

Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

At King's College School (the 'School'), we support the abilities of all our pupils. It is our duty to provide equal opportunities for every child in our care and a safe and fully equipped learning environment which caters to the needs of every pupil as an individual. We are committed to inclusion within the School curriculum and participation in all aspects of school life. The School adopts a whole school approach to Special Educational Needs and Disabilities (SEND) and all staff work to ensure the inclusion of all pupils. The School is committed to ensuring that pupils with SEND can fulfil their potential and achieve their best educational outcomes.

2. Aims

- 2.1 The aims of this policy are to promote good practice in the School in respect of the detection and management of special educational needs and disabilities (SEND), to explain the support the School can provide for pupils who have learning difficulties and to detail the cooperation the School will need from parents to actively promote the wellbeing of pupils.
- 2.2 This policy can be made available in large print or other accessible format if required.
- 2.3 This policy applies to the whole School including the Early Years Foundation Stage (EYFS).

3. Regulatory Framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - Education (Independent School Standards) Regulations 2014;
 - Boarding schools: national minimum standards (Department for Education (DfE), April 2015);
 - Statutory framework for the Early Years Foundation Stage (DfE, March 2014);
 - Education and Skills Act 2008;
 - Children Act 1989;
 - Childcare Act 2006;

- Equality Act 2010; and
- Children and Families Act 2014.

3.2 This policy has regard to the following guidance and advice:

- Special educational needs and disability code of practice: 0 to 25 years (DfE and Department for Health, January 2015) (**Code of Practice**)

4. Definitions

4.1 As defined in the Code of Practice, children have special educational needs if they have a learning difficulty which affects one or more subject areas which requires different or additional educational provision to be made for them. The signs of a special educational need may not have been previously apparent or reasonably detectable.

4.2 Children have a learning difficulty if they:

4.2.1 have a significantly greater difficulty in learning than the majority of others of the same age; or

4.2.2 have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions; or

4.2.3 are under five and fall within the definition at 4.2.1 or 4.2.2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

4.3 A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (Section 20(4) Children and Families Act 2014.) However, children for whom English is an additional language will be provided with appropriate support provided they meet the School's admission criteria. Please see the School's *English as an Additional Language Policy* for more information.

4.4 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 in their general acumen.

4.5 The expression 'learning difficulty' covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty, learning problems which result from emotional or behavioural disorders and communication impairments such as autistic spectrum disorders. The expression may also

include those who have physical disabilities, visual or hearing difficulties, or social, emotional or mental health difficulties.

- 4.6 Special educational needs and learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.
- 4.7 When providing educational services to a pupil, the School is legally required to make 'reasonable adjustments' in order to cater for a pupil's disability. The School shall inform the pupils and parents of the 'reasonable adjustments' that the School are legally required to make for that pupil, which may typically include:
- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;
 - allowing extra time for a dyslexic pupil to complete a formal assessment;
 - providing examination papers in larger print for a pupil with a visual impairment;
 - rearranging the timetable to allow a pupil to attend a class in an accessible part of the building; and / or
 - arranging a variety of accessible sports activities.

In making 'reasonable adjustments' the School is required to provide auxiliary aids and services for disabled pupils. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

The School is not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities.

If, despite making 'reasonable adjustments', the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that parents withdraw their child from the School (see below).

5. Objectives

- 5.1 The School is committed to the principle that every pupil will have access to a broad and balanced education, in line with the SEND code of practice.
- 5.2 The School will strive to ensure that individual learning needs are identified in order to support progression and good mental health and wellbeing.
- 5.3 The School will ensure, as far as is reasonably practicable, that the School is accessible to all pupils and that all pupils with specific learning needs will be

able to access the curriculum by the provision of differentiated teaching, extra support or additional resources where appropriate.

- 5.4 The School is committed to the early identification, assessment and graduated provision for all pupils of concern. The School will ensure continuous monitoring of pupil progress to aid such identification and will involve teaching staff in the continued progress of pupils with SEND.
- 5.5 The School will regularly monitor and evaluate all provisions in place to overcome barriers to learning.
- 5.6 The School will work in partnership with parents and carers thus enabling them to take an active role in their child's education.
- 5.7 The School will work with outside agencies to meet the needs of pupils with SEND.
- 5.8 The School will actively involve pupils in the decision-making process regarding their education, where appropriate, and will ensure that pastoral care and support is available for all pupils so that they may build a strong sense of self-esteem.
- 5.9 The School will ensure support and regular professional development opportunities for staff to enable them to fulfill their responsibilities in accordance with this policy.

6. Implementation and Procedures

- 6.1 **School Staff:** The School has specialist staff who are trained and qualified to assess, recognise and deal with learning problems throughout the age and ability range. Communication between learning support and mainstream teachers is an essential factor in the early identification and the continuing management of any difficulty. Children may be identified as having a learning difficulty through teaching observations, assessments, standardised assessments, parental concern, child self-referral or by external agencies.
- 6.2 **Internal Assessment:** As a consequence, 'internal' assessment of children, within the Learning Support Centre, is commonplace when a difficulty has been observed and has been discussed with parents. The tests used are not diagnostic tests of a kind which an educational psychologist would carry out, and they are not infallible. The purpose of the tests is to detect circumstances which may need further investigation or a formal assessment.
- 6.3 **Formal Assessment:** If internal test results indicate that a child may have a learning difficulty which ought to be investigated further, we will ask the parents to agree to their child being formally assessed. The School is able to refer children to a wide range of outside agencies such as Educational Psychologists, Speech Therapists, Occupational Therapists, Optometrists, etc,

all of whom work in close cooperation with the Learning Support Centre. Any such referral is discussed with parents, who must consent, before it goes ahead and the outcome of any assessment is communicated to relevant teaching staff. We will ask the parents to agree to follow professional recommendations unless there are persuasive reasons to the contrary. The School maintains a list of Educational Psychologists for parents to consult and who are well known to the School. The cost of any formal individual assessment conducted by external professionals will be the responsibility of the parents.

