



**SPECIAL EDUCATIONAL NEEDS &
DISABILITY POLICY**

Person responsible: Joint Principals and Special Educational Needs & Disability
Co-ordinator of King's School, Canterbury International College
Reviewed: Policy dated September 2018. To be reviewed January 2019.

**The King's School, Canterbury
International College**

Special Educational Needs and Disability Policy

This policy has been formulated with regard to the Special Educational Needs and Disability Regulations 2014, SEN Code of Practice: 0 to 25 Years 2014, Statutory Guidance on Supporting Pupils with Medical Conditions 2014, Teacher Standards 2012, the Equality Act 2010, the Children and Families Act 2014 and the regulations governing JCQ and Examination Access Arrangements and the school's Admission Policy.

1. Introduction: What are special educational needs?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition paragraph above when they reach compulsory school age or would do so if special educational provision were not made for them.

Someone is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to carry out normal daily activities.

'Substantial' is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

'Long-term' means the impairment has or is likely to last at least 12 months or for the rest of the person's life – e.g. a breathing condition that develops and becomes a long term underlying medical condition.

The Equality Act 2010 identifies the fact that some pupils with disabilities may also have learning difficulties that require additional educational provision. However, not all pupils defined as disabled will require this provision. A pupil with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. The school assesses each pupil as required and, wherever possible makes the appropriate provision based on a pupil's identified needs.

Specifically, under the Equality Act, the school has a duty to make reasonable adjustments in respect of pupils who are disabled where any provision, criterion or practice ("PCP") applied by or on behalf of the school places the disabled pupil at a

substantial disadvantage. The duty also requires schools to provide auxiliary aids (such as adapted keyboards or other equipment or the provision of other support) where this would alleviate or avoid any disadvantage faced by a disabled pupil at the school. In such circumstances, the school is under a duty to take such steps as are reasonable to avoid the substantial disadvantage, such as changing the relevant PCP or providing the auxiliary aid.

The SEND Code of Practice (0-25 Years) (2014) stresses that a lack of competence in English must not be equated with learning difficulties. However, a child with EAL needs who is making slow progress may also have special educational needs. In this case, evidence will be gathered and assessment will take place when necessary.

2. Aims

The King's School, Canterbury International College has a fundamental belief, underpinning this policy, in high quality teaching and high expectations for all children and young people.

Our aims are:

- To create an environment that meets the needs of each pupil with SEND and /or EAL needs and to monitor and evaluate the sites and resources in order to achieve this.
- To ensure that through reasonable adjustments, all pupils, including those with SEND and/or EAL needs, have full access to the school curriculum where appropriate and to have equal opportunities.
- To provide advice and guidance to academic and pastoral staff so that they are able to support pupils with special educational needs, either verbally, via inset training or on ISAMs.
- To make explicit the expectations for all partners in the process.
- To identify the roles and responsibilities of staff in providing for pupil's special educational needs so that pupils attain their potential.
- To ensure that parents/guardians are involved in supporting the child's education.
- To ensure that pupils have a voice in this process.
- To encourage on-going professional development for academic, pastoral and specialist support staff;
- To ensure safeguarding procedures are in place so that all pupils will be protected from harm and neglect.
- To ensure that pupils with medical conditions are supported to enable their maximum inclusion in school.
- To support students with extra classes where appropriate.

3. Objectives

- To identify, at the earliest opportunity, barriers to learning and participation for all pupils through assessment and graduated provision (*see Appendix (i) Whole School Graduated Approach and also Curriculum and Assessment Policies*).
- To work within the guidance provided by the SEND Code of Practice 2014.

- To offer screening and assessment in-house for Years 7 to 10 in order to gain a comprehensive picture of needs well before external examinations are taken.
- To offer extra individual guidance and support for Year 11 pupils when necessary.
- To use the continuous monitoring of pupil progress to aid identification and to maintain the responsibility of *all* staff towards progress of pupils with SEND and/or EAL needs
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils in the life of the school
- To work in partnership with parents/guardians so that they take an active role in the child's education
- To involve the pupils in the decision making process regarding their education
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the policy statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to advice, training and professional development to support quality teaching and learning for all pupils
- To ensure that all staff know where to find SEN/EAL information on pupils on ISAMS

4. Roles & Responsibilities

The Special Educational Needs and Disability Co-ordinator (SENDCo), in collaboration with the Headmaster, Joint Principals and Governing Body, takes responsibility for the operation of the SEND policy and the coordination of the special needs provision, working closely with staff, parents/guardians.

