



THE KING'S SCHOOL

GRANTHAM

Special Educational Needs and Disability Policy

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1 Aims

- 1.1 This is the special educational needs and disability policy of The King's School (**Academy**).
- 1.2 The aims of this policy are as follows:
 - 1.2.1 to afford opportunity to and actively promote the well-being of pupils who are disabled and / or who have special educational needs (**SEN**);
 - 1.2.2 to promote good practice in the detection and management of special educational needs;
 - 1.2.3 to explain the support the Academy can provide for children who have SEN and the co-operation needed from parents;
 - 1.2.4 to maintain and drive a positive culture towards the inclusion of disabled people and those with special educational needs in all the activities of the Academy;
 - 1.2.5 to ensure compliance with equality legislation and to have regard to relevant guidance and advice;
 - 1.2.6 to explain the proactive duty to make reasonable adjustments which requires the Academy to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service;
 - 1.2.7 to create a whole Academy culture of openness, safety, equality and protection; and
 - 1.2.8 to actively promote and safeguard the welfare of children, staff and others who come into contact with the Academy.

2 Scope and application

- 2.1 This policy applies to the whole Academy.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the Academy's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 The Special Educational Needs and Disability Regulations 2014;
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - 3.1.5 Equality Act 2010;
 - 3.1.6 Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017/353; and
 - 3.1.7 Children and Families Act 2014.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 **What equality law means for you as an education provider: schools** (Equality and Human Rights Commission, April 2014);
 - 3.2.2 **Technical guidance for schools in England** (Equality and Human Rights Commission, July 2014);
 - 3.2.3 **The Equality Act 2010 and schools** (DfE, May 2014);
 - 3.2.4 **Reasonable adjustments for disabled pupils** (Equality and Human Rights Commission, April 2015);
 - 3.2.5 **Public Sector Equality Duty Guidance for Schools in England** (Equality and Human Rights Commission, July 2014);
 - 3.2.6 **Advice and Guidance: How can we stop prejudice-based bullying in schools?** (Equality and Human Rights Commission);

- 3.2.7 Supporting pupils with medical conditions at school (DfE, December 2015);
 - 3.2.8 Mental Health and Behaviour in schools (DfE, November 2018);
 - 3.2.9 Special educational needs and disability code of practice: 0 to 25 years (DfE and Department for Health, January 2015) (SEND Code of Practice);
 - 3.2.10 Keeping children safe in education (DfE, September 2023, **(KCSIE)**); and
 - 3.2.11 Working together to safeguard children (DfE, July 2018, updated July 2022).
- 3.3 The following Academy policies, procedures and resource materials are relevant to this policy:
- 3.3.1 Equal opportunities policy;
 - 3.3.2 Safeguarding and child protection policy and Procedures;
 - 3.3.3 Anti-bullying policy;
 - 3.3.4 Admission Arrangements;
 - 3.3.5 Attendance Policy;
 - 3.3.6 Behaviour and discipline policy;
 - 3.3.7 Accessibility Plan;
 - 3.3.8 Annual SEN information report;
 - 3.3.9 Administration of medicines and supporting pupils with medical conditions policy;
 - 3.3.10 Relationships and sex education policy.

4 Publication and availability

- 4.1 This policy is published on the Academy website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the PA to the Head during the Academy day.
- 4.4 This policy can be made available in large print or other accessible formats if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to the **Proprietor** are references to The King's School, the **Academy Trust**.
 - 5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).
 - 5.1.3 References to **school days** mean Monday to Friday when the Academy is open during term time. The dates of terms are published on the Academy's website.
- 5.2 **"Special educational needs" and "learning difficulty."**
 - 5.2.1 Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.
 - 5.2.2 Children have a learning difficulty if they:
 - (a) have significantly greater difficulty in learning than the majority of others of the same age;
 - or

(b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions;

