



THE KING'S SCHOOL

GRANTHAM

Special Educational Needs and Disability Policy

Contents

1	Aims.....	2
2	Application.....	2
3	Definitions.....	2
4	Responsibility for this Policy.....	4
5	Procedures.....	5
6	Duty to make reasonable adjustments.....	7
7	Positive action.....	9
8	Accessibility plans.....	9
9	Additional welfare needs.....	9
10	Record keeping.....	10
11	Publication, availability and feedback.....	10
12	Version control.....	10

Appendix

Appendix 1	SEN Information report – The Local Offer.....	11
Appendix 2	Regulatory framework.....	19
Appendix 3	Other relevant policies.....	20

1 Aims

- 1.1 This is the Special Educational Needs (**SEN**) and Disability Policy for registered students of The King's School, Grantham (**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 students who are disabled and / or who have special educational needs (**SEND**);
 - 1.2.2 to promote a clear approach in the early identification and early intervention in the support of and responding to a student's special educational needs;
 - 1.2.3 to promote the plan, do and review approach to the support of special educational needs;
 - 1.2.4 to explain the support the Academy can provide for children who have SEND;
 - 1.2.5 to promote the participation of students and their parents in decision making;
 - 1.2.6 to maintain and drive a positive culture towards the inclusion of students with SEND in all the activities of the Academy;
 - 1.2.7 to ensure compliance with equality legislation and to have regard to relevant guidance and advice;
 - 1.2.8 to explain the proactive duty to make reasonable adjustments in relation to students with a disability;
 - 1.2.9 to ensure that in all actions and decisions concerning children, the best interests of the child shall be the primary consideration;
 - 1.2.10 to create a whole school culture of openness, safety, equality and protection;
 - 1.2.11 to ensure that all at the Academy, including staff, trustees and volunteers understand their duties under the Equality Act and SEN legislation and guidance; and
 - 1.2.12 to actively promote and safeguard the welfare of children, staff and others who come into contact with the Academy.

2 Application

- 2.1 This Policy applies to the whole Academy.

3 Definitions

- 3.1 Where the following words or phrases are used in this Policy:
- 3.1.1 The SEN and Disability Policy is referred to as **this Policy**;
 - 3.1.2 References to the Academy Trust means the board of trustees of The King's School, Grantham.
 - 3.1.3 **Parent** or **Parents** means the natural or adoptive parents of the student (irrespective of whether they are or have ever been married, with whom the student lives, or whether they have contact with the student) as well as any person who is not the natural or adoptive parent of the student, but who has care of, or Parental responsibility for, the student (e.g. foster carer / legal guardian).
 - 3.1.4 **EHC Plan** means an Education, Health and Care Plan.
 - 3.1.5 **SENCo** means the special educational needs co-ordinator for the Academy.
 - 3.1.6 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.

- 3.1.7 A Pupil Passport (**PP**) is a plan or programme designed for children with SEND to help them to get the most out of their education.
- 3.1.8 **Provision mapping** is a provision map used by the Academy as an efficient way of showing all the provision that the Academy makes which is provision different from or additional to that normally available to students of the same age.
- 3.1.9 **Reasonable adjustments** means the ongoing 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.

3.2 "Special educational needs" and "learning difficulty"

- 3.2.1 Children have special educational needs if they have a learning difficulty or disability which calls for special educational provisions to be made for them.
- 3.2.2 A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.
- 3.2.3 Children have a learning difficulty if they:
 - (a) have a 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;
- 3.2.4 For children aged two or more, special educational provision is 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.
- 3.2.5 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.
- 3.2.6 A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN.

3.3 "Disability"

- 3.3.1 The definition of disability in the Equality Act is a broad one. **Disability** means a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities.
- 3.3.2 As part of this definition, "substantial" is defined as more than minor or trivial in its effect on a person. The condition must have this impact without taking into account the effect of any medication that the person is taking, or any aids or assistance or adaptations that they use (e.g. a wheelchair, special computer software). The exception to this is the wearing of glasses or contact lenses, for which it is the effect while the person is wearing the glasses or contact lenses that is taken into account.
- 3.3.3 "Long term" means that the impairment is likely to last or recur for twelve months or more.

