



**Special Educational Needs  
and Learning Difficulties And  
Disabilities (SEND) Policy**

## Introduction

The foundation aims to meet the needs of pupils with special educational needs and learning difficulties and disabilities (SEND) and also ensures that the academic potential of able pupils is fulfilled. The term SEND is used throughout this policy to cover all these areas.

At King's it is believed that pupils with SEND should receive appropriate help and support. The following framework has been established with regard to the Race Relations (Amendment) Act 2000, Special Educational Needs and Disability Act 2001, School Census: Preparation and Guidance for 2007 DfES 2007, the Equalities Act 2010, the SEN and Disabilities Green Paper 2011 and DfE Equality Act Guidance 2012; the Children and Families Act 2014 and the SEND Code 2014 (revised 2015).

### **This Policy should be read in conjunction with the following policies:**

*Safeguarding Children's Welfare, including Child Protection Policy*

*KCSIE - KEEPING CHILDREN SAFE IN EDUCATION SEPTEMBER 2021*

*Equal Opportunities*

*Human Rights*

*Curriculum Policy*

*Teaching and Assessment*

*Communication with Parents*

*Admissions Policy, including information on Entrance Examinations, Bursaries and Scholarships*

*Data Protection Policy.*

## Aims

The aims of the Special Educational Needs Policy reflect the ethos of the foundation in that all pupils, including the most academically able, should have the opportunity to acquire a wide range of learning skills to discover and extend their own abilities so they can take responsibility for their own learning. King's strives to identify pupils with SEND as early as possible in their school career and provide appropriate support, making reasonable adjustments, where necessary so that all pupils have the opportunity of accessing the foundation's broad and balanced curriculum.

## Admissions

- The foundation is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The foundation's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.
- The foundation will treat every application from a SEND pupil in a fair, open-minded way. However, the foundation will assess all pupils for admission on the basis of its standard selection criteria from time to time.
- The foundation endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with SEND are advised to discuss their child's requirements with the school before the foundation considers the application for a place and before they sit the foundation's entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special

arrangements. Before an offer of a place is made, the foundation will assess whether it is able to adequately cater for and meet any SEND requirements through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day as appropriate.

- An offer of a place may not be made if the foundation determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The foundation will always consider its obligations under the Equality Act 2010.
- The foundation's Admissions Policy can be found in the Parent Handbook and is available on the foundation website. It applies equally to all prospective pupils and details how the foundation supports those applicants with SEND.

## **Responsibilities**

The Headmaster has overall responsibility for special educational needs at King's, and this is delegated to the Deputy Head (Academic), the Head of Learning Skills and Learning Skills teachers.

- Head of Learning Skills, specialist teacher and assessor - Joanna Lucas BA; PGCE (FAHE); OCR Dip SpLD; NDT (INPP)
- Learning Skills Teacher (Maths and English) – Oliver Shone BA; PGCE
- Learning Skills Teacher (Maths) – Debra Clarke BSc; PGCE

## **Arrangements for co-ordinating Special Educational Provision**

The Head of Learning Skills is responsible for:

- Collection and co-ordination of information about pupils who have or are suspected to have SEND
- Liaison within school with specialist teachers; Heads of Lower Years, Middle Years and Sixth Form; Form Tutors; House Tutors; Heads of Department; the Deputy Head (Academic); the Health Centre; school counsellors and with the Junior Schools' SENCOs
- Working closely with the Examinations Officer
- Involving parents in decision making about pupils with SEND
- Informing all teachers of pupils with any type of special educational needs, including the more able
- Maintaining the foundation's Support Register, and overseeing the records on all pupils with special educational needs
- Monitoring admissions with regard to pupils with SEND
- Contacting and liaising with outside agencies
- Organising and augmenting resource materials
- Updating the school's SEND policy on an annual basis

## **Identification**

The Head of Learning Skills liaises closely with the Registrar about pupils with SEND entering the foundation, as well as meeting with the SENCOs at St. Alban's and King's Hawford, to discuss the transition of Year 6 pupils to the Senior School.

Once at King's, pupils may be referred by subject or pastoral staff, as a result of screening tests or by self-referral. An informal assessment is then carried out and a pupil may be placed on the Support Register if it is deemed appropriate. Parents are contacted to discuss the results of the assessment and the setting up of learning support where necessary.

The Head of Learning Skills works closely with the Health Centre and school counsellors to identify those areas in which medical, behavioural and educational implications are likely to overlap.

