



**King's
Worcester**

Special Educational Needs and Disabilities (SEND) Policy

Effective 1st September 2026

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1. Introduction

The King's School Worcester Foundation ('the Foundation') comprises three schools: The King's School Worcester, King's St Albans and King's Hawford. Each is committed to the equal treatment of all pupils including those with special educational needs (SEN) and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the Foundation's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of the school alongside pupils who do not have SEN and disabilities
- ensuring parents/guardians are informed when special educational provision is made for their

child and are kept up to date as to their child's progress and development.

- In drawing up this policy, the Foundation has had regard to the following guidance and advice (in so far as they apply to the Foundation):
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- EHRC guidance 'Reasonable adjustments for disabled pupils'
- Statutory framework for the Early Years Foundation Stage (effective 1st September 2026).

This policy should be read in conjunction with the Foundation's Admissions Policy, Equal Opportunities Policy, Accessibility Plan, Behaviour Management Policy and the latest version of Keeping Children Safe In Education (KCSIE)

Accessibility

The King's School, Worcester is committed to making our policies accessible to everyone. If you require this document in an alternative format - such as large print, Braille, audio, or another language - please contact the Foundation via info@ksw.org.uk or by telephone on 01905 721700. We will do our best to provide the information you need in a way that works for you.

2. Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The Foundation's support for those children whose first language is not English is set out in the Foundation's EAL Policy.

3. Definition of Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but, understandably, there is overlap.

4. Governor and Staff Responsibilities

The Governing Body is responsible for determining policy and provision for pupils with SEN and disabilities.

The Head of Foundation is responsible for overseeing all aspects of the Foundation's SEND provision and keeping the Governing Body fully informed of the implementation of the Foundation's policy in practice.

- The Governor with SEND oversight is Sian Williams
- The SENCO and Head of Learning Skills at The King's School Worcester is Isobel Carron
- The SENCO at King's St Albans and King's Hawford is Beth Brass

Their responsibilities include:

- determining the strategic development of the SEND policy and provision in the Foundation, together with the Head of Foundation and the Governing Body
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the Foundation's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the Foundation to support their child's SEN and disability
- liaising with the medical centre, pastoral teams, external professionals and agencies, as appropriate
- ensuring that the Foundation keeps records of all pupils with SEN up to date.

The Foundation's Learning Support Departments are made up as follows:

The King's School

Isobel Carron – Head of Learning Skills and SENCO and Specialist teacher and Assessor

Joanna Lucas – Specialist teacher and Assessor

Oliver Shone – Specialist teacher

Debra Clarke – Specialist Maths teacher

Emma Bennett – Learning Skills Administrator

King's St. Alban's

Beth Brass – SENCO

King's Hawford

Beth Brass – SENCO

Sarah Palmer – Learning Support Teaching Assistant

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the Foundation can identify, assess and make provision to meet those needs.

The SENCO and the Designated Safeguarding Lead will maintain regular liaison so that safeguarding information, SEND needs, reasonable adjustments, communication support and pastoral concerns are considered together where this is necessary to safeguard or promote the welfare of a pupil. This liaison will include, where appropriate, reviewing patterns of concern, attendance, behaviour, mental health, bullying, online safety incidents and any changes in presentation for pupils with SEND or disabilities.

5. Identifying and Supporting Pupils with SEN and Disabilities

The Foundation's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The Foundation regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the Foundation reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the Foundation will do all that is reasonable to report and consult with parents/guardians and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The Foundation may request parents/guardians to obtain a formal assessment of their child (such as by an educational psychologist or specialist teacher), the cost of which will usually be borne by the parents/guardians. Where parents/guardians wish to request a formal assessment from outside of

school, they should ensure the Foundation is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the Foundation will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents/guardians should be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Parents/guardians will be informed initially by email or a telephone call and meetings arranged as necessary. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support are made through the Foundation's graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The Foundation will carry out an analysis of the child's needs so that support can be matched to need e.g. including screening, individual assessments, internal assessments, outcome of examinations, progress reports. If not already done so the Foundation may, in consultation with parents/guardians, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents/guardians.
- **Plan:** Where it is decided to provide SEN support, the Head of Learning Skills or SENCO will agree in consultation with parents/guardians and the pupil the adjustments, adaptations, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on and distributed via the Foundation's support register, individual learning plans (ILPs), pupil profiles or provision maps where appropriate.
- **Do:** Teachers will work closely with the Head of Learning Skills or SENCO to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed twice yearly OR as agreed between the Foundation and parents/guardians. Teachers, working with the Head of Learning Skills or SENCO will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents/guardians and the pupil (as appropriate).