- 3.3.4 For student's, "normal day to day activities" in a school context are those activities that a student would normally be able to carry out having reached the expected stage of development and education for their chronological age.
- 3.3.5 There is no requirement for a formal diagnosis of a disability to meet the definition of disability under the Equality Act. This is because the focus is on the impact that the impairment has on the person's ability to carry out normal day to day activities, including those carried out in school.
- 3.3.6 In relation to physical impairment, the following are covered by the Equality Act:
- (a) conditions that affect the body, such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs, are covered;
 - (b) HIV infection, cancer and multiple sclerosis are covered as soon as someone has them;
 - (c) severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided that the long-term requirement is met;
 - (d) people who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- 3.3.7 Progressive conditions, are conditions that get worse over time and can amount to a disability even before the impact of the condition on the person is substantial.
- 3.3.8 There are some diagnosed conditions that automatically meet the definition of disability such as cancer, HIV or multiple sclerosis.
- 3.3.9 Mental impairment includes conditions such as dyslexia and autism, as well as learning disabilities such as Down's syndrome, and mental health conditions such as depression and schizophrenia.

4 Responsibility for this Policy

- 4.1 The Academy Trust has strategic oversight of, and monitors and challenges SEN and disability provision in order to secure high-quality outcomes for all students. It will receive and assess data on the progress of students with SEND, including attainment, attendance and exclusions, to monitor the effectiveness of interventions.
- 4.2 While the Academy Trust is the decision-making body of the Academy and accountable and responsible for what it does, a lead member of the Trustee board has been appointed to have specific oversight of the Academy's arrangements for SEN and disability and responsibilities under the Equality Act 2010. The lead member will:
- 4.2.1 champion the Academy's support for students with SEN and disabilities, including good practice in student engagement;
 - 4.2.2 provide regular reports to the trustees on SEND provision, progress and outcomes to ensure the board has the information it needs for assurance about the Academy's practice;
 - 4.2.3 work closely with the Head, senior leadership team and SENCo.
- 4.3 In order to achieve full and effective implementation of this Policy, the Academy Trust has appointed a suitably qualified SENCo. This person has a strategic role in supporting teaching and learning across the Academy and, in accordance with the SEND Code of Practice, has responsibility for:

- 4.3.1 overseeing, advising and co-ordinating the day-to-day operation of the Academy's SEN provision through this policy;
 - 4.3.2 ensuring liaison with school staff, parents, other professionals, external agencies and next providers of education in respect of a child's special educational needs;
 - 4.3.3 advising and supporting other staff in the Academy to provide support to students;
 - 4.3.4 ensuring that appropriate Pupil Passports are in place and effectively implemented;
 - 4.3.5 ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated;
 - 4.3.6 working with the Head and Academy Trust board to ensure that the Academy meets its responsibilities under the Act in respect of reasonable adjustments and access arrangements;
 - 4.3.7 undertaking any other appropriate duties as set out in the SEND Code of Practice.
- 4.4 The Academy Trust will be responsible for providing suitable training to all staff, trustees and volunteers on all matters related to this Policy so that staff, trustees and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles.
- 4.5 The level and frequency of training depends on the role of the individual member of staff. The Academy maintains written records of all staff training.

Task	Allocated to	When / frequency of review
Keeping the Policy up to date and compliant with the law and best practice	The Head	As required, and at least termly
Monitoring the implementation of the Policy	The Proprietor	As required, and at least termly
Overseeing and reporting on SEND and equality to the Academy Trust board	SENCo	As required, and at least termly
Seeking input from interested groups (such as students, staff, parents) to consider improvements to the Academy's processes under the Policy	SENCo	As required, ideally termly
Maintaining up to date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	SENCo	As required, and at least termly
Formal annual review	Proprietor	Annually
Overall responsibility for content and implementation	Proprietor	As a minimum annually

5 Procedures

- 5.1 The Academy's approach to the detection and support of SEND and learning difficulties will be guided by the SEND Code of Practice and is set out in the SEN Information Report at Appendix 1 to this Policy.