- 5.2.3 For children aged two or more, special educational provision is an educational or training provision that is additional to or different from that made generally for other children or young people of the same age in a mainstream school or early years provider. For a child under the age of two, special educational provision means educational provision of any kind.
- 5.2.4 A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support, such as having a reduced timetable and given support in the created time for language acquisition.
- 5.2.5 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.
- 5.2.6 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those with problems with their eyesight or hearing or an autistic spectrum disorder.
- 5.2.7 Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older when the educational pressures tend to increase.
- 5.3 References to a Pupil Passport (**PP**) are references to a plan or programme designed for children with SEN to help them to get the most out of their education. A PP builds on the curriculum that a child with learning difficulties or disabilities follows and sets out the strategies used to meet that child's specific needs.
- 5.4 References to **Provision mapping** are references to provision maps used by the Academy as an efficient way of showing all the provisions that the Academy makes which are additional to and different from that offered through the Academy's curriculum. The use of provision maps can help the Special Educational Needs Co-ordinator (**SENCo, sometimes referred to as SENDCo**) to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.
- 5.5 References to **disability** mean a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out typical day to day activities. As part of this definition, 'substantial' is defined as more than minor or trivial in its effect on a person. 'Long term' means that the impairment will likely last or recur for twelve months or more. For pupils, 'normal day-to-day activities' in a school context are those activities that a pupil would normally be able to carry out having reached the expected stage of development and education for their chronological age. There is no requirement for a formal diagnosis of a disability to meet this definition. Still, there are some diagnosed conditions that will automatically meet the definition under the Equality Act 2010 (for example, cancer, HIV or multiple sclerosis).
- 5.6 References to **a reasonable adjustment** are references to the anticipatory duty to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice, or applied by or on behalf of the Academy, or by the absence of an auxiliary aid or service. Further information on the statutory duty to make reasonable adjustments is found in the [Equality and Human Rights Commission's guidance on reasonable adjustments for disabled pupils](#).

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under s.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means that in carrying out its functions, the Proprietor is required to have due regard to the need to:
- 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and those who do not.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

| Task | Allocated to | When / frequency of review |
|--|----------------|---|
| Keeping the policy up to date and compliant with the law and best practice | The Proprietor | As a minimum, annually, ideally termly, and as required |
| Day-to-day responsibility for carrying out individual pupil risk assessments under the policy | SENCo | As required, and at least termly |
| Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating the effectiveness | SENCo | As a minimum, annually, ideally termly, and as required |
| Seeking input from interested groups (such as pupils, staff, and parents) to consider improvements to the Academy's processes under the policy | SENCo | As a minimum, annually, ideally termly, and as required |
| Formal annual review of the policy | Proprietor | As a minimum, annually, ideally termly, and as required |
| Overall responsibility for content and implementation | Proprietor | As a minimum, annually |

- 6.4 In accordance with the SEND Code of Practice, the Academy's **SENCo** has responsibility for:
- 6.4.1 overseeing, advising and coordinating the day-to-day operation of the Academy's SEN provision through this policy;
 - 6.4.2 ensuring liaison with school staff, parents, other professionals, external agencies and future providers of education in respect of a child's special educational needs;
 - 6.4.3 advising and supporting other staff in the Academy to provide support to pupils;
 - 6.4.4 ensuring that appropriate Pupil Passports are / Provision mapping is in place and effectively implemented;

- 6.4.5 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
- 6.4.6 working with the Head and Proprietor to ensure that the Academy meets its responsibilities under the Act in respect of reasonable adjustments and access arrangements;
- 6.4.7 undertaking any other appropriate duties as set out in the SEND Code of Practice;
- 6.4.8 the transition of students with SEND from Year 6 into Year 7

7 Procedures

- 7.1 The Academy's approach to the detection and management of SEN and learning difficulties will be guided by the SEND Code of Practice.
- 7.2 As part of the Assess-Plan-Do-Review Model and to ensure collaborative working, the Academy works closely with pupils and parents of children who have or may have special educational needs and learning difficulties to assess and review a pupil's needs and support. The Academy will work together with parents and pupils concerning assessment, planning, provision and review of the pupil's education.
- 7.3 **Identification, assessment, implementation and review of pupils with a special educational need or learning difficulty**
 - 7.3.1 Pupil progress and engagement is monitored; particularly at Common Assessment Task points (CAT) and if the outcome of a test or any other circumstance(s) give(s) us reason to think that a pupil may have a special educational need or learning difficulty, we will carry out a clear analysis of the pupil's needs, using a variety of assessment measures and in accordance with the SEND Code of Practice. This may be following concerns raised by teachers or a parent. During this time the Academy will consider what extra teaching, interventions, or support may be required to help the pupil progress. The pupil's response to this support may assist in identifying their particular needs.
 - 7.3.2 The Academy will report and consult with the pupil's parents as necessary throughout this process, and the class teacher and SENCo, in consultation with the parent, pupil, and where relevant outside professionals, agree on the adjustments, interventions, and support to be put in place.
 - 7.3.3 The recommended interventions, strategies, interventions and support will be implemented. The Academy will work to engage with all relevant teachers and staff working with that pupil so that they are aware of the interventions, strategies and support, as well as the outcomes sought for the pupil.
 - 7.3.4 The Academy will seek parental involvement at all stages to reinforce or contribute to progress at home.
 - 7.3.5 The class or subject teacher and SENCo will review and revise the interventions, strategies and support in place in light of progress and development. Any changes will be made in consultation with the parent and pupil. Parents will be provided with clear information about the impact of interventions, strategies and support to enable them to be involved in the next steps.
 - 7.3.6 All students are routinely assessed for slow processing and traits of dyslexia in Year 9.
 - 7.3.7 Any student who acquires 10 'consequence' points in six months is assessed for unmet needs.
 - 7.3.8 The accelerated reading program in Years 7 and 8 is also used to identify students with a reading age significantly below their chronological age. Year 7 students who are identified as needing extra support follow the Read Aloud intervention.
 - 7.3.9 In Year 7, the reading age, French, English and mathematics scores from CAT 1 are assessed to identify unusual patterns in attainment.

