, including the school’s independent listeners and also detail how to access both our informal (QR code) and formal complaints procedures.

Naturally, all teachers have a responsibility in terms of pastoral care for all the pupils they come across, not just as subject teachers or personal mentors, but in co-curricular activities and in all areas of school life.

## **11. Safeguarding**

The safeguarding of all our pupils is paramount. The King’s School DSL is the Head of Safeguarding and reporting systems are clearly advertised and promoted. Further information can be found in the Safeguarding and Child Protection policy.

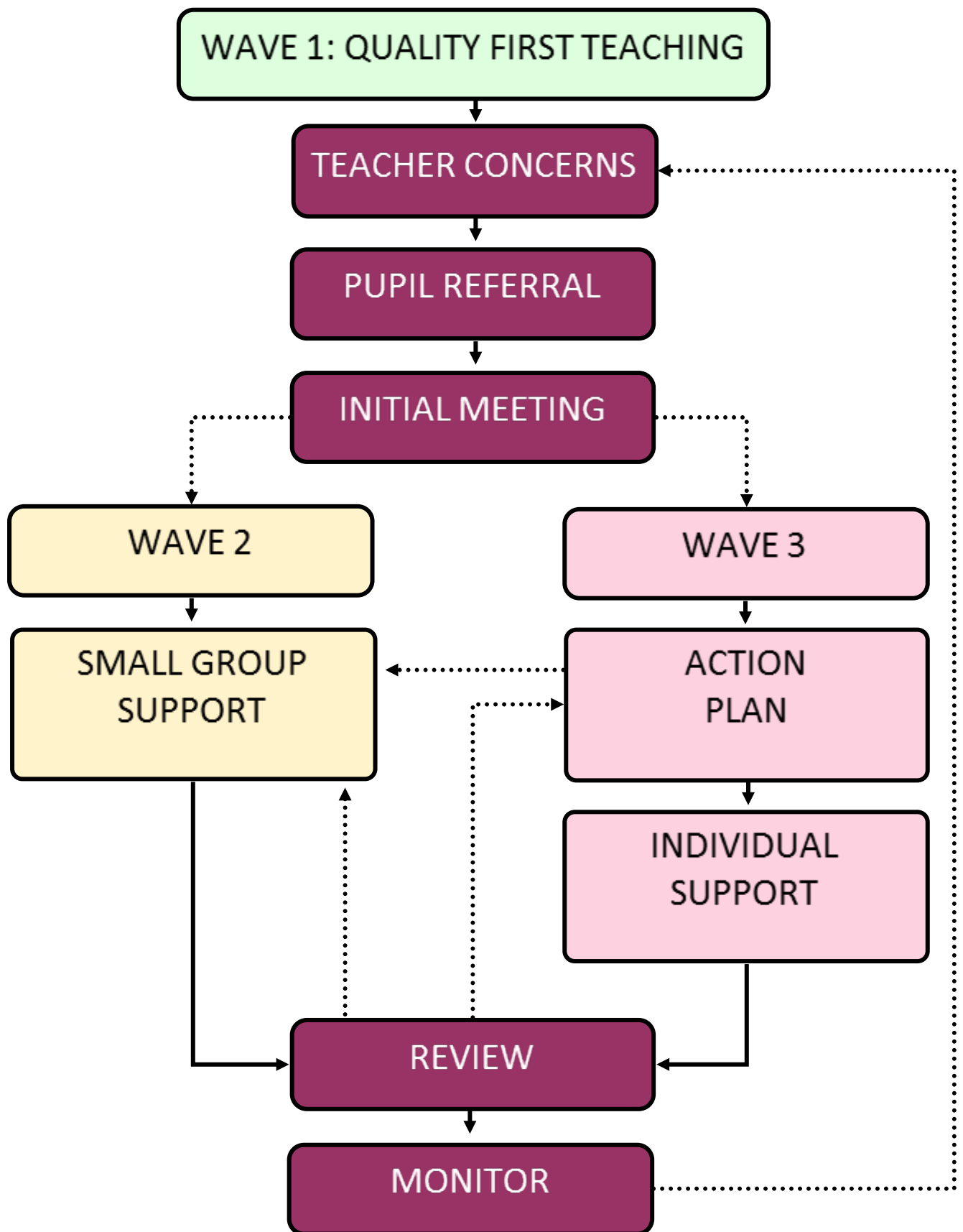
Appendix 1

Whole School Graduated Approach: Outcomes Based					
No SEN		SEN			
Learners able to access and progress through Quality First Teaching and provision.	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.  This support may be in-house (via subject departments) or accessed externally.  Successful provision outcomes would be to return to Universal or the next level Targeted i.e. increased independence or greater complexity of	Learners able to access and progress through Quality First Teaching and provision.	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.  This support may be in-house or accessed externally.  Successful provision outcomes would be to return to Universal or the next level Targeted i.e. increased independence or greater complexity of learning.	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.  This support may be in-house or accessed externally without a Statement or an EHCP.	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		SEND 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. metacognition groups, Mahs club etc)
Wave 3	Individual time-limited intervention or longer term mentoring support	Pupils making less than expected progress, often with diagnosed SEND	LE Department

Waves 1-3 Intervention Pathway



## **Quality First Teaching**

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

Pupils are taught in relatively small classes (to a maximum of 20 at GCSE but often smaller) and they are actively encouraged to make use of technology to support their learning. Each department has a designated Learning Enhancement Champion. Departments also offer clinics to help students who are finding their subject difficult.

The SENDCo and Learning Enhancement teachers are always available, 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 pupils with SEND needs.