- 5.2 As part of the assess, plan, do and review model and to ensure collaborative working, the Academy works closely with students and parents of children who have or may have special educational needs and learning difficulties to assess and review a student's needs and support. The Academy will work together with parents and students and local authorities if appropriate concerning assessment, planning, provision and review of the student's education.
- 5.3 **Information sharing and parent involvement**
- 5.3.1 Once a place has been accepted for a prospective student, the Academy will ask all parents to complete an enrolment form. This will include questions to gather key information in relation to a prospective student's SEND. 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 student's SEND, and that teaching practices are appropriate.
- 5.3.2 Parents will notify the Academy immediately if their child's progress or behaviour causes concern so that the Academy can devise and agree a strategy with the parents.
- 5.3.3 At all stages, the Academy and SENCo will work in consultation with the parent and student to seek to ensure that all support and outcomes are appropriate to the student's needs.
- 5.3.4 If a student's SEND are assessed by an expert appointed by parents, parents must ensure that the Academy is given copies of all advice and reports received.
- 5.4 **Views of the student with SEND**
- 5.5 The Academy will seek and consider the student's views, as appropriate, when considering that student's SEND and what special educational provision and / or reasonable adjustments are required to support the student's needs, including those needs arising from disability.
- 5.6 **Identification, assessment, implementation and review of students with a special educational need or learning difficulty**
- 5.6.1 Student progress and engagement is monitored at least termly and if the Academy has reason to believe that a student may have SEND or a learning difficulty, the Academy will determine what steps are necessary to support the student. During this time the Academy will consider what extra teaching, interventions or support may be required to help the student progress.
- 5.6.2 The Academy will report and consult with the student's parents as necessary throughout this process and the class teacher and SENCo in consultation with the parent, student, and where relevant outside professionals, agree the reasonable adjustments, interventions and support to be put in place.
- 5.6.3 The recommended strategies, interventions and support will be implemented, and the Academy will ensure that all relevant teachers and staff working with that student are aware of the interventions, strategies and support, as well as the outcomes that are sought for the student.
- 5.6.4 The Academy will seek parental involvement at all stages to seek their views and reinforce or contribute to progress at home.
- 5.6.5 The SENCo in consultation with the class or subject teacher will review and revise the interventions, strategies and support in place, in light of progress and development. Material changes will be made in consultation with the Parent and student. 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.
- 5.7 **Pupil Passports (PP)**
- 5.7.1 The SENCo will ensure that an appropriate PP is in place where required.

- 5.7.2 The PP will be prepared in consultation with the parents and, if appropriate, the student and will include:
- (a) the adjustments, interventions and support required to meet the outcomes identified for the student;
 - (b) the expected impact on the student's progress, development or behaviour, as appropriate; and
 - (c) clear dates for review.
- 5.7.3 In carrying out the review, the SENCo will consider:
- (a) the effectiveness of the support and interventions and their impact on the student's progress;
 - (b) the views of relevant teaching staff, the Parents and the student; and
 - (c) any changes that are required to the support and outcomes set out for the student.
- 5.7.4 Parents are involved in every stage of planning and reviewing support. A student's wishes are actively sought and documented in support plans.

5.8 Examinations

- 5.8.1 Students 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.
- 5.8.2 In relation to public examinations the Academy, if also the exam centre, will apply for access arrangements to be made for students with SEND, as appropriate, and will then ensure that these arrangements are in place.
- 5.8.3 In relation to internal examinations the Academy will ensure that reasonable adjustments are made as appropriate for students with SEND.

6 Duty to make reasonable adjustments

- 6.1 The Academy has an ongoing duty to make reasonable adjustments for students with a disability in respect of the education and associated services provided by the Academy including:
- 6.1.1 the curriculum;
 - 6.1.2 classroom organisation and timetabling;
 - 6.1.3 access to academy facilities;
 - 6.1.4 sports;
 - 6.1.5 policies;
 - 6.1.6 breaks and lunchtimes;
 - 6.1.7 the serving of school meals;
 - 6.1.8 assessment and examination arrangements;
 - 6.1.9 behaviour policy including suspensions and exclusion;
 - 6.1.10 clubs, educational visits and other activities;
 - 6.1.11 preparation of students for the next phase of education.
- 6.2 The above is not an exhaustive list, and the Academy will consider whether the duty applies in each case.