7.4 Examinations

- 7.4.1 Pupils who have been identified as having a special educational need, learning difficulty or disability may be eligible for extra time and/or other "access arrangements" to complete internal examinations and public examinations.
- 7.4.2 The Academy, as the exam centre, will make appropriate access arrangements or apply for the appropriate access arrangements for pupils with special educational needs or learning difficulties who may require them. Parents will be asked to liaise with their child's Head of Year in good time with respect to this as necessary.

7.5 Information Sharing and parent involvement

- 7.5.1 Once a place has been accepted for a prospective pupil, the Academy will ask all parents to complete an enrolment form. This will include questions to gather key information about a prospective pupil's special educational needs or learning difficulty at their child's previous school or elsewhere. Confidential information of this kind will only be shared within the Academy on a "need to know" basis to ensure that teachers are given any necessary information about a child's special educational needs and learning difficulties and that teaching practices are appropriate.
- 7.5.2 Parents should notify the Academy immediately if their child's progress or behaviour causes concern so that the Academy can devise and agree on a strategy with the parents.
- 7.5.3 At all stages, the Academy and SENCo will work in consultation with the parent and pupil to seek to ensure that all support and outcomes are appropriate to the pupil's needs.

7.6 Pupil Passport

- 7.6.1 The SENCo will ensure that an appropriate Pupil Passport is in place where required.
- 7.6.2 The Pupil Passport will be prepared in consultation with the parents, teachers and Teaching Assistants and, if appropriate, the pupil and will include:
 - (a) the adjustments, interventions and support required to meet the outcomes identified for the pupil;
 - (b) the expected impact on the pupil's progress, attendance, well-being, development or behaviour, as appropriate; and
 - (c) clear dates for review.
- 7.6.3 In carrying out the review, the SENCo will consider the following:
 - (a) the effectiveness of the support and interventions and their impact on the pupil's progress;
 - (b) the views of relevant teaching staff, the parents and the pupil; and
 - (c) any changes required to the support and outcomes set out for the pupil.

8 Disability and discrimination

- 8.1 Conditions which may amount to disability will include both physical and mental impairments, such as:
 - 8.1.1 severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings);
 - 8.1.2 progressive physical conditions or mental impairments which will result in a substantial long-term adverse effect on day-to-day activity;
 - 8.1.3 a controlled impairment, i.e. a person with a prosthesis or a person with drug-controlled epilepsy or diabetes;
 - 8.1.4 a history of impairment, for example, a person who used to be disabled and has recovered, or a person with a previous mental illness; and

- 8.1.5 a physical or mental impairment that will automatically meet the definition of disability under the Equality Act 2010, such as cancer, HIV or multiple sclerosis.
- 8.2 Disability does not include:
- 8.2.1 hay fever sufferers;
 - 8.2.2 a person with anti-social tendencies such as paedophilia;
 - 8.2.3 a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances and it is considered that those circumstances have not given rise to a physical or mental impairment; and
 - 8.2.4 a person addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of the administration of medically prescribed drugs or other medical treatment.
- 8.3 Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability, and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.
- 8.4 We will not knowingly discriminate against a disabled person:
- 8.4.1 in the Academy's Admission Arrangements;
 - 8.4.2 by refusing or deliberately omitting to accept an application for admission;
 - 8.4.3 in the provision of education and associated services;
 - 8.4.4 in the way the Academy affords access to any benefit, service or facility offered or provided by the Academy;
 - 8.4.5 by excluding a person on the grounds of his or her disability;
 - 8.4.6 by harassing a person with a disability;
 - 8.4.7 by victimising a person with a disability;
 - 8.4.8 by treating a person with a disability unfavourably because of something connected with his or her disability; or
 - 8.4.9 by failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage compared to non-disabled persons.
- 8.5 The Academy has regard to the Equality and Human Rights Commission's [Technical Guidance for Schools in England](#) to decide whether someone has the protected characteristic of disability.

