

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED

Including Boarding and Early Years Foundation Stage

SEN, Reasonable Adjustments and Learning Difficulties (SEND) Policy (Admissions and Pupil with Disabilities, SEN and Learning Difficulties)

Kingsmead School welcomes all children who, in our view, are able to make the most of the opportunities offered and can flourish in its caring environment. The Governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs (SEN) and learning difficulties are suited to the curriculum, are also welcome provided that the Learning Development Unit (LDU) can provide them with the help and support that they require.

The Selection Process

Kingsmead's selection policy is described in its prospectus and admissions procedures. Applications from all who have the ability and aptitude to access our academic curriculum are welcome. However, parents of children with physical difficulties, SEN or learning difficulties are advised to discuss their child's requirements with the school before they are assessed so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report statement, Education and Healthcare Plan (EHCP) or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other special arrangements. In addition, parents are required to provide the school with any relevant information that may influence our selection process at the time of initially meeting the Headmaster.

Before Entry

Each pupil with a disability and/or SEN requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school. Parents may wish to discuss with the SENCo the extra charges that may be applied for support and the Learning Development Unit rates for individual or small group tuition.

Barriers to Learning

Kingsmead recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible. Since pupils with SEND have very different needs, the school recognises the importance of communicating closely with parents with regards to learning assessments for their child/ren and related targets for improvement. The school shares targets with pupils and parents through reports, and if required Person Centred Plans. Individual targets are reviewed and set with pupils three times per year with appropriate changes being made.

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED

Including Boarding and Early Years Foundation Stage

The parents of statemented pupils and pupils with EHCPs can also discuss their child's targets during the annual review meeting. Where required Individual Healthcare Plans are written in consultation with the parents, School First Aider and medical representatives to ensure no child is disadvantaged. Kingsmead also promotes the wider personal and social development of pupils with SEND through opportunities such as:

- Small group or individual support
- Quiet areas for reflection/study
- Extensive extra-curricular programme

The process of identification of SEN

Pupils already within the school, who are considered to show signs of a learning difficulty, are referred to the SENCo. Referral can come from a number of sources:

- Subject teachers
- Parents
- SMT
- Following blanket testing, G L Assessment administered in year 7
- Following various diagnostic and screening programmes
- End of year or key stage assessments

Early identification is important, so that there is no delay in making the necessary educational provision.

In line with the Special Educational Needs and Disability Code of Practice 2014, published as part of The Children and Family Act 2014, the needs of the pupils can fall into one or more of the following categories:

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

In identifying children with additional needs, it may be necessary for the school to ask a parent to make a request for referral to other professional health services. These include:

- CAMHS (Child and Adolescent Mental Health Service)
- Speech and Language
- The pupil's GP
- Paediatric consultant
- Educational Psychologist
- Occupational Therapy
- Autistic Spectrum Disorders team
- Hearing/visual support team

KINGSMEAD SCHOOL HOYLAKES TRUST LIMITED

Including Boarding and Early Years Foundation Stage

If a pupil is diagnosed with a learning disability, they will be included on the SEN register. This is kept up to date by the SENCo. It will be an informative document to which all staff have access.

Information included on the register includes some or all of the following:

- at which level of intervention (Record of concern/School support/ Statement/EHCP) the child is;
- possible reference to any external professional reports
- the learning difficulty of the pupil
- possible Strategies to support the child in school
- examination access arrangements

The school does offer a weekly counselling service and referral to this can be made by the pupil, a parent and school staff.

Other external agencies we work with include:

- DARA (drugs and relationship advice)
- Connexions (careers advice)
- SENAAT (Special educational needs advice and assessment team)

Governors

Kingsmead School has an appointed SEN Governor who will meet with both the Headmaster and SENCo on regular occasions. During this meeting, SEN policy, those on the SEN register and overall provision throughout the school are reviewed.

Physical Accessibility

Parents of current and prospective pupils with disabilities may wish to obtain copies of the school's accessibility plan from the school office. This shows the ways in which the Governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings and resources. Facilities for wheel-chair users will be introduced progressively as buildings are upgraded.

Other Adjustments

Depending upon need, children can use their own laptop computers in class, and can be given large print or documents printed on coloured paper if required.

Menus can be devised to cater for special dietary requirements.

Auxiliary Aids and Services

The Equality Act is making significant changes to the law on discrimination as it affects disabled

KINGSMEAD SCHOOL HOYLAKES TRUST LIMITED

Including Boarding and Early Years Foundation Stage

pupils and in particular the extension of duties on schools to include the provision of auxiliary aids and services (which has been effective from 1 September 2012).
Please see Appendix 1 – Reasonable adjustments for disabled pupils.