## Assessment

Pupils are assessed in the following ways:

- Screening tests from the L4, U4 and LR (Years 7, 8 and 9)
- Comparing underlying ability with attainment tests (MidYIS and ALIS tests)
- Lucid Exact screening for Access Arrangements at end of the LR and for new pupils to the UR and L6 (Years 9, 10 and 12)
- Further individual assessment tests
- Regular discussions with members of staff (see Arrangements for co-ordinating Special Educational Provision)
- Reports from specialist teachers and EPs

## Provision for Pupils with Special Educational Needs

1. **Universal** – Monitoring by Form Tutors, House Tutors, subject teachers and specialist teachers
2. **Targeted** – Strategies for pupils in the classroom eg. enlarged print, coloured paper, gapped worksheets, seating plans, subject specific clinics
3. **Specialist** – Help from specialist staff, including 1:1 or paired lessons; short courses for small groups in English, Maths, Study Skills, revision techniques, relaxation and general learning skills. Access Arrangements are made available in GCSE, IGCSE and A level examinations. Where necessary, outside agencies may be contacted.

All staff are encouraged to recognise their responsibility for the education of children with SEND. They are informed of pupils' needs through discussion with the Head of Learning Skills and by referring to the Support Register and Pupil Profiles (formerly known as IEPs), which contain descriptions of pupils' special educational needs and recommendations for specific teaching strategies.

## Access Arrangements

- There is no charge for specialist support or assessment for Access Arrangements; this enables pupils to be referred swiftly without financial constraints
- Candidates may be allowed to use a word processor if their progress is demonstrably inhibited by:
  - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
  - a medical condition

- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand that significantly affect the standard of written work
- The use of a scribe and/or a reader is not generally encouraged as this is not pupils' normal way of working in class at King's although provision may be made for use of specialist software for reading and writing; if a scribe/reader is specifically requested for school and public examinations, special arrangements will need to be made with the Examinations Officer and charges for additional invigilators may be incurred.
- Recommendations by Educational Psychologists regarding Access Arrangements will be considered by the Learning Skills Department; however, the school reserves the right to override these recommendations if they are inconsistent with a pupil's screening history, recommendations from subject teachers and/or with Access Arrangement tests.
- In order to qualify for Access Arrangements, a history of need should be proven and intervention strategies should reflect the pupil's normal way of working; assessment results should comply with JCQ guidelines.

## Procedures used by the school for working with SEND pupils

A three-tier system, Monitor, School Action and School Action Plus, enables the school to have a graduated response to meeting individual needs and are based on the SEN Code of Practice (2001). The three levels used at King's are as follows:

- **Monitor** is applicable to all pupils whose progress is below that expected or who have a previous history of support. Subject teachers and pastoral staff are responsible for the monitoring of these pupils and reporting back to the Learning Skills Department with any concerns.
- **School Action** occurs once a pupil is identified as requiring additional or specific provision beyond those offered within the classroom; a pupil may have literacy or numeracy needs, sensory or physical problems, emotional or behavioural needs or communication and/or interaction difficulties. 1:1, paired or group sessions, Access Arrangements and/or specialist equipment may be offered as appropriate.
- **School Action Plus** is for those pupils who have significant specific, sensory or physical needs and require specialist equipment or regular advice or visits by a specialist external agency. These pupils may have an education, health and care (EHC) plan. The external services will be involved with the Head of Learning Skills in the assessment and planning of Pupil Profiles, target setting and regular reviews.

## SEND pupils at King's

- SEND pupils include those with mild to moderate dyslexia; dyspraxia and motor co-ordination difficulties; ADD and ADHD; ASD; auditory processing disorders; visual impairment and hearing loss and impairment.
- We believe that reasonable adjustments could be made to accommodate pupils with physical difficulties, such as wheelchair users.

## Pupils for whom English is an Additional Language

King's Worcester welcomes pupils of all nationalities and backgrounds. The EAL provision aims to support and to develop pupils' abilities to communicate effectively in speech and writing in the English language. EAL should support and develop pupils' appreciation and knowledge of British culture, whilst acknowledging their own; however, the department's ability to help individual pupils may be restricted by available resources or by timetable considerations. EAL lessons run alongside the academic curriculum.

The following strategies may be put in place to meet the needs of bilingual learners:

- Analysis of attainment by subject and by prior attainment to identify bilingual learners who are underperforming
- Writing analysis to identify areas for development
- Clear literacy targets set across all subject areas
- Encouragement to participate in lessons to develop speaking and listening skills

## Partnership with Parents and Reviews

In addition to working with pastoral staff and subject teachers, we believe that there should be an emphasis on contact with parents so we can work with them to help their children. The Head of Learning Skills attends Parents' Evenings and, in addition, parents are kept informed of progress via email, telephone calls and meetings in school.