- 6.3 The Academy will make reasonable adjustments where a student has a disability that puts them at a substantial disadvantage, in comparison with students without a disability, when being educated at school. The Academy will plan and make the reasonable adjustments before a student is placed at a disadvantage.
- 6.4 The duty to make reasonable adjustments requires the Academy to take positive steps to ensure that disabled students can fully participate in the education provided, and that they can enjoy the other benefits, facilities and services that the Academy provides for students.
- 6.5 In coming to a decision about reasonable adjustments, the Academy will take into account factors such as:
- the extent to which special educational provision will be provided to the disabled student under Part 3 of the Children and Families Act 2014
 - the resources of the Academy and the availability of financial or other assistance
 - the financial and other costs of making the adjustment
 - the extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled student
 - the practicability of the adjustment
 - the effect of the disability on the student /person
 - health and safety requirements
 - the need to maintain academic, musical, sporting and other standards
 - the interests of other students and prospective students.
- 6.6 Any adjustments will be agreed by, and regularly reviewed with the student and their Parents¹.
- 6.7 The Academy will 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 the Academy, or by the absence of an auxiliary aid or service.
- 6.8 The duty to make adjustments to provisions, criteria and practices covers the way in which the Academy operates on a daily basis, including its decisions and actions.
- 6.9 The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled student, such as a piece of equipment or support from a member of staff.
- 6.10 The Academy will plan better access for disabled students generally including in relation to the physical environment of the Academy site.
- 6.11 The Academy's duty to make reasonable adjustments also applies to members of the public (for instance, parents) making use of services provided by the Academy such as:
- 6.11.1 open days;
 - 6.11.2 parents' evenings;
 - 6.11.3 facilitating meetings with Parents, for example as part of the Academy's complaints procedures or as part of the statutory exclusions process;
 - 6.11.4 concerts and plays;
 - 6.11.5 other school events;
 - 6.11.6 use of sports facilities.

¹ See paragraph 58 of the statutory guidance Working together to improve school attendance 2024.

7 Positive action

- 7.1 The Academy will consider where it is necessary to take action to counter the effects of past or present discrimination experienced by disabled students to meet their particular needs, or to facilitate their participation in activities in which participation by members of their group is disproportionately low. This can include providing additional or bespoke education, benefits, facilities or services, separate facilities, or targeting resources or opportunities to benefit students with disabilities. This is designed to overcome barriers for disabled students, increase participation and improve outcomes for this cohort of students.

8 Accessibility plans

- 8.1 The Academy has prepared an accessibility plan which is available on the Academy's website here [The King's School Grantham - Policies](#) and by requesting a copy from the main office including in accessible formats.

9 Additional welfare needs

- 9.1 The Academy recognises that students with special educational needs, learning difficulties and / or a disability may be vulnerable or at risk of being bullied. The Academy's Anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.
- 9.2 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.
- 9.3 When teaching students about safeguarding, the Academy recognises that a one size fits all approach may not be appropriate for all students and will consider whether it should adopt a more contextualised approach for some students with SEND.
- 9.4 If parents are concerned about their child's welfare, they can approach the student's class teacher or any senior member of staff to discuss their concerns in private at any time.
- 9.5 Additional barriers can exist when detecting the abuse or neglect of students with SEND, (including students with medical conditions) that can create additional safeguarding challenges both online and offline for those involved in safeguarding and promoting the welfare of this group of children. The Academy is mindful in particular that these may include:
- 9.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration;
 - 9.5.2 students with SEND 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;
 - 9.5.3 some students may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour without understanding the consequences; and
 - 9.5.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.
- 9.6 The Academy will consider providing extra pastoral support to these students, along with ensuring any appropriate support for communication is in place and consider whether a risk assessment for student welfare is appropriate.
- 9.7 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.

10 Record keeping

- 10.1 The Academy Trust will review the records in order to evaluate all data recorded in order to meet their obligations under this Policy and establish trends (for example, in respect of particular socio-economic groups, or groups with a protected characteristic). The Academy will use this data to inform any changes to this Policy and any other processes at the Academy aimed at inclusion and supporting students with SEND.
- 10.2 The information created in connection with this Policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.
- 10.3 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.

11 Publication, availability and feedback

This Policy is published on the Academy's website

This Policy is available in hard copy on request, including in accessible formats.

A copy of the policy is available for inspection from the PA to the Head during the Academy day.

The Academy welcomes feedback on how the Academy can continue to improve this Policy, and this can be sent to the school office marking the subject line "Feedback on SEN and Disability Policy."

12 Version control

Date of adoption of this Policy	July 2017
Date of last review of this Policy	May 2026
Date for next review of this Policy	May 2027
Policy owner (SMT)	The Head
Policy owner (Academy Trust)	Mrs F Ross

Appendix 1 SEN Information report – The Local Offer

Dear parents and carers

We welcome students with Special Educational Needs and Disabilities (**SEND**) and it is important to us that they are appropriately supported to achieve their potential and thrive at school.

The aim of the SEN information report is to clarify how we will implement our SEND policy and how we will support students with SEN in school.

