



SINCE 604 AD

KING'S SCHOOL

ROCHESTER

2_3 Whole School

SEN D POLICY

(Special Educational, Needs or Disability)

This policy is applicable to all pupils in the school, including those in
Boarding and in the EYFS.

This policy was adopted on:	17.09.14
Policy last reviewed on:	01.09.23
Person/Body reviewing:	SENC _o /Gov (Ed)/SMT (THM)
Date of next review (except in the case of relevant legislation):	01.09.24
Published:	ISI/Staff/Website

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2015, 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice: 0-25 January 2015
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The New Primary National Curriculum DfE September 2014
- King's Rochester Child Protection & Safeguarding Policy
- King's Rochester Accessibility Plan
- This policy was created by the School's Head of Learning Support (SENCO) in liaison with the Senior Management Team.

Section 1:

Persons responsible for managing the response to the provision we make for children and young people with SEN:

Interim Head of Learning Support (SENCO): Mrs Madeleine Gower

Contact details: mgower@kings-rochester.co.uk

The Head of Learning Support is not a member of the Senior Management Team; their advocates are:

Mrs Nicola Steel (Line manager of Head of Learning Support), Mr Tom Morgan (Head of Preparatory School) & Mrs Kellie Crozer (Head of Pre-Preparatory School). Ref: Role of the SENCO in schools SEND Code of Practice, 6.89

SEND Link Governor: Rev'd Canon Dr Gordon Giles

Section 2:

Beliefs and values- A community that enables individuals to flourish.

At King's we believe in a broad education because we want our pupils to develop characteristics that will sustain them through life. Such qualities do not always come from taking examinations and we aim to support our pupils in becoming: adaptable, ambitious, articulate, compassionate, confident, creative, decisive, enquiring, entrepreneurial, happy, moral, polite, resilient, self-aware and sociable.

A distinctive, personalised approach to supporting Educational Needs

Within the context of the school community, individual needs are appreciated. The development of the whole person is at the centre of our educational philosophy. At King's, a whole pupil and whole school approach is promoted, as recommended in SEND Code of Practice 0-25, September 2015.

The 'King's community' maintains a strong pastoral support within the Class/Form/ House structure which forms the heart of educational support. Form Tutors and Class Teachers are central to supporting the progress of pupils with educational needs. The Educational Support Department is well coordinated throughout the school and responds effectively and flexibly to enable progress.

Parents are easily able to communicate with their child's teachers and all members of staff involved in their child's education.

Our aims:

- to challenge and support each pupil to make the most of their academic and personal potential
- to achieve excellent results through developing an enquiring mind and a passion for learning
- to develop skills, qualities and interests through activities and opportunities beyond the classroom
- to be a nurturing community that develops values within the setting of Christianity

Admissions:

The School has a structured approach to admissions involving: interviews, assessments, references from the outgoing school and taster days for potential pupils. It is important at this stage to disclose any previous learning support involvement and share reports from outside agencies, such as Speech and Language Reports, Occupational Therapy or Educational Psychologists. This enables King's to identify any educational needs and facilitate clear communication around factors which may help King's with planning to meet the teaching and learning needs of a new pupil. Previous intervention, supplying other information such as English as an additional language (EAL), illness or medical matters impacting upon attendance and

professional educational reports will also help to paint the picture of a need. The School carefully considers applications on a case by case basis to ensure that any requisite, reasonable adjustments can be made to meet the specific educational needs of the pupil in question based on the information given to school. If the School is satisfied that the child's teaching and learning needs can be met at King's with, if required, any reasonable adjustments, a place will be offered. Recommendations of support are made at this stage and support programmes will be shared with parents and guardians. The School will monitor the child's progress to ensure that his/her educational needs are being met and to ensure that it can continue to meet those needs. However, if a pupil's needs are such that King's deems it is unable to provide the requisite support, and that this support can be better provided in an alternative educational setting, a place may not be offered and parents will be advised of this. Any information which is not disclosed during the admission process which later comes to light, may lead to parents being required to withdraw the pupil with immediate effect.

Section 3: Identifying SEND (Special Educational Needs & Disabilities)

Routes to Referral

A wide range of referral routes exist to access Learning Support.

As part of routine admissions procedures.