Pupils with Statements, EHCPs and Carers

Pupils with statements and EHCPs from their local authorities who are suited to the school's educational offer are welcome. If a pupil with a statement/EHCP requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection regulations in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

The Learning Development Unit (LDU)

The learning development unit is staffed by fully qualified teachers who are able to support each pupil with a specific learning difficulty in the following areas:

Dyslexia, Dyscalculia, Dyspraxia, Autism, Asperger's Syndrome, Language Impairment

Some disabled pupils may also require specialist support from the learning development unit. This would normally be discussed with parents before their child enters the school. Pupils with identified or suspected learning difficulties may be assessed at their parents' expense by a specialist so that the areas that require support can be identified. Specialist one-to-one lessons and help with study skills are offered outside the normal curriculum. The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

The learning development unit will prepare an individual plan (IEP) for all children with a statement, EHCP or SEND, setting achievable targets. The child, together with their parents and teachers, review the plan twice a year and the child is encouraged to take ownership of it and to set their own targets.

For some children it is considered more appropriate to prepare a social communication Individual Plan for the child. All staff are made aware of these plans and they ensure that the child is meeting the targets where possible. Evidence is documented and forwarded to the SENCo.

English as an Additional Language

In order to cope with the academic and social demands of Kingsmead School pupils must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED

Including Boarding and Early Years Foundation Stage

Role of the SENCo

The head of the Learning Development Unit Mrs P Wright has an important role as Kingsmead's SEND co-ordinator (SENCo). Working closely with the Senior Master, and the EYFS SENCo Ms E Harvey and other pastoral staff Mrs Wright plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. Mrs Wright will liaise closely with the pupil's teaching staff, family and where appropriate, with the school's first aid staff and with external agencies. The head of the Learning Development Unit attends regular external training in order to remain current with latest duties as SENCo. Mrs Wright is responsible for keeping the Special Needs register current and ensures all staff are familiar with those pupils included in it.

One of the responsibilities of the Governors' academic committee is oversight of the provision of learning support and accessibility for pupils with SEND and learning difficulties.

Staff Training

All staff (including teaching and support staff) are given regular annual training on working with SEND by the SENCo. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENCo liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENCo has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand. The SENCo will liaise closely with the teacher in charge of exam access arrangements and the Examinations Officer.

School Behaviour and Discipline

The school takes pride in its well developed system of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the EYFS upwards are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND or other protected characteristic does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

Partnership with Parents

The school's hope is that all parents will feel able to share any concerns about their child with the

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Boarding and Early Years Foundation Stage

pastoral staff in order that a healthy partnership for the care of their child can be developed. The SENCo, other pastoral staff and form teachers who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a child's parent if they feel that an adjustment to the curriculum or individual education plan followed by their-child might be in their best interests, or if there was a specific concern.

Complaints

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

Compliance

This policy complies with the statutory requirements laid out in the guide SEND Code of Practice 0-25 (Sept 2014) and has been written with reference to the following guidance and documents:

Statutory Framework for the Early Years Foundation Stage Sept 17

Equality Act 2010: Advice for Schools DFE Feb 2013

Statutory Guidance on Supporting pupils at school with Medical Conditions Sept 2014

The Children and Families Act 2014

Compiled	November 2012	D Roberts
Reviewed	August 2013/ September 2014/ August 2015	M G Gibbons
Approved	September 2014 September 2015 September 2016 September 2017 September 2018	T J Turvey (Governor) Academic Committee Academic Committee T J Turvey (Governor)
Revised	August 2013/ September 2014 March 2015 March 2016 September 2016	M G Gibbons D Roberts G Mallery C Liddy C Liddy
Circulated	December 2012	Policies P Drive

P/school-policies/academic/EYFS/ISI/A2

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED

Including Boarding and Early Years Foundation Stage

APPENDIX 1

Reasonable Adjustments Policy for Disabled Pupils

Introduction

Kingsmead School is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled.

Kingsmead School recognises that every child is unique. This policy does not therefore seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments.

When does the duty arise?

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if he/she suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

What is the scope of the duty?

Kingsmead School seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. to our policies, criteria and practices (i.e. the way we do things); and
2. by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

What is not covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

Entry tests

We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for disabled applicants sitting the entry test, such as,

KINGSMEAD SCHOOL HOYLAKES TRUST LIMITED

Including Boarding and Early Years Foundation Stage

for example, allowing it to be completed on computer rather than by hand. However, the pass mark for the test is not altered as this would not be a reasonable adjustment.

How do I request an adjustment?

Kingsmead School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

If your child is disabled and you believe that he/she is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may write to Mrs C Liddy, the Special Educational Needs Coordinator (or "SENCo") and for EYFS pupils, Mrs J Cowan, setting out in full the adjustment and (if necessary) how the school could put this into practice.

The school's response

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example where the adjustment would be logistically difficult or financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

How will the school decide whether an adjustment is reasonable?

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether it will be provided under a statement of special educational needs from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

Confidentiality

You (or your child if the school believes he/she has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Boarding and Early Years Foundation Stage

Outcome

Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

What can you do if you are not happy with the school's decision?

If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure, available on the School website or upon request from the Headmaster's office.

September 2016