



SEN AND DISABILITY POLICY

Date reviewed: September 2023

Next review: September 2024

Introduction

This policy sets out the procedures for ensuring that pupils identified as having special educational needs (SEN) and/or a disability have their needs addressed in order to access a broad and balanced curriculum, reach their potential and participate in the wider life of the school. In meeting these responsibilities the school will have due regard to the Special Educational Needs and Disability Act (2001), SEND Code of Practice (2014), the Equality Act (2010), The Children and Families Act (2014). Additionally, pupils with undiagnosed needs who seem to experience a barrier to learning, will be supported following the 'Assess Plan Do Review' (ADPR) approach until such time as there can be professional input to assess their needs.

Policy Objectives

The aims of this policy are:

- To define the school's objectives regarding SEN and disability and how these will be met;
- To define the management of SEN and disability provision in the school;
 - The role of the SENCO, school staff and teachers in the implementation of the policy to promote an inclusive approach to school life;
- Pupils with SEN/disabilities are integrated as fully as possible into the life of the school and offered full access to a broad balanced and relevant education, including an appropriate curriculum;
 - Pupils with barriers to learning are supported equally by teachers and staff in a respectful environment;
 - All students with special educational needs and disabilities join in mainstream activities so long as these are appropriate for the student concerned, and remain compatible with the education of other class members and comply with the need for efficient deployment of School resources;

- Staff are committed to a partnership with parents and relevant external agencies with the intention of addressing the needs of students who have been clearly identified and assessed.

Kensington Park School 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 with additional needs are provided with the support required in order to access the School's educational provision;
- monitoring, evaluating and reporting on provision for students with additional needs;
- identification and delivery of enhanced learning provision for students and training for teachers and support staff;
- ensuring oversight and maintenance of resources for SEND;
- building effective partnerships with parents and external agencies, including regular meetings with parents and consistent communication;
- 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 school alongside pupils who do not have SEN and disabilities and simultaneously remain safe in education;
- ensuring parents 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.

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

Definition of 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 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.

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 School's support for those children whose first language is not English is set out in the School's EAL Policy.

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).

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

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

KPS Advisory Board and Staff responsibilities

The KPS Advisory Board is responsible for monitoring and overseeing school policy and provision for pupils with SEN and disabilities.

The Head is responsible for overseeing all aspects of the School's SEN provision and keeping the Advisory Board fully informed of the implementation of the School's policy in practice.

The Special Educational Needs Coordinator ('SENCO') is Vasilis Kalaitzidis.

Responsibilities of the SENCO include:

- determining the strategic development of the SEN and Disability Policy and provision in the School, together with the Head and the Advisory Board;
- providing the Advisory Board with a termly report on SEN and Disability matters in the school, and attending a termly meeting to present and discuss this report with the Advisory Board as part of the Academic Sub Committee Meeting;
- 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 School's approach to identifying and meeting SEN;
- delivering CPD sessions to staff to support their understanding in each area of needs;
- 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 that teachers are included and supporting the APDR approach/procedure;
- ensuring parental insights are considered by the School to support their child's SEN and disability;
- ensuring the importance of 'Pupil voice' by offering students an opportunity to share their thoughts and concerns;
- liaising with the school nurse, external professionals and agencies, as appropriate

- ensuring that the School keeps records of all pupils with SEN up to date;
- ensuring students with SEN are entitled with the appropriate access arrangements for their exams;
- Ensuring that parents are kept informed and that each individual pupil's support is reviewed at least 3 times per year.

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 School can identify, assess and make provision to meet those needs.

- Students are included in the full range of school life and activities and have full access to a broad and balanced curriculum.
- The school will work with external specialist services as appropriate to the needs of individual students. Specialist advice and support will be shared with teaching staff and implemented as appropriate. Elements of SEND provision may be charged to parents. At Kensington Park School this includes arrangements for diagnostic assessments carried out by Educational Psychologists or Specialist Teachers.
- The school will support students with a Statement of Special Educational need or EHCP by following the guidance and advice within the document and hold annual reviews as appropriate.

The School follows the guidance contained in the SEND Code of Practice and recognises the definition of SEND as those students who have a significantly greater difficulty in learning than the majority of others of the same age and that some students may have needs that fall within or across four main areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties

4. Sensory and/or Physical needs

Whenever possible, special educational needs and disabilities are met within the mainstream classroom and based on use of appropriate teaching strategies, sometimes with additional in-class support. It may be necessary for some students to withdraw from form time lessons for the purpose of attending individual or small group work. Such support may be provided by teaching staff or the SENCo.