The Foundation recognises that some pupils with a SEN may also have a disability. The Foundation will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the Foundation is able to cater for.

6. Reasonable Adjustments

The Foundation is committed to treating all pupils fairly. In light of the Foundation's obligations under the Equality Act 2010, the Foundation will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the Foundation does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service.

Examples could include:

- use of equipment such as a laptop, remote microphone system, digital reader e.g. Livescribe pen; text-to-speech software
- support lessons
- mentors
- provision of a safe place for taking rest breaks
- access arrangements in the classroom, tests and examinations.

The Foundation is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the Foundation is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

Foundation staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments and adaptations can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able to hear and concentrate.

Once any required adjustments have been identified, the Foundation will consider whether they are reasonable adjustments for the Foundation to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering
- the practicability of the adjustment
- the effect of the disability on the pupil
- the cost of the proposed adjustment
- the Foundation's resources
- health and safety requirements
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The Foundation will discuss the proposed adjustments with parents/guardians and, where appropriate, the pupil, Head of Learning Skills or SENCO, and (with the parents'/guardians' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The Foundation will communicate any decision regarding reasonable adjustments with parents/guardians and the child (where appropriate).

Parents/guardians can assist the Foundation in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the Foundation if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the Foundation provides, a disabled pupil is evidently still at a substantial disadvantage, the Foundation may draw this to the attention of the parents/guardians and make recommendations. This might include, for example, seeking further external professional advice,

seeking a statutory assessment, additional support funded by the parents/guardians or other external sources.

If the parents/guardians feel that there are further particular adjustments the Foundation could make, parents/guardians may write to or speak with their child's tutor, in the first instance, the Head of Learning Skills or SENCO. Parents/guardians are encouraged to provide copies of any medical or specialist's reports as evidence of the adjustments required.

7. Recording Progress of Pupils with SEND

The Foundation will record the progress of, and any support for, pupils with significant learning difficulties or disabilities or where they have an Education, Health and Care Plan. This will be recorded on the support register and by way of an ILP, pupil profile or provision map. This is drawn up in consultation with the pupil's teacher, the Head of Learning Skills or SENCO, the pupil and their parents/guardians. The ILP, pupil profile or provision map contains key information such as:

- teaching strategies
- the additional or different provision of support in place
- involvement of any specialists or professionals
- information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- date the ILP, pupil profile or provision map was drawn up.

ILP, pupil profiles and provision maps are reviewed annually or as and when circumstances change and at the request of the pupil, parent/guardian, teacher, or Head of Learning Skills or SENCO.

The pupil (subject to their age and understanding), together with their parents/guardians and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The Foundation will measure the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers and review the provision accordingly.

8. Early Years Provision

The Foundation monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The designated staff responsible for coordinating SEN provision in the EYFS provision are Briony Cartwright (Reception) and Bridget Jewkes (Nursery) for King's St Albans and Oliver Roberts (Reception) and Stef Danks (Kindergarten) for King's Hawford. The SENCO and/or child's tutor will discuss with parents/guardians any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

9. The Foundation's SEN provision

The Foundation's SEN provision currently includes: adaptive teaching, learning support, lessons by specialist teachers and assessments for a range of learning difficulties and for access arrangements.

10. Pupils with an Education, Health and Care Plan (EHCP)

The needs of the majority of pupils with SEN will be met effectively through the Foundation's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents/guardians and the Foundation has the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents/guardians are asked to consult with the Foundation before exercising this right. The Foundation will always consult with parents/guardians before exercising this right.

