



# **Special Educational Needs and Disabilities (SEND) Policy**

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## 1. Introduction

This policy sets out and explains the responsibilities King's College School (the 'School') is able to accept, the support it is able to provide, and the responsibilities of parents in relation to pupils who may experience special educational needs or learning difficulties, or may require learning support or have a disability during their time at the School.

This is a whole-school policy including EYFS and boarding.

## 2. Related Policies

The School has the following related policies which are available on the School website or by request to the School Office:

- *Safeguarding and Child Protection Policy;*
- *Anti-Bullying Policy;*
- *Policy for Good Discipline;*
- *Risk Assessment for Pupil Welfare Policy;*
- *Personal, Social, Health and Economic (PSHE) Policy;*
- *Equal Opportunities Policy.*

The School also has an *Accessibility Plan* which is available from the School Bursar upon request.

The School's *Admissions Policy* clearly outlines its policy on admissions and procedures in relation to special educational needs and disabilities.

## 3. Values and Principles

King's College School (the 'School') supports the abilities of all its pupils. It is the School's duty to provide equal opportunities for every child in its care and a safe and fully equipped learning environment which caters to the needs of every pupil as an individual. The School is 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). 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.

## 4. Definition of Special Educational Need and Learning Difficulty

A child has 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a 'learning difficulty' within the meaning of Section 20(2) *Children and Families Act 2014* if they:

- a) have a significantly greater difficulty in learning than the majority of children of their age; or
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions; or

- c) are under five and fall within (a) or (b) above or are likely to do so when of compulsory school age if special provision is not made for them.

A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which they are or will be taught is different from a language (or form of language) which is or has been spoken at home. Please see the School's *English as an Additional Language Policy* for more information.

A child has a 'disability', within the meaning of the Equality Act 2010, if they have physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

The School recognises that some pupils with special educational needs or learning difficulties may also have a disability.

The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However, if despite such adjustments the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a child or request that the parents withdraw the pupil from the School. See section 11 below.

## **5. Background**

A number of pupils in mainstream independent schools, such as King's College School, may have or show signs of having a special educational need or learning difficulty which affects one or more subject areas for which different or additional educational provision may be needed from time to time. The signs of a special educational need or learning difficulty may not previously have been apparent or reasonably detectable.

Special educational needs and learning difficulties may affect children who have a high IQ as well as those of lower academic 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.

The terms 'special educational needs' and 'learning difficulties' cover a wide variety of conditions and may include dyslexia, dyscalculia, dyspraxia, attention deficit hyperactivity disorder, and communication impairments such as autistic spectrum disorders. They may also include those who have physical disabilities, visual or hearing difficulties, or social, emotional or mental health difficulties. A pupil may also require additional support for other reasons, such as if the pupil has English as a second language. Parents are required to inform the School promptly of any special educational need or learning difficulty that has at any time affected their child either currently or in the past or any other reason for which the pupil may require additional support.

Any need for additional support in the school environment, whatever the origin, will be referred to below as a 'learning need.'

## **6. Aims and Objectives**

### **6.1 Aims**

- The School is committed to the principle that every pupil will have access to a broad and balance education, in line with the SEND code of practice;
- The School will strive to ensure that individual learning needs are identified in order to support progression and good mental health and wellbeing;
- The School will ensure, as far as is reasonably practicable, that the School is accessible to all pupils and that no pupil will be discriminated against;
- All pupils with specific learning needs or disabilities will be able to access the curriculum by the provision of differentiated teaching, extra support or additional resources where appropriate; and
- Safeguarding procedures will be maintained to ensure that all pupils are protected from harm and neglect.

### **6.2 Objectives**

The School is committed to:

- The early identification, assessment and graduated provision for all pupils causing concern;
- The continuous monitoring of pupil progress to aid such identification and to involve all relevant staff in the continued progress of pupils with learning needs;
- Regular monitoring and evaluating all provisions in place to overcome barriers to learning;
- Working in partnership with parents thus enabling them to take an active role in their child's education;
- Involving pupils actively in the decision-making process regarding their education, where appropriate;
- Working with outside agencies to meet the needs of pupils with learning needs;
- Ensuring support and regular professional development opportunities to enable teaching staff to fulfill their responsibilities;
- Ensuring that pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem.
- Maintain a positive culture which seeks to advance the inclusion of disabled people in all the activities of the School and rejects discrimination.