9 Education and associated services

- 9.1 The Academy has an ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the Academy, including:
- 9.1.1 the curriculum;
 - 9.1.2 classroom organisation and Timetabling;
 - 9.1.3 access to academy facilities;
 - 9.1.4 academy sports;
 - 9.1.5 academy policies;
 - 9.1.6 breaks and lunchtimes;
 - 9.1.7 the serving of school meals;
 - 9.1.8 assessment and examination arrangements;

- 9.1.9 academy discipline and Sanctions;
- 9.1.10 exclusion procedures;
- 9.1.11 academy clubs, educational visits and other activities; and
- 9.1.12 preparation of pupils for the next phase of education.

9.2 The above is not an exhaustive list, and the Academy will consider each case on its own circumstances.

10 Reasonable adjustments for pupils

- 10.1 When providing educational services to a pupil, the Academy is legally required to make reasonable adjustments to cater for a pupil's disability.
- 10.2 The Academy shall inform the pupil and parents of the reasonable adjustments that the Academy is able to make for that pupil. This will include adjustments to the Academy's provisions, criteria and practices, which may typically include:
 - 10.2.1 allowing extra time for a dyslexic child to complete an 11+ test or public examination;
 - 10.2.2 providing examination papers in larger print for a pupil with a visual impairment;
 - 10.2.3 providing lesson resources in larger print for a pupil with a visual impairment;
 - 10.2.4 rearranging (but not reducing) the timetable to allow a pupil to attend a class in an accessible part of the building; or
 - 10.2.5 arranging a variety of accessible sports activities.
- 10.3 The Academy is not legally required to make adjustments, including physical alterations, such as the provision of a stairlift or new ground floor facilities, such as a new library.
- 10.4 The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make "reasonable adjustments". The Academy will carefully consider any proposals and will not unreasonably refuse to provide such aids and services.

11 Reasonable adjustments for the public

- 11.1 The Academy may provide services to the public, for example, at:
 - 11.1.1 open days;
 - 11.1.2 parents' evenings;
 - 11.1.3 facilitating meetings with parents, for example, as part of the Academy's complaints procedures or as part of the statutory exclusions process;
 - 11.1.4 concerts and plays;
 - 11.1.5 use of sports facilities.
- 11.2 Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:
 - 11.2.1 remove the feature; or
 - 11.2.2 alter it so it no longer has that effect; or
 - 11.2.3 provide reasonable means of avoiding the feature; or
 - 11.2.4 provide a reasonable alternative method of making the service available.
- 11.3 Where an auxiliary aid or service would enable a disabled person to make use of a service, schools are required to take reasonable steps to provide it. An auxiliary aid or service could be something as

simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps prevent wheelchair access.

12 Accessibility plans

- 12.1 The Academy has prepared an Accessibility Plan, which is available, on request, to all parents and staff.
- 12.2 The accessibility plan includes consideration of how the Academy proposes to:
 - 12.2.1 increase the extent to which disabled pupils can participate in the Academy's curriculum;
 - 12.2.2 improve the physical environment of the Academy for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the Academy; and
 - 12.2.3 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 12.3 The plan will be reviewed regularly, and as a minimum every three years, to ensure that the plan is up to date and covers all aspects of Academy life.

13 Education health and care plans (EHC plan)

- 13.1 Parents and the Academy have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The Academy will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).
- 13.2 Where a prospective pupil has an EHC plan, and it is proposed that the Academy is named in section 1 of the EHC plan, the local authority will consult the Academy in line with the statutory procedures.
- 13.3 Where the Academy is named in an EHC plan, the Academy will work together with the local authority, the pupil and the parents to implement the provision as set out in the EHC plan.