1 The type of SEN provision that we provide for students with SEN:

The SEN provision that the Academy caters for is:

- 1.1.1 Communication and Interaction – This includes difficulties with speech, language, and social communication. Examples:
Autism Spectrum Conditions (ASC)
Speech, Language, and Communication Needs (SLCN)
- 1.1.2 Cognition and Learning – This covers challenges with learning at a typical pace. Examples:
Dyslexia
Dyscalculia
Dyspraxia
- 1.1.3 Social, Emotional, and Mental Health (SEMH) – This relates to emotional regulation and mental health challenges. Examples:
Attention Deficit Hyperactivity Disorder (ADHD)
Anxiety or Depression
Attachment Disorder
- 1.1.4 Sensory and/or Physical Needs – This includes disabilities affecting physical movement or sensory processing. Examples:
Visual Impairment (VI)
Hearing Impairment (HI)
- 1.1.5 Each child's needs are unique, and some may experience challenges across multiple categories.

2 If you think that your child has SEN you should:

Let us know as soon as you think that your child needs additional support by contacting: The SENCo to have a discussion about your child's SEN or suspected SEN and difficulties at school.

We will meet with you to discuss your concerns and understand your child's needs, including their strengths, and agree next steps on what further support may be required.

The Academy will work with you on outcomes for your child including SMART targets and agree how progress will be measured against those outcomes.

This information will be shared with teaching staff working with your child, and with you.

If we believe that your child's needs require further SEN support, we will consider whether to add their name to the SEN register. If we think that this is necessary, we will discuss this with you first and then we will tell you in writing if your child's name has been added to the SEN register.

If we think that despite the additional support your child is not making progress towards the agreed outcomes, this may mean that the school will have to look at support beyond what the school can offer. We will meet with you to discuss a referral to the local authority for an Education Health and Care Needs Assessment.

3 We will know that your child has SEN because we will:

identify and assess students with SEN in accordance with the SEND Code of Practice. In particular, we will:

- 3.1.1 Use identification by the primary school as part of the transition process.

- 3.1.2 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.
- 3.1.3 At each CAT point we will review all students making less than the expected progress given their age and individual circumstances.
- 3.1.4 In Year 9 all students are screened for slow processing and the traits of dyslexia.
- 3.1.5 Use parental referral to the SENCo for assessment.
- 3.1.6 Use teacher referral through the normal assessment process.
- 3.1.7 Use self-referral for assessment by students.
- 3.1.8 If there is a marked and noticeable change in the student's behaviour or progress.
- 3.1.9 The involvement of outside agencies who assess individual students and recommend interventions for schools to follow
- 3.1.10A constant monitoring review cycle of progress during all interventions.

Before your child starts at the school we will:

- 3.1.11 Liaison with primary schools including pre-transfer meetings.
- 3.1.12 Additional transition day for students with SEN (Tailored Approach Transition morning).
- 3.1.13 Liaison with schools and colleges prior to transfer.

After your child has joined we will use the following assessments:

- 3.1.14 Review CAT results
- 3.1.15 Annual review with an EHCP by the SENCo.
- 3.1.16 Review of Pupil Passports bi-annually.

4 We will involve you in decisions made about your child's education:

- 4.1.1 Through the annual review process, parents are involved in planning their son's education, particularly for students with EHC Plans. Parents are also involved in six-monthly reviews of progress with the SENCo.
- 4.1.2 There are published Assessment points (Common Assessment Tasks – CAT) across the academic year. These results give a clear indication as to whether progress has been made.
- 4.1.3 There is an annual parents' consultation evening for all students each year.
- 4.1.4 There is an annual formal report for all students each year.
- 4.1.5 The SENCo is available to meet with parents to discuss student progress or any concerns parents may have. This contact can also be via email.

We need you to support us and your child by encouraging them to engage with their learning and any interventions offered by fully:

- 4.1.6 Helping them to be organised for their day (including bringing the right equipment and books).
- 4.1.7 Helping them have full attendance and good punctuality.
- 4.1.8 Completion of homework.
- 4.1.9 Attending parents' meetings.
- 4.1.10 Attending any meetings specifically arranged for your child.

5 We will involve your child in decisions made about their education:

- 5.1.1 The views of students are taken into account through Student Voice questionnaires, student forums and person-centred reviews as well as through the School Council.
- 5.1.2 Students with an Educational Health Care Plan have the opportunity to contribute their views through the review process.