1. Teacher referral: informally made to a member of Learning Support Staff, accompanied by evidence, completion of a 'cause for concern' form observations and assessments to help pinpoint concerns.
2. Teacher referral: formally through assessment/ pupil-focussed staff meetings, drawing on colleague expertise.
3. Parental request: through meetings and parents' evenings.
4. Self-referral (Senior School) through our 'open door' policy in our department in Rookwood.
5. Regular analysis of data: CEM, external/internal examination results, Assessment Meetings and Progress Reports.
6. Meeting structures: Regular Head teacher meetings with SENCO in Nursery and Pre-Preparatory School and the Academic Deputy Heads in the Preparatory School and Senior School; Heads of department meetings and touching base with the boarding communities, Medical Centre and the Wellbeing coordinator.

The four broad areas of special educational need are:-

- Communication and interaction
- Cognition and learning

- Social, mental and emotional health
- Sensory and/or physical

King's recognises that other factors, although not considered as a special educational need may impact on a pupil's progress and attainment:-

- Disability / Medically diagnosed condition
- Attendance and Punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being a looked-after child
- Being a child separated from parents or guardians
- Often, behavioural needs are viewed as an underlying response to a need which we will be able to recognise and identify clearly, once a pupil is known to us.

Section 4: A Graduated Response to Supporting Educational Needs

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support and intervention cannot compensate for a lack of good quality teaching; King's regularly and carefully reviews the quality for all its pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies through INSET (in-service training) and the Learning Support Newsletter or mentoring from Learning Support staff, to identify and support vulnerable pupils, and to enhance their knowledge of SEND most frequently encountered.

The Learning Support team in collaboration with teachers are able to regularly review and make detailed assessment of progress, alongside national data? and expectations of progress. King's uses high quality, effective and accurate, formative assessment tools. Assessment data used to inform practice and identification of need includes:

- Annual CEM data
- Screening – e.g. using Lucid software and traditional assessments
- Assessment meetings in the Preparatory School & review of assessment data by staff in the Senior School.
- Children of concern are discussed in the regular Pre-Preparatory School staff meetings.

- Analysis of reports and progress tracking in the each part of the school over the year.
- Specialist Teacher assessments

Section 5: Managing Pupils needs on the Learning Support Register

A pupil is placed on the Learning Support (LS) register if they have been identified as having an Educational Need. There is an assess-plan-do-review cycle which runs continuously throughout the academic year to ensure needs are identified and progress monitored. Once a pupil has completed a cycle of ‘assess-plan-do-review’ during any academic year, decisions as to any onward support are made at the review stage. The school operates three levels of need:

N (Need Noted): quality first inclusive teaching within the classroom (the majority of educational needs fall within this category) pupils are not always technically on the SEN register but the school has either noted a need, or has information of a historic need.

LS (Learning Support): The pupil has an SEN need which is being met by targeted intervention within the school either by their class/subject teacher or through intervention from the Learning Support department.

E (EHCP): The pupil has an Education Healthcare Plan. The school provides support in line with the recommendations of the plan.

Occasionally, a pupil does not have a recognised level of need, but a concern is expressed by those who teach the pupil, at this stage the child is monitored carefully. Observations, evidence and further routine testing is sometimes required to identify potential need. These students fall under the ‘Need Noted’ category.

Sometimes it is necessary to make onward referrals to outside agencies for further investigation and specialist support. King’s Rochester works proactively with outside support to ensure the best educational outcomes for a pupil. An open dialogue is encouraged between parent/guardian and school.

Where a pupil has both a learning and medical need they will be recorded separately.

Learning Support Record Keeping

Most documents are ‘live’ as educational needs are developmental or short term, and documents can therefore be added to or closed at any time.

Electronic pupil Learning Support files are currently available on the shared area of the school’s Google Drive under Learning Support. The Learning Support Register is shared with staff via ISAMS. Each pupil with a level of need will be identified on a spreadsheet and may have a Learning Passport. The Learning Passport consists of a single document in 7 sections: need, exam information, pupil voice including ‘All

about me' and 'What helps me to learn', targets, adaptations and pupil background. Spreadsheets identify the need being met and the level of support required. On the individual pupil's learning passport, specific targets will be written at the beginning of the intervention and evaluated at the end of the intervention. The level of recording of provision may vary according to the different key stages, the need of the pupil, the reflection of the increasing breadth of staffing each pupil will be educated by as well as their own increased level of understanding.

