



SINCE 604 AD

KING'S SCHOOL

ROCHESTER

Whole School

Special Educational Needs and Disability (SEND) Policy

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:	08.07.26
Policy reviewed by Governors:	27.08.26
Person/Body reviewing:	Head of Learning Support / Governors (Gordon Giles)
Date of next review (except in the case of relevant legislation):	01.09.27

Contents

1. Introduction
2. Legislation and Guidance
3. Definitions of Special Educational Needs and Disability (SEND)
4. Categories of Special Educational Needs
5. Other Areas of Need
6. The Admissions Process
7. Identification of Special Educational Needs
8. The Learning Support Register
9. Record Keeping
10. A Graduated Approach to Supporting Special Educational Needs
11. Working in Partnership with Pupils and Families
12. Training and Development
13. Monitoring and Evaluation
14. Roles and Responsibilities
15. Links to Other School Policies

1. Introduction

King's School Rochester strives to be an inclusive and welcoming school, aiming to challenge and support each pupil, including those with SEND, to make the most of their academic and personal potential and participate fully in school life.

This policy contains relevant actions to:

- ensure all pupils, including those with SEND, can access a broad and balanced curriculum and a range of co-curricular opportunities;
- ensure a robust system of identification, assessment and support for pupils with SEND;
- provide appropriate support for teachers, enabling them to meet the learning needs of all pupils.

2. Legislation and Guidance

This policy has been written with reference to the following government legislation and guidance documents:

- **Special educational needs and disability code of practice: 0 to 25 years** (Department for Education / Department of Health 2015)
- **Every Child Achieving and Thriving** (Department for Education 2026)
- **The Children and Families Act** (Department for Education 2014)
- **The Equality Act 2010: advice for schools** (Department for Education 2014)
- **Supporting pupils at school with medical conditions** (Department for Education 2015)
- **Statutory Framework for the Early Years Foundation Stage** (Department for Education) and Education (Independent School Standards) Regulations.

3. Definitions of Special Educational Needs and Disability (SEND)

King's School Rochester recognises the following definitions of Special Educational Needs and Disability:

- **Special Educational Needs:** '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 him or her.' (SEND Code of Practice 2015, paragraph xiii)
- **Disability:** 'Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is "... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities" ... Children and young people with such conditions do not necessarily have SEN, but there is significant overlap

between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’
(SEND Code of Practice 2015, paragraph xviii)

4. Categories of Special Educational Needs

The four broad areas of need as defined by the SEND Code of Practice 2015 (paragraphs 6.28 - 6.35) are:

- **Communication and interaction**, which includes autism spectrum conditions as well as, for example, expressive or receptive language difficulties;
- **Cognition and learning**, which includes specific learning difficulties such as dyslexia;
- **Social, emotional and mental health difficulties**, which includes attention deficit hyperactivity disorder;
- **Sensory and/or physical needs**, which includes physical disabilities, visual and hearing impairments.

King’s School Rochester recognises that the needs of an individual pupil will be specific to that individual and may span more than one category, and that support will need to be tailored appropriately.

5. Other Areas of Need

- **English as an additional language:** King’s School Rochester is clear that ‘difficulties related solely to limitations in English as an additional language is not SEN’ (SEND Code of Practice 2015, paragraph 6.24), although some pupils with EAL may also have SEND. Support is provided for pupils whose first language is not English by the school’s EAL Coordinator, who works closely with the SENCO as required. Please refer to the school’s English as an Additional Language Policy for further detail.
- **Medical needs:** The school recognises that pupils with medical conditions should be supported so they have full access to education. The Medical Centre is staffed by a school nurse who provides advice and guidance about medical needs and some medical care during school hours. Some pupils with medical conditions may be disabled; where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils with medical conditions may also have special educational needs; where this is the case, the Learning Support Department works in conjunction with the Medical Centre to ensure that the pupil is appropriately supported.