6 **We will teach a child with SEN in many ways:**

Your child's teachers are responsible for the progress of your child in the classroom and will adapt teaching in different ways, for example:

- 6.1 by adapting the curriculum, equipment and learning environment:
 - 6.1.1 The use of iPads for appropriate students.
 - 6.1.2 The use of laptops for the appropriate students.
 - 6.1.3 Microphone to hearing aid devices for hearing impaired students.
 - 6.1.4 Coloured handouts for specific students.
 - 6.1.5 Enlargement for specific students.
 - 6.1.6 Some students take fewer GCSE options, as appropriate, to provide supported reflection time in the Student Support Centre (SSC)
 - 6.1.7 Lifts in the Newton Block and in the Tower Block.
 - 6.1.8 Some students have a reduced timetable, as appropriate, to provide supported reflection time in the Student Support Centre (SSC).
 - 6.1.9 Teaching Assistant support in lessons.
 - 6.1.10 Teaching Assistant support in the SSC.
- 6.2 With additional support for learning:
 - 6.2.1 Quality first teaching.
 - 6.2.2 through activities available to students with SEN in addition to those available through the curriculum:
 - 6.2.3 Extra English sessions.
 - 6.2.4 Extra mathematics sessions.
 - 6.2.5 Extra French sessions.
 - 6.2.6 Lego club.
 - 6.2.7 Supported break and lunchtimes.
 - 6.2.8 Year 7 Reading Aloud programme.
 - 6.2.9 Subject teacher input via targeted classroom teaching, e.g. adaptations of classroom-based tasks and activities.
 - 6.2.10 Implementation of specifically tailored support strategies.
 - 6.2.11 Group work with a small number of targeted students, run in the classroom, supported by a Teaching Assistant.
 - 6.2.12 Group work with a small number of targeted students, run outside the classroom by a Teaching Assistant or skilled specialist employed within the school.
 - 6.2.13 Specialist groups run by, or in partnership with, specialist agencies such as the Working Together Team, Educational Psychology Services, etc.

6.2.14 Specialised one-to-one support from specialised professionals skilled in specific areas of need, such as Dyslexia, Dyspraxia, Sensory Support, Counselling, etc.

6.2.15 Peer or teacher mentoring opportunities.

6.2.16 Provision of specialist support equipment, Information Technology (IT) or modified resources.

6.2.17 Referral to external agencies such as Child and Adolescent Mental Health Services, Speech and Language Therapy, etc.

6.2.18 All students with sensory needs have access to a supportive school environment.

6.3 through improving the emotional, mental and social development of students with SEN:

6.3.1 Lego club

6.3.2 Teaching Assistant support particularly with social stories.

6.3.3 Lunch and break time sessions in the SSC.

6.3.4 Two Mental Health and Wellbeing Leads (MHWL) employed and located in the SSC.

6.3.5 Behaviour Wise contracted weekly to work with specified students.

7 **We will measure your child's progress:**

We will assess and review the progress of your child by following the "graduated approach". As part of this approach we will **assess, plan, do, review**:

7.1.1 Analysis of CAT data through the Quality Assurance Process.

7.1.2 Formal external examination review.

7.1.3 Attendance analysis.

7.1.4 Student voice.

7.1.5 Parent voice.

7.1.6 Internal feedback from staff and students.

7.1.7 We use appropriate intervention-specific tools when students have taken part in an evidence-based intervention.

7.1.8 Assessment outcomes and target data are tracked.

7.1.9 Formal test results are monitored.

7.1.10 Review meetings are held.

7.1.11 Where necessary, students will have a Pupil Passport where progress against targets will be regularly reviewed and updated.

7.1.12 Students' progress with an EHCP will be discussed at an Annual Review Meeting.

8 **We will secure additional resources:**

8.1.1 Specialist Teacher (Dawn Bradshaw) used to assess for specific needs.

8.1.2 BehaviourWise (Tim Ward) used to assess and support behaviour needs.

8.1.3 WTT (Working Together Team – formerly known as Autism Outreach).

8.1.4 Lincolnshire Sensory Support service.

8.1.5 Lincolnshire Educational Psychologist.

8.1.6 School contracted Psychologist

8.2 The Academy collaborates between the following education providers and other settings:

8.2.1 Grantham College

8.2.2 Melton College

8.2.3 Toothill School

8.2.4 Lincoln Minster

8.2.5 Information, Advice & Guidance (IAG) Careers Guidance Specialist

8.2.6 Social Services

9 **We will include your child in school life.**

9.1.1 Members of staff, such as Form Tutor, Head of Year, SENCo, and Mental Health Lead all being available to students who wish to discuss issues or concerns.

