



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Person responsible: SENCO, King's School, Canterbury International College

Reviewed: Policy dated September 2019. To be reviewed September 2020.

The King's School, Canterbury International College

SEND 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 college's Admission Policy.

This policy should be read in conjunction with other College policies: Accessibility/ Admissions/ Pastoral Care/ Safeguarding/ Anti-Bullying/ Complaints.

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 college 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 college 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 college 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 college 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.

Note: 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.

Values and Vision

The King’s School, Canterbury International College has a fundamental belief, underpinning this policy, in high quality teaching and high expectations and aspirations for all children and young people, including those with special needs and disabilities.

Aims

Our aims are:

- To create an environment that meets the needs of each pupil with SEND 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, have full access to the college curriculum where appropriate and 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 through shared documentation.
- To make explicit the expectations for all partners in the process.
- To identify the roles and responsibilities of staff in providing for pupils’ 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.
- To ensure that pupils with social/mental health issues have access to the appropriate pastoral support

Objectives

- To identify, at the earliest opportunity, barriers to learning and participation for all pupils through assessment and graduated provision
- To work within the guidance provided by the SEND Code of Practice 2014.
- To offer screening and assessment in-house in order to gain a comprehensive picture of needs well before external examinations are taken.
- To offer extra individual guidance and support for 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.
- 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 college
- 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 through .shared documentation

Roles and Responsibilities

The Special Educational Needs and Disability Co-ordinator (SENCO), in collaboration with the 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 SENCO 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 SENCO 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 and external exams.
- 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 college'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 SENCO and EAL Coordinator from King's School, Canterbury to coordinate policies and provision.
- Reviewing whether any adjustments are necessary for pupils with a disability. In particular, to 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.
- Ensuring that the staff training plan includes CPD on the promotion of the inclusion of all children.

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

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 college will ensure that the curriculum, site and facilities are fully accessible to children and young people with SEND. (Full details are available in the college's Accessibility Policy)

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.
- 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.

Approach to Identification

When registering for the college, the parents/guardians will complete an 'Educational History Questionnaire', so that the learning profile of the student can begin to be built. The students will also undertake online verbal and quantitative tests.

On entering the college all students will undertake both an EAL test and a cognitive ability screening test, both of which will help towards gaining further information towards the picture of individual learning needs.

Staff will be asked to refer a pupil if they have concerns linked to four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory or physical

Any pupil identified by the school as having a special educational need or disability under the Equality Act 2010 will be offered a programme of support. This support will be the subject of regular reviews.

Monitoring

The Graduated Approach will be part of the whole school teaching strategy, covering universal, targeted and specialised provision (see Appendix). The method of 'Assess, Plan, Do, Review' will be used to meet the needs of SEND pupils

The SENCO convenes the review.

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 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 SENCO 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.

Where exam access arrangements are deemed necessary due to a pupil's normal way of working, parents will be approached for permission to undertake the appropriate assessments and a bank of evidence will be collected.

Working with External Partners

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

- The college 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, and of how to adapt the curriculum and learning environment.
- The college may recommend the services of external agencies such as speech and language therapists, occupational therapists, physiotherapists, CAMHS etc.
- The college may buy in screening, advisory and back-up services from a variety of professional bodies and individuals e.g. the specialist teaching service.
- The college has an in-house counsellor available to the pupils and staff one morning per week.

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.

Partnering Approach

The college will ensure regular dialogue from the onset with parents/guardians and the pupils themselves, inviting views, feedback and suggestions. This will take place at least once per term.

Data Protection

The college will ensure that any information stored will remain confidential and only available to the relevant staff with the express permission of the pupil and his/her parents.

Safeguarding

The procedure for safeguarding and relevant details of designated safeguarding staff can be found in the college's Safeguarding Policy.

SEND pupils are particularly susceptible to bullying. The college's approach to this can be found in its Anti-Bullying Policy.

Complaints

- Complaints about SEND will follow the college's Complaints Procedures outlined in the Complaints Policy.

Appendix

Whole School Graduated Approach: Outcomes Based					
No SEN		SEN			
Learners able to access and progress through Quality First Teaching and provision.	<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>	Learners able to access and progress through Quality First Teaching and provision.	<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>	Learners who have had a statutory assessment and have a Statement or EHCP.
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		