King’s School Rochester also recognises that other factors, which are not classified as SEND, may impact pupils’ progress and attainment; a joined-up approach between academic, pastoral, safeguarding, counselling and learning support staff ensures that such pupils are supported appropriately. Please refer to the relevant school policies listed at the end of this document for further details.

6. The Admissions Process

King's School Rochester has a structured approach to admissions involving interviews, assessments, school references and taster days for prospective pupils.

On contacting the Admissions Team, parents are asked to provide details of previous learning support involvement and share any relevant reports from professionals such as speech and language therapists, occupational therapists or educational psychologists. The school considers applications from pupils with Education, Health and Care Plans (EHCPs) and parents are asked to provide a copy of the EHCP on application. This enables the school to identify a pupil's educational needs, consider whether the school is able to meet those needs, and plan to meet the needs of a new pupil. For children entering the **Early Years Foundation Stage (Nursery, including 2-year-olds, and Reception)**, identification of potential needs begins during tours, interviews and initial discussions with parents regarding health visitor assessments, developmental milestones, and medical/developmental history."

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 prospective pupil based on the information given to school. If the school is satisfied that the pupil's teaching and learning needs can be met at King's School Rochester with reasonable adjustments in place if required, a place will be offered. Recommendations of support are made at this stage and will be shared with parents and guardians. Once a pupil enters King's School Rochester, the school will monitor the pupil's progress to ensure that his or her educational needs are being met and can continue to be met in the future.

If a pupil's needs are such that the school deems that 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. Please refer to the school's Admissions Policy for further details.

King's School Rochester is based on an historic site which consists of many separate buildings, most without lifts, and covers a wide geographical area. Parents and guardians of prospective pupils with physical disabilities or mobility difficulties are therefore encouraged to visit the school prior to application and discuss with staff any concerns regarding accessibility. Please refer to the school's Accessibility Plan for further details.

7. Identification of Special Educational Needs

For some children SEND can be identified at an early age and they may join King's School Rochester with a diagnosed need. However, for other children and young people difficulties become evident only as they develop and may be identified during their time at the school.

Identification in the Early Years Foundation Stage (EYFS - Ages 2 to 5)

- In Nursery and Reception, SEND is identified through ongoing formative assessment, daily play observations, tracking against Development Matters / Early Learning Goals, and close communication with parents.
- **Statutory Progress Check at Age Two:** For children aged between 24 and 36 months in our early years provision, staff complete the statutory Progress Check at Age Two. This check reviews progress in the prime areas of learning (Personal, Social and Emotional Development, Physical Development, and Communication and Language). Where developmental delays or potential SEND are identified, staff collaborate with parents and the SENCO to establish targeted support.
- Practitioners monitor key early indicators, including delayed speech/language acquisition, sensory processing difficulties, physical coordination challenges, or social interaction difficulties.

There are a number of routes via which a pupil may be referred to the Learning Support Department:

- As a result of screening assessment carried out with all Year 7 and all Remove (Year 9) pupils at the start of the academic year;
- Through analysis of academic and pastoral data and trends, which are discussed regularly in meetings between academic, pastoral, safeguarding, counselling and learning support staff;
- By a subject or class teacher who has observed concerns about a pupil's progress, attainment, or attitude to learning;
- By a parent who is concerned about their child's progress;
- For Senior School pupils, by the pupil him or herself.

After a referral has been made to Learning Support, the pupil's parents will be contacted (if they did not initiate the referral). Next steps will be discussed, their permission will be sought and they will be kept informed throughout the process. Actions at this stage might include:

- Monitoring the pupil's progress for an agreed period of time before further discussion;
- Classroom observations carried out by learning support staff;
- Testing carried out by appropriately-trained learning support staff: areas typically assessed are spelling, reading comprehension and phonological processing;
- Recommendation of one-to-one or small-group support with a learning support teacher;

- Referral to an external professional (e.g. speech and language therapist, educational psychologist) for further assessment. The school works proactively with parents and external agencies to ensure the best educational outcomes for a pupil.