## 7. Coordination of SEND Provision

The Director of Student Learning, Mr Ian Barker-Sherry, is the School's SENCO. The SENCO has responsibility for:

- liaising 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 and effectively implemented, 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.

While the SENCO is responsible for overseeing the whole-school provision for pupils with learning needs, additionally, all teaching and relevant support staff are responsible for the learning progression of all pupils including those with learning needs. Every teacher is a teacher of special educational needs. Every teacher is expected to seek to anticipate individual learning needs. Every teacher is expected to overcome barriers to learning.

## 8. Arrangements for coordinating SEND provision

### 8.1 Screening

The School's approach to the detection and management of special educational needs and learning difficulties will be guided by the '*Special educational needs and disability code of practice: 0 to 25 years*' (or any substitute or amended Code of Practice) issued from time to time by the Department for Education.

The law imposes on schools a responsibility both for the physical and emotional wellbeing as well as the educational needs of pupils whilst in the care of the school. For this reason and as a matter of good practice, the School has introduced the following procedures.

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.

As a consequence, internal assessment of children within the Learning Hub 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.

If internal test results indicate that a child may have a learning difficulty which ought to be investigated further, the School 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 Hub. 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.

The School 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.

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. 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.

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.

## **8.2 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 may 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.

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.

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. 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.

### **8.3 Examination Access Arrangements**

Pupils 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 SENCO with respect to this.

### **8.4 Education, Health and Care (EHC) Plans**

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 (Special Educational Needs and Disability).

Where a prospective pupil has an EHC plan, the School 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. The School 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 the School will agree the charging arrangements with the parents with regard to the provisions of the Equality Act 2010, where applicable.

### **8.5 Reasonable Adjustments & Accessibility Plans**

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).

The School has a written *Accessibility Plan* which is available upon request from the School Bursar. The *Accessibility Plan* includes consideration of how the School proposes to:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which pupils and parents who are disabled are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- Improve the delivery of information to pupils and parents who are disabled.

The *Accessibility Plan* is reviewed annually to ensure it is up to date, appropriate and covers all aspects of School life.

## **9. Anti-Bullying Policy**

The School recognises that pupils with special educational needs, disabilities or learning difficulties may be at increased risk of being bullied. The School adopts a zero-tolerance approach to bullying and 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.

## **10. Additional Welfare Needs**

When teaching pupils about safeguarding, the School recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for some pupils with special educational needs and disabilities.

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. The School is mindful that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability should not be made without further exploration;
- the potential for pupils with a special educational need or disability can be disproportionately impacted by bullying without outwardly showing any signs;
- some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and

- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

Any report of abuse involving children with SEND will require close liaison with the DSL and the SENCO.

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

The School will tackle inappropriate attitudes and practices through staff leading by example, through the Personal, Social, Health and Economic (PSHE) curriculum, Relationships Education and Relationships and Sex Education (RSE) programmes, through the supportive School culture and the School's policies.

## **11. Alternative Arrangements**

### **11.1 Withdrawal**

The School reserves the right, following consultation with parents, to ask for or require the withdrawal of the child from the School if, in the School's opinion, after making all reasonable adjustments and exhausting appropriate strategies:

- the child is in need of a formal assessment, specialist teaching, learning support or medication to which the parents do not consent; and / or
- 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 special educational needs and learning difficulties; and / or
- the child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School cannot reasonably be expected to provide, manage or arrange; and / or
- the child has special educational needs, learning difficulties and / or disabilities that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which the School provides.

### **11.2 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. The School is not, however, responsible for securing an alternative placement for the pupil.

### **11.3 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.

## 12. Risk Assessment

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

The format of the risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare, and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

## 13. Recordkeeping

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

The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about parents and pupils. The privacy notices are published on the School's website.

## 14. Liability of the School

Unless negligent in the operation of this policy, the School accepts no responsibility to the pupil or parents caused by, or arising out of, any failure to detect or refer a special educational need or learning difficulty or other condition or situation of special need.

## 15. Version Control

Date of last review	July 2024
Date of next review	July 2025
Policy owner	Head, School Bursar, Director of Student Learning
Authorisation	Rev Dr Stephen Cherry, Chair of Governors on behalf of the Board of Governors