The SENDCo also provides professional guidance to colleagues to ensure high quality teaching for pupils with SEND.

All staff have responsibility for the progress of pupils with SEND and will therefore be involved as necessary to support the needs of the child or young person, including form teachers, subject teachers, teaching assistants and boarding house staff. All those who work with young children should be alert to the emerging difficulties and respond early. Sarah Joseph currently holds the SENDCo post in the college.

Their responsibilities include:

- Ensuring that screening and tracking procedures are in place for identification.
- Maintaining the register for pupils with SEND using a graduated approach.
- Organising support sessions for pupils as required.
- Keeping up to date with SEND information and developments.
- Mentoring staff attending courses to obtain specialist qualifications.

- Maintaining the register for pupils receiving examination access arrangements for internal exams and CE.
- Working closely with the Examinations Officer and Academic Assistant to ensure the smooth running of internal and external examinations.
- Entering and maintaining the Examination Access Arrangements On-line Register (AAO).
- Ensuring that all AAO's and assessments are appropriate.
- Organising assessments.
- Ensuring that pupils who attend individual support lessons receive regular reporting and target setting through intervention records/Provision Maps/IEPs and/ or EHC Plans or by staff through the school's on-line reporting system.
- Ensuring that all policy documents are reviewed at least yearly.
- Liaising with staff, parents and guardians as and when appropriate.
- Ensuring that all year groups receive Study Skills input in preparation for examinations
- Meeting regularly with the Joint Principals and pastoral staff.
- Meeting with the SENDCo from King's School, Canterbury to coordinate policies and provision.
- Reviewing whether any adjustments are necessary for pupils with a disability. In particular, consider whether disabled pupils are placed at a substantial disadvantage in relation to their educational provision or the services that the school provides and identify and steps that can be taken to avoid such disadvantage. This includes the provision of auxiliary aids.

The duties of the Governing Body are set out in the SEN Code of Practice 2014.

5. Procedures

The Admissions Policy includes provision for children and young people with SEND to have equal opportunity to participate.

Best endeavours will be made to meet the individual needs of a child with SEND.

The school will ensure that the curriculum, site and facilities are fully accessible to children and young people with SEND within the constraints of a World Heritage Site and historic listed buildings.

Provision may include:

- Improving access to the site and facilities as far as is reasonable through physical changes to the building and by providing extra resources (*see Accessibility Plan attached*).
- Appropriate and effective classroom management, with planning and differentiation to meet the individual pupil's needs.
- On-going consultation with parents/guardians and pupil, establishing the appropriate programme of support.
- The establishment, development and maintaining of links with external agencies and the local authority.

- Alerting all staff to the needs of the child or young person, providing appropriate guidance with training and/or literature.
- Ensuring that the pupil is able to develop appropriate practices for the recording of information e.g. laptop use, dictation software, text reading technology.
- Organising access arrangements for internal and external exams.

6. Evaluation

Any pupil identified by the school as having a special educational need (as outlined above) or disability under the Equality Act 2010 should be the subject of regular reviews.

The SENDCo convenes the meeting.

The review must:

- Include current information from teachers, parents/guardians, pupils and external agencies.
- Assess the pupil's progress
- Judge the effectiveness of the Provision Map/IEP or EHC Plan or any given specialist involvement
- Update information
- Plan future action and set new targets

Reviews should continue to take place until such time as the SENDCo determines that they are no longer required. This decision will be taken in consultation with other parties including relevant medical professionals and the parents of the pupil.

7. Support Services

Parents/guardians are advised on a wide range of available services and advice, including the Local Offer provided by the Local Authority.

- The school will ensure that all staff have a clear understanding of the needs of all pupils, including those with EAL needs, special educational needs and disabilities.
- The school may recommend the services of external agencies such as speech and language therapists, occupational therapists, physiotherapists, CAMHS etc.
- The school may buy in screening, advisory and back-up services from a variety of professional bodies and individuals e.g. the specialist teaching service.