8. The Learning Support Register

A pupil is placed on the Learning Support Register if they have been identified as having a Special Educational Need. An assess-plan-do-review cycle 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 ongoing support are made at the review stage.

9. Record Keeping

The Learning Support Register and Learning Passports are shared with teaching staff securely via the school's information management system (ISAMS) and Google Drive. Each pupil with a level of need will be identified on a spreadsheet and may have a Learning Passport. The Learning Passport contains information about the pupil's strengths and needs as well as examples of reasonable adjustments by which classroom teachers may meet the pupil's needs within their lessons. The Learning Passport is a live document under continual evolution which is reviewed regularly to best reflect a pupil's learning needs and contains the pupil's own views about how they learn best. In addition, some pupils may have an Individual Support Plan, which sets out more detailed information about interventions and progress. Information may also be shared verbally with teachers at staff meetings. Some records, such as hard copies of educational psychology or other reports, are kept securely in locked filing cabinets in the Learning Support office. All staff understand the importance of treating such information and documentation with discretion and confidentiality.

Pupils are removed from the Learning Support register when they leave school and 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 their 25th birthday. If a pupil leaves King's to attend a new school, the file will be sent on to their new school.

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 referred to the school's Data Protection Officer.

Please refer to the school's Data Protection Information and Records Retention Policy for further details.

10. A Graduated Approach to Supporting Special 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, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’. (SEND Code of Practice 2015, paragraph 6.36 - 6.37). Classroom teachers have a responsibility to support all pupils in their class, including those on the Learning Support register, by employing adaptive and scaffolded teaching strategies, creating an inclusive learning environment, and, where relevant, implementing the recommendations on a pupil’s Learning Passport. Teachers also play an important role in identifying emerging needs and referring pupils to the Learning Support department when needed.

King’s School Rochester regularly and carefully reviews the quality of teaching for all its pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies through training or mentoring from Learning Support staff, to identify and support vulnerable pupils and to enhance their knowledge of SEND.

The Learning Support team, in collaboration with senior academic staff, is able to regularly review and make detailed assessment of pupils’ progress, alongside national data and expectations of progress. The school uses high quality, effective and accurate formative assessment tools. Assessment data used to inform practice and identification of need includes:

- **EYFS:** Continuous provision observations, Development Matters tracking, the statutory 2-Year Progress Check, and EYFS Profile data;
- Whole-cohort baseline assessment data, e.g. MidYIS.
- Data from screening assessments, e.g. GL Assessment Exact and other standardised assessments.
- Formative and summative assessment data analysed using Sonar tracking and SISRA analytics systems.

Though high-quality classroom teaching will meet the needs of the majority of pupils, some pupils with SEND may also benefit from one-to-one or small group interventions with a member of the Learning Support department. Sessions are designed according to the needs of the individual or small group and most commonly take place outside subject lesson time; topics covered might include, but are not limited to, spelling, reading comprehension, numeracy, study skills or social communication. In a small number of cases, a pupil might drop one academic subject and receive more Learning Support sessions; this will always be discussed with the parents in advance. There is no extra charge for Learning Support lessons.

The Learning Support department oversees examination access arrangements across the school, both for internal and public examinations. Working in collaboration with pupils, teachers and parents, the department determines suitable examination access arrangements based on evidence of need and normal way of working. These may include, but are not limited to, the use of 25% extra time, a computer or supervised rest breaks during examinations. For pupils sitting GCSE and A Level examinations, the school is required to adhere to the regulations regarding access arrangements set out by the Joint Council for Qualifications

(JCQ) and Cambridge Assessment International Education (CAIE). The Head of Learning Support is qualified to carry out access arrangements assessments for GCSE and A Level examinations for those pupils who require them. The Head of Learning Support works closely with the Examinations Officer to ensure that access arrangements are applied for and facilitated for those pupils who qualify for them.