Identifying and supporting pupils with SEN and disabilities

The School's curriculum, plans and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School 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). A referral system will be used by staff to identify students who have difficulties in their learning.

However, where the School 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 School will do all that is reasonable to report and consult with parents and the pupil (as appropriate), to help determine the action required including whether any additional support is needed, such as in-class support. The school will assess students when parents or teachers raise concerns regarding their child's learning and/or social wellbeing.

Ongoing monitoring and/or assessment will be carried out, at key stages, to identify specific areas of need.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should

always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. This is usually conveyed by the SENCO but in some cases it may be the Headmaster or member of senior leadership (after consultation with the SENCO). Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

The school's SEN provision

The School's SEN provision currently includes: in-class differentiation, learning support (in class), and where appropriate, support from the SENCO.

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: Assess – Plan – Do – Review (ADPR):

- **Assess:** The School will carry out an analysis of the child's needs through screening tests so that support can be matched to need. If not already done so the School may, in consultation with parents, 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.
- **Plan:** Where it is decided to provide SEN support, the teacher and the SENCO will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the School's information system
- **Do:** Teachers will work closely with the 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 (including support plans) will be reviewed at the end of each term or as appropriate if it is apparent that the support that has been put in place is not effective and needs to be revised. Teachers, working with the 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 and the pupil (as appropriate).

Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a pupil profile (SEND register) and in some cases a support plan. This is drawn up by the SENCO in consultation with the relevant staff, the pupil and their parents and kept on the School's information system. Support plans convey key information such as:

- Progress and attainment level
- Strengths
- Outcome sought
- 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

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

The School 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.

Further aspects relating to SEND provision

Admissions

Details of general admissions procedures can be found in Kensington Park School's Admissions Policy. The School will treat every application from an SEN and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time. The School is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a place and before they sit the School's entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. (A specialist teacher's report and speech and language therapist's report could also be provided to support requests in an exam). Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any recent professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

In addition, consideration is taken of the needs of individual students. Information is gathered through a structured transition procedure which includes open communication with parents, liaison with feeder schools and individual health checks. At admission each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate the pupil's needs where possible. A child would only be refused entry if adjustments judged necessary for the pupil's inclusion went beyond what the school could reasonably provide.

Students entering the school will be screened, using a variety of methods, to identify individual needs including literacy assessments administered by the English department.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy can be found on the School's website or by hard copy from school reception. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

Pupils with an Education Health Care Plan ('EHC Plan')

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

An Education, Health, Care Plan (EHCP) may be appropriate where there is evidence of complex needs. Requests for statutory assessment are made via the Local Authority and may be requested by the school or parents. This may or may not result in the issuing of an EHCP.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Three-year Accessibility Plan

A copy of the School's Accessibility Plan is available from the policy page of the school website (www.kps.co.uk) . This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School 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 School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Graduated response to SEND:

KPS will provide the following graduated response for SEN students as outlined in the SEN Code of Practice 2014:

Provision

Kensington Park School aims to provide high quality teaching and learning for all students:

- Subject teachers will differentiate work in accordance with individual learning needs
- Progress will be tracked and monitored by subject teachers, the school's SENCO and Heads of Faculty
- The curriculum may be adapted to meet the personalised learning needs of identified students

SEN Support

Provision for students will involve arrangements that are additional to and different from the usual curriculum. This will usually be delivered by the class/subject teacher based in the ordinary classroom.

Advice and strategies will be provided by the school SENCO and outside professionals where appropriate.

External support services may provide more specialist assessments and advise staff on strategies and materials and may also provide individual support where appropriate. Students will be based predominantly in the ordinary classroom with some limited targeted support provided by a member of the support team.

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 curriculum and PSHE the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School'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 School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School 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 School 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.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

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. Parents should speak with the SENCO with regard to any application for additional support as soon as reasonably practicable.

The SENCO will consider applications for access arrangements following the guidelines from JCQ to process applications for appropriate examination access in conjunction with the child's teachers and Head.

Access arrangements are intended to redress an imbalance, where it exists. For example, a candidate with a slow processing speed may be allowed extra time in an exam in order to provide them with equal opportunities to respond to questions. Assessments are carried out by an impartial external assessor. The results are then submitted to the examination boards for approval and access arrangements implemented.


Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's Form Teacher or the SENCO if their child's progress or behaviour gives cause for concern.

Review

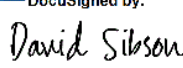
The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

Acting Headmaster

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18 December 2023

KPS Advisory Board Member

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