14 Additional welfare needs

- 14.1 The Academy recognises that pupils with special educational needs, learning difficulties or a disability may be at risk of being bullied. The Academy's Anti-bullying policy makes it clear that bullying behaviour is unacceptable and will be taken very seriously.
- 14.2 The Academy will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (**PSHE**) programmes, through the supportive Academy culture and through the Academy's policies; in particular through the Academy's Relationships and sex education policy and programme.
- 14.3 When teaching pupils about safeguarding, the Academy recognises that a one size fits all approach may not be appropriate for all pupils. It will consider whether it should adopt a more contextualised approach for some pupils with special educational needs or disabilities.
- 14.4 If parents are concerned about their child's welfare, they can approach the pupil's form teacher or any senior staff member to discuss their concerns in private at any time.
- 14.5 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need, disability or specific medical or physical health conditions that can create additional online and offline safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The Academy is mindful in particular that these may include:
 - 14.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

- 14.5.2 pupils with a special educational need, disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;
- 14.5.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content/behaviour in school without understanding the consequences; and
- 14.5.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

14.6 The Academy should consider providing extra pastoral support and attention for these pupils, along with ensuring appropriate communication support is in place.

14.7 Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCo.

14.8 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the Academy's Safeguarding and child protection policy and procedures.

15 Training

15.1 The Academy ensures that regular guidance and training are arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

15.2 The level and frequency of training depends on the role of the individual member of staff.

15.3 The Academy maintains records of all staff training.

15.4 Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Unless medically qualified or trained, staff will not be expected to administer medication.

16 Risk assessment

16.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed, and appropriate action will be taken to reduce the risks identified.

16.2 The format of risk assessment may vary. It may be included as part of the Academy's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the Academy's approach to promoting pupil welfare will be systematic and pupil-focused. Please see clause 6.3 for details of the individuals responsible for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

17 Record keeping

17.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

18 Version Control

| | |
|-------------------------------------|----------------|
| Date of adoption of this policy | July 2017 |
| Date of last review of this policy | September 2023 |
| Date for next review of this policy | September 2024 |

Appendix 1 SEN information Report

This report is the result of consultation with staff, parents of children with Special Educational Needs (**SEN**) and Trustees of the King's School and will be published annually on the Academy's website. The report will be updated annually to reflect the changes and plans within the King's School.

1 The type of SEN provision

1.1 The SEN provision that the Academy caters for is:

- 1.1.1 Dyslexia
- 1.1.2 Slow processing
- 1.1.3 Visual Impairment (VI)
- 1.1.4 Hearing Impairment (HI)
- 1.1.5 Autism Spectrum Disorder (ASD)
- 1.1.6 Attention Deficit Hyperactivity Disorder (ADHD)
- 1.1.7 Attention Deficit Disorder (ADD)

1.2 The Academy's Accessibility Plan can be found here: [The King's School Grantham - Policies \(kings.lincs.sch.uk\)](https://www.kings.lincs.sch.uk)

2 The Academy's policies

2.1 The Academy's policy for identifying and assessing people with SEN is:

- 2.1.1 Identification by the primary school as part of the transition process.
- 2.1.2 At the first Common Assessment Task (CAT) point in Year 7 to analyse the difference between French, English and mathematics scores for anomalies. Once identified to use Exact screening
- 2.1.3 In Year 9 all students are screened for slow processing and the traits of dyslexia.
- 2.1.4 Parental referral to the SENCo for assessment.
- 2.1.5 Teacher referral through the normal assessment process
- 2.1.6 Self referral for assessment by students

2.2 The Academy's approach to evaluating the effectiveness of the provision for pupils with SEN:

- 2.2.1 Analysis of CAT data through the Quality Assurance Process
- 2.2.2 Formal external examination review.
- 2.2.3 Attendance analysis
- 2.2.4 Student voice
- 2.2.5 Parent voice
- 2.2.6 Internal feedback from staff and pupils

2.3 The arrangements for assessing and reviewing the progress of children and young people with SEN:

- 2.3.1 CAT results
- 2.3.2 Annual review with an EHCP by the SENCo.
- 2.3.3 Review of Pupil Passports bi-annually.

3 Academy's approach to teaching

The Academy's approach to teaching pupils with SEN (including pupils who do and do not have an EHC plan)