- 6.4 **Specialist Teaching:** As an alternative to, or as a result of, formal assessment, the School may suggest a course of specialist teaching by a qualified teacher on a one-to-one basis. This would normally be one or two periods of 30 minutes per week in term time.
- 6.5 Half a term's notice in writing (or payment of half a term's fees in lieu of notice where a charge is made for such teaching) is required to terminate specialist teaching.
- 6.6 **Threshold of Intervention:** At the School the 'threshold' of intervention is much lower than in many schools. The vast majority of children in receipt of support will have very mild or moderate specific learning difficulties. For many of these, the provision will be relatively short term, addressing a particular concern at a particular time. For others, support may be needed throughout their time at the school and beyond.
- 6.7 **Learning Support:** In the event that results of formal testing indicate that a child should give up one of the normal curriculum subjects, the School will advise that the child attends a small learning support group which will concentrate on developing skills such as phonics, spelling, maths and study skills, in place of Latin or French. Learning support of this kind will be provided at no additional cost. The child's progress and needs will be monitored and, if necessary, the School will recommend further assessment if learning support does not appear to be meeting the child's needs.
- 6.8 **Code of Practice:** The School's approach to the detection and management of learning difficulties will be guided by the Special educational needs and disability code of practice: 0 to 25 years (DFE - 0000205-2013), Department for Education (DfE), January 2015 (**Code**) or any substituting or amending Code of Practice issued from time to time by the Department for Education (DfE). In general, the School's approach will be cautious so as not to run the risk of a child being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.
- 6.9 **Education Health and Care plans (EHC plan):** Parents and the School have the right under Section 36(1) of the Children and Families Act 2014 to ask the Local Authority (LA) to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the

LA refuses to make an assessment, the parents, but not the School, have a right of appeal to the First Tier Tribunal (Health, Education and Social Care).

Where a prospective pupil has an EHC plan, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHC plan can be delivered by the School. We will cooperate with the LA to ensure that relevant reviews of EHC plans are carried out as required.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the LA if the Authority is responsible for the fees and the School is named in Section I of the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

- 6.10 **Anti-Bullying:** The School recognises that pupils with special educational needs, disabilities or learning difficulties may be at increased 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 Tutor or any senior member of staff to discuss their concerns in private at any time.

7. **Barriers to Detecting Abuse**

- 7.1 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability. This can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. Barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- the potential for pupils with a special educational need or disability being disproportionately affected by bullying without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers to identify whether action under this policy is required.

- 7.2 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's *Safeguarding and Child Protection Policy*.

8. **Special Educational Needs Coordinator (SENCO):** Mrs Sarah Wormald, the Head of Learning Support is the **SENCO**. She has responsibility for:

- ensuring liaison with parents and other professionals in respect of a child's special educational needs;

- advising and supporting other staff in the School;
 - ensuring that appropriate Pupil Profiles are in place as appropriate;
 - ensuring that relevant background information about individual children with special educational needs and disabilities is collected, recorded and updated; and
 - undertaking any other appropriate duties in accordance with the Code of Practice on special educational needs and disabilities.
9. **Responsibility:** Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of specialist teaching or learning support should make arrangements accordingly with the School or outside but must ensure that the School is given copies of all advice and reports received.
10. **Information:** The School needs to know at the outset if the child has been affected by a learning difficulty at any time. Confidential information of this kind will only be communicated on a "need to know" basis to the relevant staff in School. Parents must also provide the School with a copy of any report or recommendations which have been made in relation to special educational needs at the child's previous school or elsewhere.
11. The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.
12. **Concerns:** Parents should contact the School immediately via the pupil's Form Tutor if the child's progress or behaviour causes concern so that the School can devise and put into effect a strategy in agreement with the parents.
13. **Examinations:** Children who have been diagnosed as having a learning difficulty may be eligible to apply for extra time and / or other appropriate access arrangements to complete internal examinations and public examinations. Parents are asked to liaise with the Learning Support Centre in good time with respect to this.
14. **Alternative Arrangements**
- 14.1 Withdrawal: The School reserves the right, following consultation with parents, to ask for the withdrawal of the child from the School if, in the School's opinion, after making all reasonable adjustments and exhausting appropriate strategies:
- 14.1.1 the child is in need of a formal assessment, specialist teaching, learning support or medication to which the parents do not consent; and / or

- 14.1.2 the parents have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of the child's learning difficulties; and / or
 - 14.1.3 the child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange; and / or
 - 14.1.4 the child has special educational needs or disability that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which are provided by the School.
- 14.2 Alternative Placement: In any of these circumstances the School will, to the best of its ability, help find an alternative placement which will provide the pupil with the necessary level of teaching and support.
- 14.3 Financial: Withdrawal of a pupil in these circumstances will not incur a charge or fees in lieu of notice. The deposit paid in respect of the child will be refunded to the parents.

15. Training

- 15.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 15.2 The level and frequency of training depends on the role of the individual member of staff.
- 15.3 The School maintains written records of all staff training.

16. Recordkeeping

- 16.1 All records created under this policy are managed in accordance with the School's privacy notices and *Data Protection and Retention Policy* and procedures.

Signed:



The Reverend Dr Stephen Cherry
Dean, King's College, Cambridge
Chair of Governors, King's College School

14th May 2021

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