9.1.2 A quiet area is available at lunchtime for those struggling with non-contact time.

9.1.3 Referrals can be made to the Mental Health & Well-Being Lead.

9.1.4 Referrals to outside agencies can be made when needed, e.g. Child and Adolescent Mental Health Services (CAMHS).

10 **Our facilities support students with SEN:**

10.1.1 Some students have a reduced timetable, as appropriate, to provide supported reflection time in the Student Support Centre (SSC).

10.1.2 Teaching Assistant support in lessons.

10.1.3 Teaching Assistant support in the SSC.

10.1.4 Microphone to hearing aid pens for hearing impairment

10.1.5 Ramp to lower foyer

10.1.6 Lift in the Newton building

10.1.7 Lift in Tower Block

10.1.8 Rear access to the Old School building

11 **We will support your child when they sit exams/tests.**

11.1.1 The school will implement all Access Arrangements in line with JCQ guidance.

12 **The staff supporting your child and the training they have:**

The SENCo has over 30 years of SEND experience including training in:

- Specific Learning Difficulties,
- Dyslexia
- Dyspraxia
- Autistic Spectrum Disorders
- Social, Emotional and Behavioural Needs
- Mental Health
- Anger Management

The teaching staff have:

12.1.1 Staff training programme to include dyslexia training for example.

- 12.1.2 Induction on first day of term.
- 12.1.3 Visiting alternative settings.
- 12.1.4 Education Endowment Foundation (EEF) guidance and evidence reports.
- 12.1.5 Sharing best practice with other local schools.
- 12.1.6 Advice from advisors/consultations on inclusion, SEND reviews or post-Ofsted advice.
- 12.1.7 Feedback from parents and carers.
- 12.1.8 Experiences of teachers / SENCos working in the Academy.

The learning support staff have

- 12.1.9 A full training programme covering the key needs in the school
- 12.1.10 Many of the support staff have Qualified Teacher Status.

13 **We also work with external partners and agencies:**

When supporting students with SEN we involve other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet their needs.

- 13.1.1 Working Together Team
- 13.1.2 Integrated Family Services
- 13.1.3 Child and Adolescent Mental Health Service
- 13.1.4 Sensory Support Service
- 13.1.5 Speech and Language Therapy Team
- 13.1.6 Information, Advice & Guidance (IAG) Careers Guidance Specialist
- 13.1.7 Social Services

14 **We will support looked after children or previously looked after children with SEN:**

- 14.1.1 The Academy recognises that pupils who are looked after by the local authority, or who were previously looked after, may have additional and complex needs, including special educational needs and disabilities. We are committed to ensuring that these pupils receive the same high standard of support as all other pupils with SEND, and that their particular circumstances are fully taken into account.
- 14.1.2 Where a looked after pupil has SEND, the SENCo will work closely with the designated teacher for looked after children to ensure that the pupil's Personal Education Plan (PEP) and any Pupil Passport or Education, Health and Care Plan are aligned and mutually supportive.
- 14.1.3 The Academy will ensure that relevant staff are aware of a looked after pupil's SEND needs on a need-to-know basis, and that appropriate provision is in place from the earliest opportunity. We will liaise with the pupil's virtual school head, social worker, and any other relevant professionals to coordinate support effectively.
- 14.1.4 Previously looked after pupils, including those who have been adopted, will receive the same level of consideration and support. Parents of previously looked after pupils are encouraged to share any relevant information with the SENCo so that appropriate provision can be arranged. Any concerns about the welfare or progress of a looked after or previously looked after pupil with SEND should be raised with the SENCo or the designated teacher for looked after children.

15 **If your child transitions between classes, settings or in preparing for adulthood we will:**

- 15.1.1 Make arrangements for students with SEN transferring between other education providers or preparing for adulthood and independent living.