11. Working in Partnership with Pupils 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. The school also recognises the importance of pupil voice and will involve pupils in discussions about their support as appropriate.

Parents should be aware that if they wish to 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 (including Health Visitors, NHS Speech and Language Therapists, Occupational Therapists, and Local Authority Early Years SEND Teams).

The school will, when required, link with external agencies to support pupils and families. We have excellent routines to ensure pupils with SEND are prepared for times of transition and induction.

Should a parent or guardian wish to raise a complaint relating to SEND, they should refer to the school's Parents' Complaints Procedure Policy.

12. Training and Development

King's School Rochester has a well-qualified team of Learning Support staff with experience in supporting pupils with a range of SEND including specific learning difficulties such as dyslexia, autism spectrum conditions, ADHD, and speech and language difficulties. Learning Support staff also recognise the limits of their expertise and may refer pupils to colleagues with other specialisms, for example the school counsellor for support with 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.

Learning Support staff share their knowledge and expertise with their colleagues through email updates and bespoke training sessions. Teachers are encouraged to approach the Learning Support department at any time for advice and request training in specific topics. All new teaching staff are inducted into Learning Support routines. Training needs of the whole school staff with regard to SEND are identified and, as far as is practicable, met.

13. Monitoring and Evaluation

King's School Rochester continually monitors and evaluates the quality of educational provision offered to all pupils. Book scrutinies, observations, data analysis, staff appraisal and departmental reviews form part of the regular routines within the whole school. In addition, fortnightly pupil progress meetings are held between Learning Support and members of both the Junior and Senior School leadership teams in order to track the progress of pupils on the Learning Support register and to highlight pupils who may benefit from referral to Learning Support. The Learning Support department is reviewed bi-annually as part of the whole-school Subject Review programme. The school's SEND Policy is reviewed annually by the Head of Learning Support, a member of the Senior Management Team and the Governors' Education Committee.

14. Roles and Responsibilities

Persons responsible for managing the provision we make for children and young people with SEND:

Head of Learning Support (SENCO): Ms Eleanor Walters

The Head of Learning Support is not a member of the Senior Management Team; their advocates are: Mrs C Ransom, Deputy Head Academic Senior School and Mrs S Walker, Deputy Head Academic Junior School.

SEND Link Governor: The Rev'd Canon Dr Gordon Giles

The SEND Governor has the responsibility to act as the Learning Support Department's link to Governors. The SEND Governor is actively involved in the strategic overview of Learning Support at King's.

The Line Manager of the Head of Learning Support (SENCO) is the Vice Principal (Senior School).

The Line Manager of the 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 Designated Safeguarding Lead: Mrs Laura George (Deputy Head Pastoral Junior School)

Deputy Designated Safeguarding Leads (DDSLs):

Senior School: Owen Smith (Vice Principal Senior School)

Sarah Miles (Deputy Head Pastoral Senior School)

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

Junior School: Mrs Kellie Crozer (Vice Principal Junior School)

Mrs Nicky Heddershaw (Head of Year 6 - 8)

Mrs Stacy Jeavons

Mrs Lindsay Green

Boarding: Mr Callum Carroll

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.

15. Links to Other School Policies

The following school policies should be consulted for further information relevant to pupils with Special Educational Needs and Disabilities:

- King's School Rochester Accessibility Plan
- King's School Rochester Admissions Policy
- King's School Rochester Anti-Bullying Policy
- King's School Rochester Behaviour Management Policy
- King's School Rochester Data Protection Information and Records Retention Policy
- King's School Rochester Educational Trips and Visits Policy
- King's School Rochester English as an Additional Language Policy
- King's School Rochester Parents' Complaints Procedure Policy
- King's School Rochester PSHEE and RSE Policy
- King's School Rochester Safeguarding and Child Protection Policy