The Learning Passport reflects current recommendations and good practice in the SEND Code of Practice 0-25 September 2015. The Learning Passport is a document under continual evolution, it includes an important aspect of pupil perspective (recommended in the SEND Code of Practice 0-25 September 2015) and will be reviewed regularly to best reflect pupil learning needs. Learning Passports are intended to be live and informative documents, with the opportunity to be added to and refined, both pupil and parental considerations are included.

Section 6: Criteria for exiting the Learning Support register

Pupils are removed from the Learning Support register when they leave school, their file is archived or if their need has been addressed and progress is deemed to be at a level commensurate to the demands of the curriculum. If this is the case, staff are consulted and the pupil's Learning Support file (which can be reopened if necessary) is classed as inactive, and will be archived until after a pupil has left the school after Upper Sixth until their 24th birthday. If a pupil leaves King's to attend a new school, the file will be sent on to their new school.

Section 7: Supporting Pupils and Families Working in Partnership with Parents and Families

When educational staff identify a possible additional learning need, this will be raised and discussed with parents. The school values working collaboratively with parents as this is likely to have a significant beneficial impact on the pupil's overall development.

Should parents dispute the professional opinion of staff and refuse Learning Support involvement, advice and the use of reasonable adjustments, this may result in a safeguarding concern and the school's Designated Safeguarding Lead will be informed. This may result in Social Services or other external agencies being consulted and becoming involved.

King's will link with other agencies to support the family and pupil. We have excellent routines to ensure pupils with SEND are prepared for times of transition and induction. Applications for special consideration for examination arrangements are assessed and applied for by the School on behalf of a pupil, if appropriate.

Section 8: Supporting Pupils at School with Medical Conditions

King's recognises that pupils at school with medical conditions should be fully supported so they have full access to education, including school trips and physical education- see Educational Visits Policy. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs or disabilities (SEND) and may have an 'Education, Health and Care Plan (EHCP)' which brings together health and social care needs, as well as their special educational provision needs. The guidelines recommended in the SEND Code of Practice 0-25 January 2015 are followed when possible and practicable.

Medical needs are managed in accordance with the guidelines in the SEND Code of Practice: 0-25 January 2015 and with consideration of DfE Supporting Pupils at School with Medical Conditions statutory guidance December 2015. The Medical Centre is staffed by a school nurse who provides advice and guidance about medical needs and some medical care during school hours.

Physical access to the site

The School has in common with many other schools, a lay-out which covers a wide area and consists of many separate and some historic (including listed) buildings of several stories without lifts. This is especially so in the Senior part of the School (and also to some extent in all sections of the school). The Senior School has classrooms for each subject, based on having all the facilities for one subject in one place, this requires pupils to go from classroom to classroom, and frequently from building to building, often using stairs in buildings without lifts. The boarding facilities pose similar difficulties of access to pupils who have mobility difficulties. Parents/guardians of pupils with disabilities and the pupil themselves are encouraged to visit the School's site and discuss with staff any potential concerns regarding accessibility and possible solutions prior to admission.

Section 9: Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, pupil, parent and staff views are sought. Book scrutinies, observations, audits, staff appraisal and departmental reviews form part of the regular routines within the whole school. Provision mapping plays an important role in monitoring and evaluation of intervention and ensures outcomes are good for pupils with SEND.

Section 10: Training and Resources

Staff development

King's Rochester has a well-qualified and experienced team of Learning Support teachers. A particular strength of the team is the quality and depth of educational assessment we are able to offer (e.g. making application for access to examinations). The Learning Support team have experience in supporting pupils with a range of SEND including Dyslexia, SpLD's (Specific Learning Difficulties), Autism, EAL (English as an Additional Language: including Preparation for IELTS exams), and Social, Emotional and Mental Health difficulties. The Learning Support team works closely with the whole school staff, parents and pupils to ensure best progress and outcomes for the pupils in their care.

Staff share their knowledge of specific learning difficulties such as speech and language, bereavement counselling and dyspraxia, which form part of the ever increasing raft of 'in school' support available to pupils. Indeed, opportunities for staff to be trained are actively encouraged (following guidance from the New Code of Practice 2015). All new teaching staff are inducted into Learning Support routines. Teachers and staff are encouraged to request subject-specific INSET, as required. Training needs of the whole school staff with regard to educational needs are identified and, as far as is practicable, met.