- 15.1.2 Discussions and meetings between previous or receiving schools, colleges, universities or other organisations, prior to the student joining or leaving. The school endeavours to pass on and receive all relevant information and records regarding students with SEND. Knowledge is disseminated to teaching staff and Teaching Assistants with appropriate recommendations and advice implemented.
- 15.1.3 All new students attend an Induction Day in July and complete an Induction Programme in September. Parent and student information evenings and open days also facilitate transition.
- 15.1.4 Additional visits are also arranged for students who need extra time in their new school.
- 15.1.5 The SENCo is always happy to meet parents or carers prior to their son joining or leaving the school to discuss anticipated learning needs or support arrangements. Likewise, school staff can also make external visits to schools, colleges, universities or organisations to plan transition arrangements in more detail.
- 15.1.6 Independent career advice is available to all boys.
- 15.1.7 All school SEND review meetings include transition discussions, and take advice from parents, teachers and other professionals involved.
- 15.1.8 All students with a statement or EHCP will complete a Transition Plan at key moments of change in their education.

16 **SEN key contacts for parents and carers:**

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

The contact for complaints from parents with students 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)

17 **Our link to the Lincolnshire Local Offer**

Information for the Local Offer for Lincolnshire and our contribution to the Local Offer is available at <http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

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.

18 **You can get more information / support about SEN in schools:**

You might also find these links helpful:

- [IPSEA](#)
- [Council for Disabled Children](#)
- [NSPCC](#)
- [SEND Family Support](#)
- [Family Action UK](#)

19 **If you have a complaint about how we support your child's SEN:**

The contact for complaints from parents and carers of children with SEN: the Clerk to the Governing body, admin@kings.lincs.sch.uk

Our complaints policy can be found here: [The King's School Grantham - Policies](#)

Appendix 2 Regulatory framework

20 Regulatory framework

- 20.1 This Policy has been prepared to meet the Academy's responsibilities under:
- 20.1.1 Education (Independent School Standards) Regulations 2014;
 - 20.1.2 The Special Educational Needs and Disability Regulations 2014;
 - 20.1.3 Education and Skills Act 2008;
 - 20.1.4 Data Protection Act 2018 and UK General Data Protection Regulations;
 - 20.1.5 Equality Act 2010;
 - 20.1.6 Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017/353; and
 - 20.1.7 Children and Families Act 2014.
- 20.2 This Policy has regard to the following guidance and advice: [Please check the links below to ensure the guidance is up to date]

21 Special educational needs and disabilities guidance and advice:

- 21.1.1 [SEND Code of Practice](#) (DfE and Department for Health, January 2015);
- 21.1.2 [Special educational needs \(SEN\) and disabilities: guidance for school governing boards](#) (DfE, January 2025);
- 21.1.3 [Equality Act 2010 and disabled pupils: a guide for governors and trustees](#) (Council for Disabled Children, January 2025);

22 Equality guidance:

- 22.1.1 [Technical guidance for schools in England](#) (Equality and Human Rights Commission, July 2024);
- 22.1.2 [Equality Act 2010: advice for schools](#) (DfE, May 2014);
- 22.1.3 [Public sector equality duty: guidance for schools](#) (Equality and Human Rights Commission, updated August 2022);
- 22.1.4 [Public sector equality duty: guidance for public authorities](#) (Government Equalities Office, December 2023);

23 Guidance on supporting students with additional needs:

- 23.1.1 [Supporting pupils with medical conditions at school](#) (DfE, December 2015);

24 Student behaviour:

- 24.1.1 [Behaviour in schools: advice for headteachers and school staff](#) (DfE, February 2024);
- 24.1.2 [Mental health and behaviour in schools](#) (DfE, November 2018);
- 24.1.3 [School suspensions and permanent exclusions](#) (DfE, August 2024);

25 Related statutory guidance:

- 25.1.1 [Keeping children safe in education](#) (DfE, September 2025 (KCSIE));
- 25.1.2 [Working together to safeguard children](#) (DfE, December 2023, updated February 2024);
- 25.1.3 [Working together to improve school attendance 2024](#) (DfE, August 2024)

Appendix 3 Other relevant policies

- 1 The following Academy policies, procedures and resource materials are relevant to this Policy:
 - 1.1 Equality policy;
 - 1.2 Safeguarding and child protection policy and procedures;
 - 1.3 Anti-bullying policy;
 - 1.4 Admission arrangements;
 - 1.5 Attendance policy;
 - 1.6 Behaviour policy;
 - 1.7 Accessibility Plan;
 - 1.8 Annual SEN information report;
 - 1.9 Administration of medicines and supporting students with medical conditions policy;
 - 1.10 Risk assessment policy for student welfare;
 - 1.11 Relationships and sex education policy