## In-service Training

Training for all teaching staff will be arranged as appropriate as part of in-service training days.

<b>Authorised by</b>	Resolution of the Governors
<b>Signature</b>	
<b>Date</b>	25 March 2022
<b>Effective date of the Policy</b>	19 November 2021
<b>Review date</b>	01 February 2023
<b>Circulation</b>	Members of Governors/ all staff / parents / pupils [on request]

## **Annexe for King's St. Alban's Staff**

### **Introduction**

The SEND Policy for King's St. Alban's seeks to follow closely that of King's Senior School. This will ease pupils' (and parents') progression at 11+. This annexe differentiates the preceding King's Senior School Policy appropriately for the scale, structure and pupil age range at King's St. Alban's.

### **Responsibilities**

The Head has overall responsibility for special educational needs (SEN) or learning difficulties and disabilities (SEND) at King's St. Alban's, and in this is supported by the Learning Support co-ordinator and specialist teachers, the Director of Studies and Form Teachers.

Learning Support co-ordinator: Mrs Rebecca Cleugh  
Specialist teacher: Mrs K. Kear-Wood

### **Arrangements for co-ordinating Special Educational Provision**

The Head is responsible for:

- collection and co-ordination of information about pupils who have or are suspected to have SEND in liaison with the Director of Studies, the Pre-preparatory Department, Form Teachers, the Learning Support co-ordinator and specialist teachers
- involving parents in decision making about pupils with SEND – this may be in liaison with the Pre-preparatory Department, Form Teachers, the Learning Support co-ordinator and specialist teachers
- informing all teachers of the special educational needs of students, including the more able
- monitoring admissions with regard to pupils with SEND
- contacting outside agencies, or advising parents in this respect, when appropriate.

The Learning Support Co-ordinator is responsible for:

- liaising with specialist teachers;
- maintaining the School's Learning Support Register, and overseeing the records on all pupils with SEND;
- organising and augmenting a supply of resource material;
- advising staff on appropriate strategies in teaching individual pupils.

### **Admission Arrangements**

Pupils are admitted to the School on the basis of the result of a school readiness assessment (Reception) or tests/examinations (Years 1-6) and a report from the feeder Nursery/school, in which any acknowledged special learning difficulties or disabilities are noted. If appropriate, targeted special provision may then be offered from entry.

### **Identification**

The aim is to be aware of pupils' needs before they come to King's St. Alban's through the procedure described above. In addition to being screened in English and Mathematics in the entrance assessments, pupils' parents may provide reports from educational psychologists.

Once at King's St. Alban's, pupils may be referred to the Head by teachers as a result of observation in

the classroom. A pupil may then be placed on the Pupil Concern Register and, if it is deemed appropriate, the Learning Support Register. Again, if deemed appropriate, a pupil may be referred for further, informal school-based assessment by the specialist support teacher or for specialist external support. Parents will be contacted to discuss both these arrangements and the setting up of learning support where necessary.

The Learning Support Register identifies children at the Monitor, School Action and School Action Plus stages (see main Policy pages 4-5). It also identifies waves of intervention accordingly.

### **Assessment**

Pupils will be assessed in the following ways:

- looking at previous reports from specialist teachers and educational psychologists
- analysing screening tests
- comparing underlying ability with attainment tests
- further testing

### **Provision for Pupils with SEND**

- Individual Provision Maps – featuring termly specific targets
- monitoring by Form Tutors, subject teachers and specialist teachers
- classroom support
- short courses for small groups on specific topics
- paired or 1:1 lessons provided by specialist internal or external staff
- additional reading sessions with 6th Form students from the senior school

All staff are encouraged to recognise their responsibility for the education of children with SEND. They are informed of pupils' needs by means of discussion with the Head, the Learning Support Co-ordinator and specialist teachers and by referring to the Learning Support Register and in particular the Pupil Concern Register.

Staff are made aware of individual pupil targets and/or strategies for working with individual pupils through discussion, Pupil Concern Form notes and individual file notes.

### **Early Years Procedures in Reception**

Following identification of SEND, which involves the Reception Form Teacher and specialist teacher, interventions are devised. These may be additional to or different from the regular curriculum. It is important to recognise that children are normally offered a differentiated curriculum. Staff are made aware of individual pupil targets and/or strategies for working with individual pupils through discussion, Pupil Concern Form notes and individual file notes.

### **Pupils for whom English is an Additional Language**

Children joining the school, either from a local background or from a foreign country, may need targeted support in language acquisition. This may result in some children being temporarily placed on the Learning Support Register.