Resources

Currently the Learning Support department has one budget to cover the needs of the Pre-Preparatory School, The Preparatory School and the Senior School. A pupil with an EHC plan may receive funding from the Local Authority and this is used within the School to better support the pupil. A set level of Learning Support may be provided free of charge across school from a member of the team, the team includes:

- One full-time Head of Learning Support, based in the Senior School, with a teaching timetable in the Senior School.
- One full-time Assistant Head of Learning Support -Primary, based in the Pre-Preparatory School and Preparatory school.
- One part time teacher in the Preparatory School
- One full time teacher across the older Preparatory stage and Senior school, with a particular focus on transition between the two schools.
- One part time EAL tutor
- One part time external tutor.

In addition, a team of part-time additional support staff provides Learning Support across a range of subjects.

The department has an excellent array of screening and assessment materials. A small staff library is available stocked with a wide range of materials, programmes, resources and books to help support pupils with SEND. The physical accommodation of the department is as follows: the main base is situated in Rookwood

which is on the Preparatory site with other areas nearby, the Senior School Library, the Pre-Preparatory School ESCO office and the Rookwood SEND classrooms.

Section 11: Roles and Responsibilities

- The SEND Governor has responsibility to feedback and act as the Learning Support Department's link to Governors. The SEND Governor is actively involved in strategic overview of the Learning Support at King's.
- The line-manager of the Pre-Preparatory, Preparatory School and Senior School SENCO Head of Learning Support is the Senior School Academic Deputy.
- The line-manager for the Pre-Preparatory and Preparatory Assistant Head of Learning Support and Learning Support Teachers is the Head of Learning Support.
- All staff are overseen by the Principal.
- The names of Designated Teachers with specific safeguarding responsibility are:

Whole School and EYFS: Mrs Kellie Crozer (Headmistress of King's Pre-Preparatory School and Nursery)

Deputy Designated Safeguarding Leads (DDSLs):

Senior School: Father Stephen Padfield (Whole School Chaplin)

Owen Smith (Senior Deputy Head)

Sarah Miles (Head of Sixth Form)

Lauren Costelloe (Head of Upper School (R, L5, U5) Head of Geography)

Preparatory School: Mrs Laura George (Deputy, Preparatory School)

Pre-Preparatory School: Mrs Lindsay Green (Deputy Head of the Pre-Preparatory School)

Boarding: Mr Chris Coetzee, Mrs Lizzie Hanson (Boys and Girls Boarding House)

The members of staff in the Medical Centre are responsible for meeting the medical needs of pupils and are line managed by Mr Owen Smith

Section 12: Storing and managing information

Confidentiality

All pupils are treated with respect and sensitivity with regard to their learning needs. When reasonable adjustments are required in the classroom, these will be made in a discreet manner with minimum disturbance to teaching and learning.

Under the Freedom of Information Act, the School understands and acknowledges parents'/guardians' rights to access information and records pertaining to their child. All requests for access to information are handled with confidentiality and professionalism.

Staff access to the Learning Support files on the shared drive. Some documents are stored in locked cabinets in Rookwood for the Pre-Preparatory School, Preparatory School and Senior School. The majority of day-to-day communication and information regarding pupils with SEND will be verbal and/or electronic. Information and updates about pupils with SEND will be given at daily staff briefings or via meetings with teaching and support staff. Archived records of pupils with Learning Support needs are stored centrally in a Pupil Hard Drive until the pupil is 24 years old. EHCPs are not retained once the pupil has left the school as the EHCP is maintained by the issuing Local Authority.

Section 13: Reviewing the Policy

The School's SEND Policy is reviewed annually.

Section 14: Accessibility

Please refer to the School's 3-year Accessibility Plan for further information.

Section 15: Dealing with complaints

Please refer to the School's Parental Complaints' Policy.

Section 16: Bullying

Please refer to the School's Anti-Bullying Policies. The School is vigilant and works with great effort to ensure and mitigate the risk of bullying of vulnerable learners in our community. PSHEE including RSHE lessons and assemblies address a number of issues around SEND. Being part of a close and caring community instil confidence in the individual. As part of our whole school approach, all pupils are encouraged to take risks and build resilience in their learning through the wider learning opportunities offered.