If the Local Authority refuses to make an assessment, parents/guardians have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The Foundation does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the Foundation will consult with the parents/guardians and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the Foundation. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the Foundation is named in the EHC Plan. In all other circumstances charges may be made directly to parents/guardians, 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).

The Foundation co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

11. Further Aspects Relating to SEND Provision

Admissions

The Foundation does not unlawfully discriminate in any way regarding entry. The Foundation welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the Foundation will discuss with parents/guardians (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil within the Foundation, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to

a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the Foundation.

The Foundation's Admissions Policy can be found on the Foundation's website. It applies equally to all prospective pupils and details how the Foundation supports those applicants with SEN and/or a disability.

Withdrawal

We reserve the right, following consultation with parents/guardians, to request or require the withdrawal of a pupil from the Foundation if, in our opinion after making all reasonable adjustments the Foundation is unable to meet the child's needs. In these circumstances the Foundation will support the parent's/guardian's in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances.

12. Entitlements to Additional Time and/or Support in External Assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications (JCQ) on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the Foundation in accordance with the published guidance and requirements.

Parents/guardians should speak with the Head of Learning Skills or SENCO with regard to any application for additional support as soon as reasonably practicable. The Head of Learning Skills or SENCO will process applications for appropriate examination access in conjunction with the child's teachers and the Examinations Officer. External reports may provide useful supporting evidence but the final decision lies with the Foundation and testing must be done by the Foundation's approved assessor. Access arrangements must reflect the child's normal way of working and be supported by evidence from teachers before an application to JCQ is made.

13. Bullying and Behavioural Issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the delivery of the curriculum, PSHE and assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The Foundation's Behaviour and Anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The Foundation recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The Foundation's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The Foundation also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The Foundation recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The Foundation's Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Accessible Reporting

The Foundation will ensure that pupils with SEND and disabilities have accessible routes to report worries, harm or unsafe behaviour. Reporting routes will be explained in ways that pupils can understand and may include speaking to a trusted adult, using written or visual prompts, supported conversations, communication aids, pastoral check-ins or other reasonable adjustments appropriate to the pupil's age, stage, communication needs and preferred method of expression.

Online Safety

The Foundation recognises that pupils with SEND and disabilities may be more vulnerable to some online harms, including grooming, coercion, bullying, image-based abuse, harmful content, misinformation, disinformation, conspiracy theories, AI-generated content, deepfakes, impersonation, scams and pressure to share personal information or images. Staff will consider whether a pupil's SEND or disability affects their ability to recognise risk, understand consequences, seek help or report online harm.

14. Three-Year Accessibility Plan

In line with its duty under the Equality Act 2010 the Foundation's three-year Accessibility Plan sets out how the Foundation will:

- increase the extent to which disabled pupils can participate in the Foundation's curriculum
- improve the physical environment of the Foundation for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services

provided or offered by the Foundation; and

- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

A copy of the Foundation's Accessibility Plan is available on the Foundation's website.

15. Parental Responsibility

To ensure that parents/guardians and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the Foundation. Parents/guardians must provide the Head of Learning Skills or SENCO with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents/guardians agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

16. Concerns

The Foundation will listen to any concerns expressed by parents/guardians about their child's development and any concerns raised by children themselves. In the first instance, parents/guardians must notify their child's tutor if their child's progress or behaviour gives cause for concern.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the Foundation's Complaints Policy (which applies equally in the EYFS setting) is on the website and sets out how parents/guardians can raise a formal complaint and how the Foundation will handle it. We will also send parents/guardians a copy of the Complaints Policy on request.

17. Review

This policy will be reviewed by the Deputy Head (Academic and Innovation), Head of King's St Alban's and Head of King's Hawford annually to ensure the Foundation meets the needs of those pupils with SEN and/or disabilities, or at more frequent intervals if there are relevant legislative changes, and/or the evaluation of the policy highlights the need for a review. The Governing Body will review and approve significant policy changes annually or at more frequent intervals if required.