8. Links with Schools

- Support for parents in the choice of the next school and for the transfer is offered by the Joint Principals.
- Support will be available for students when transferring from the International College to either the main school or any other school.
- The college will endeavour to obtain as much information as possible from a child's previous school to ensure the child has a smooth transition with the correct support in place from the beginning.
- Transfer of information is arranged with parental consent.

Complaints

- Complaints about SEND will follow the schools' Complaints Procedures outlined in the Complaints Policies.

Whole School Graduated Approach: Outcomes Based

No SEN		SEN			
<p>Learners able to access and progress through Quality First Teaching and provision.</p>	<p>Learners able to access and progress through Quality First Teaching and provision; but who may need short-term additional provision to support learning and development.</p> <p>This support may be in-house or accessed externally.</p> <p>Successful provision outcomes would be to return to Universal or the next level Targeted i.e. increased independence or greater complexity of learning.</p>	<p>Learners able to access and progress through Quality First Teaching and provision.</p>	<p>Learners able to access and progress through Quality First Teaching and provision; but who may need short-term additional provision to support learning and development.</p> <p>This support may be in-house or accessed externally.</p> <p>Successful provision outcomes would be to return to Universal or the next level Targeted i.e. increased independence or greater complexity of learning.</p>	<p>Learners able to access And progress through Quality First Teaching and provision; but who may need long-term additional provision to support learning and development.</p> <p>This support may be in-house or accessed externally without a Statement or an EHCP.</p>	<p>Learners who have had a statutory assessment and have a Statement or EHCP.</p>
Universal (Wave 1)	Universal (Wave 1) + Targeted (Wave 2)	Universal (Wave 1)	Universal (Wave 1) + Targeted (Wave 2)	Universal + Targeted + Specialist (Wave 3) across Education + Health and/or Social Care (EHCP)	
	Support		SEN Support		



Strategic Accessibility Plan
March 2016 – March 2019

**The King's School, Canterbury and The King's School, Canterbury
International College**

Special Education Needs & Disability Act 2001

**Classrooms used by the International
College**

IT – Accessible (on ground floor)

Science – Limited access (basement)

Art – Limited access (basement)

Music – Most classrooms and practice rooms
accessible and lift available.

Humanities and English – lift access
(on first floor of Beerling Hall)

Maths – Accessible (on ground floor of
Beerling Hall).

Synagogue – Accessible with small ramp

Social Centre – Accessible (ground floor)

**Library used by the International
College**

Remote at St. Augustine's. General access poor.

Boarding House

Common rooms on ground floor, but bedrooms on first and second floor with no

lift access

Dining

The King's School, Canterbury

Main Dining Hall	Not currently accessible but plans exist to create downstairs dining hall.
St. A's Refectory	Not accessible and difficult to adapt other than putting stairlift on main staircase.
St A's Undercroft	Accessible via exterior ramp to terrace. Internal disabled platform lift installed 2007.
The Social Centre	Accessible (ground floor)

Assembly

The King's School, Canterbury

Shirley Hall	Platform lift installed 2004
Cathedral	Accessible

Recreation and sports

The King's School, Canterbury

Recreation Centre	Accessible throughout and with disabled persons' changing space available in new extension.
Birley's	Remote. New pavilion accessible and disabled-friendly

Travel and transport

The King's School, Canterbury

Minibuses	There are 2 disabled access buses
Hired Transport	Can be hired with disabled provision as necessary.

Issues to consider

- The School campus is well spread in a Cathedral/historic setting, making disabled access from one place to another far from ideal.
- Most of the land in the Precincts is owned and controlled by the Dean & Chapter.
- St. Augustine's is owned by the School but access to it is tricky, and avoiding the Quenin Gate steps is a long way round via Broad Street or the Postern
- WC's: 1 x disabled WC is available in the Pupil Social Centre

Note

The current premises are temporary and it is hoped that the International College will move into its new building at the beginning of 2019. As it is a modern build, it will be better equipped for disabled people and easier to make reasonable adjustments where necessary.