Annual review of these procedures is undertaken to ensure the effectiveness of inclusive practices in EYFS and beyond.



## **Annexe for King's Hawford Staff**

### **Introduction**

The SEND Policy for King's St. Hawford seeks to follow closely that of King's Senior School. This will ease pupils' (and parents') progression at 11+. This annexe differentiates the preceding King's Senior School Policy appropriately for the scale, structure and pupil age range at King's Hawford.

### **Responsibilities**

The Head has overall responsibility for special educational needs (SEN) or learning difficulties and disabilities (SEND) at King's Hawford, and in this is supported by the Learning Success Co-ordinator and specialist teachers, the Deputy Head (Academic) and Form Teachers.

Learning Support co-ordinator/SENCo: Mrs Vicki English  
Learning Support Assistant: Mrs Sarah Launder

### **Arrangements for co-ordinating Special Educational Provision**

The Head is responsible for:

- chairing weekly pastoral staff meetings where information about pupils is shared, including informing all teachers of the special educational needs of students, including the more able
- involving parents in decision making about pupils with SEND – this may be in liaison with the Head of Early Years, class teachers, the SENCO and LSAs
- monitoring admissions with regard to pupils with SEND.

The SENCo is responsible for:

- collection and co-ordination of information about pupils who have or are suspected to have SEND in liaison with the Head, Deputy Head (Academic), the Head of Early Years, class teachers, and LSA
- liaising with LSAs, TAs and subject teachers
- maintaining the School's Learning Success Register, and overseeing the records on all pupils with SEND
- organising and augmenting a supply of specific resource material
- advising staff on appropriate strategies in teaching individual pupils
- contacting outside agencies, or advising parents in this respect, when appropriate
- organising the Learning Success timetable and co-ordinating intervention sessions.

### **Admission Arrangements**

Pupils are admitted to the school on the basis of the result of a school readiness assessment (KG & Reception) or learning assessments in Reading and Maths (Years 1-6) and a report from the feeder Nursery/school, in which any acknowledged special learning difficulties or disabilities are noted. If appropriate, targeted special provision may then be offered from entry.

## **Identification**

The aim is to be aware of pupils' needs before they come to King's Hawford, through the procedure described above. In addition to being screened in English and Mathematics in the entrance assessments, pupils' parents may provide reports from educational psychologists.

Once at King's Hawford, pupils may be referred to the Head by teachers as a result of observation in the classroom. A pupil may then be placed on SEND Monitoring List and, if it is deemed appropriate, the Learning Success Register. Again, if deemed appropriate, a pupil may be referred for further, informal school-based assessment by the SENCO or LSA or for specialist external support. Parents will be contacted to discuss both these arrangements and the setting up of learning support where necessary

## **Assessment**

Pupils will be assessed in the following way:

- looking at previous reports from specialist teachers and educational psychologists
- analysing screening tests
- comparing underlying ability with attainment tests
- further testing in specific areas
- assessment via external agencies

## **Provision for Pupils with SEND**

- Individual Provision Maps (IPMs) are provided for pupils with specific target areas receiving one-to-one individualised support from the SENCO or LSA
- Pupil Profiles (PPs) provide overviews of personalised pupil teaching and learning strategies, in addition to supporting transition phases.
- Termly monitoring by Form Tutors, subject teachers and specialist teachers
- LSA classroom support, where required
- TA small group intervention
- Short and tailored provision for small groups on specific topics
- Paired or one-to-one lessons provided by specialist internal or external staff

All staff are encouraged to recognise their responsibility for the education of children with SEND. They are informed of pupils' needs by means of discussion with the Head, the SENCO and specialist teachers and by referring to the SEND Monitoring List and the Learning Success Register.

Staff are made aware of individual pupil targets and/or strategies for working with individual pupils through discussion, individual file notes; these are shared via Teams and placed on SIMS.

## **Early Years Procedures in Kindergarten and Reception**

Following identification of SEND, which involves the Head of Early Years and Reception class teachers in liaison with the SENCO, interventions are devised. These may be additional to or different from the regular curriculum. It is important to recognise that pupils are normally offered a differentiated curriculum. Staff are made aware of individual pupil targets and/or strategies for working with individual pupils through discussion and individual file notes.

**Pupils for whom English is an Additional Language**

Pupils joining the school, either from a local background or from a foreign country, may need targeted support in language acquisition. This may result in some pupils being temporarily placed on the Learning Success Register.

Annual review of these SEND procedures is undertaken to ensure the effectiveness of inclusive practices in EYFS and beyond.