- 3.1 by adapting the curriculum, equipment and learning environment is:
 - 3.1.1 The use of SplashTop for visually impaired students.
 - 3.1.2 The use of iPads for appropriate students.
 - 3.1.3 The use of laptops for the appropriate students.
 - 3.1.4 RodgerPens for hearing impaired students.
 - 3.1.5 Coloured handouts for specific students.
 - 3.1.6 Enlargement for specific students.
 - 3.1.7 Some students take fewer GCSE options, as appropriate, to provide supported reflection time in the Student Support Centre (SSC)
 - 3.1.8 Lifts in the Newton Block and in the Tower Block.
 - 3.1.9
- 3.2 with additional support for learning is:
 - 3.2.1 Some students have a reduced timetable, as appropriate, to provide supported reflection time in the Student Support Centre (SSC).
 - 3.2.2 Teaching Assistant support in lessons.
 - 3.2.3 Teaching Assistant support in the SSC.
- 3.3 through activities available to pupils with SEND in addition to those available through the curriculum is:
 - 3.3.1 Extra English sessions.
 - 3.3.2 Extra mathematics sessions.
 - 3.3.3 Extra French sessions.
 - 3.3.4 Lego club.
 - 3.3.5 Supported break and lunchtimes.
 - 3.3.6 Year 7 Reading Aloud programme.
 - 3.3.7 Additional handrails on stepped doorways.
- 3.4 through improving the emotional, mental and social development of pupils with SEN is:
 - 3.4.1 Lego club
 - 3.4.2 Teaching Assistant support particularly with social stories.
 - 3.4.3 Lunch and break time sessions in the SSC.
 - 3.4.4 2 MHWL employed and located in the SSC.
 - 3.4.5 Behaviour Wise contracted weekly to work with specified students.

4 **The Academy's facilities**

- 4.1 The Academy's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained:
 - 4.1.1 RodgerPens for hearing impairment
 - 4.1.2 SplashTop for visual impairment

- 4.1.3 Ramp to lower foyer
- 4.1.4 Lift in the Newton building
- 4.1.5 Lift in Tower Block
- 4.1.6 Rear access to the Old School building

5 **The Academy's training**

- 5.1 The Academy's arrangements for training staff in relation to pupils with SEN is:
 - 5.1.1 Staff training programme to include dyslexia training for example.
 - 5.1.2 Induction on first day of term.
 - 5.1.3 Visiting alternative settings.
 - 5.1.4 Education Endowment Foundation (EEF) guidance and evidence reports.
 - 5.1.5 Sharing best practice with other local schools.
 - 5.1.6 Advice from advisors/consultations on inclusion, SEND reviews or post-Ofsted advice.
 - 5.1.7 Feedback from parents and carers.
 - 5.1.8 Experiences of teachers / SENCOs working in the Academy.
- 5.2 Specialist expertise is obtained by the Academy by:
 - 5.2.1 Specialist Teacher (Dawn Bradshaw) used to assess for specific needs.
 - 5.2.2 BehaviourWise (Tim Ward) used to assess and support behaviour needs.
 - 5.2.3 TWTT (The Working Together Team – formally known as Autism Outreach).
 - 5.2.4 Lincolnshire Sensory Support service.
 - 5.2.5 Lincolnshire Educational Psychologist.

6 **The Academy's consultation**

- 6.1 The Academy's arrangements to consult with and involve:
- 6.2 Parents of pupils with SEN about the education of their child is:
 - 6.2.1 EHCP annual review in person meeting or Teams with parent (and student as appropriate).
 - 6.2.2 Phone calls to parents as appropriate for SEN students.
 - 6.2.3 Emails to parents as appropriate for SEN students.
- 6.3 pupils about their education is:
 - 6.3.1 Annual involvement in the review and updating of the Pupil Passport.

7 **The Academy's partnerships**

- 7.1 The Academy's governing body/proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families.
- 7.2 7.2.
- 7.3 7.3. The Academy's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:
 - 7.3.1 Liaison with primary schools including pre-transfer meetings.

- 7.3.2 Additional transition day for students with SEN (Tailored Approach Transition morning).
- 7.3.3 Liaison with schools and colleges prior to transfer.
- 7.4 The Academy collaborates between the following education providers and other settings:
 - 7.4.1 Grantham College
 - 7.4.2 Melton College
 - 7.4.3 Toot hill School
 - 7.4.4 Lincoln Minster

8 **The Academy's key contacts**

SEN co-ordinator: Ms S Bieber [simone.bieber@kings.lincs.sch.uk]

The contact for complaints from parents with pupils with SEN: Clerk to the governing body [admin@kings.lincs.sch.uk]

The Academy's complaints policy can be found here: [The King's School Grantham - Policies \(kings.lincs.sch.uk\)](https://www.kings.lincs.sch.uk/policies)

9 **The Academy's link to the Lincolnshire Local Offer**

Information for the Local Offer for Lincolnshire and the Academy's contribution to the Local Offer is available at [SEND Local Offer – Lincolnshire County Council](#).

The Lincolnshire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact Lincolnshire about the Local Offer please call 01522 552222.