



KINGSTON
GRAMMAR SCHOOL

FOUNDED 1561

Special Educational Needs and Disabilities (SEND) Policy

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1. Introduction

1.1 Kingston Grammar School (“the School”) is an academically selective school which welcomes all children who can make the most of the opportunities on offer and who will flourish in the supportive environment of the School.

1.2 The School is committed to the equal treatment of all students including those with special educational needs (“SEN”) and disabilities. This policy works towards eliminating disadvantages for students with SEN and disabilities by:

- using best endeavours to ensure that all students (including those with medical conditions) get the support needed to access the School's educational provision
- not treating disabled students less favourably than their peers
- making reasonable adjustments so that disabled students are not put at a substantial disadvantage in matters of admission and education
- ensuring that students with SEN and disabilities engage as fully as practicable in the activities of school alongside students who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date with their child's progress and development.

1.3 In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- EHRC guidance ‘Reasonable adjustments for disabled pupils’

1.4 This policy should be read in conjunction with other relevant School policies including:

- Equality, Diversity and Inclusion Policy
- Disability Policy and Accessibility Plan
- Curriculum Policy
- English as an Additional Language Policy (EAL)
- Admissions Policy
- Safeguarding and Child Protection
- Behaviour Policy
- Anti-Bullying Policy



2. Definition of special educational needs

2.1 A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most children their age; or
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

2.2 The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, 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 who have problems with their eyesight or hearing.

2.3 Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's English as an Additional Language (EAL Policy).

3. Definition of disability

3.1 A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

3.2 Not all students who have SEN are disabled and not all disabled students have SEN but the School recognises that understandably, there is overlap.

4. Governor and staff responsibilities

4.1 The governing body is responsible for determining school policy and provision for students with SEN and disabilities.

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

4.3 The Special Educational Needs Coordinator ('SENCO')/ Head of Learning Support's responsibilities include:



- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head, the Executive Team and governing body
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disability
- liaising with the School's medical staff, external professionals and agencies, as appropriate
- ensuring that the School keeps records of all students with SEN up to date.

4.4 All teachers are responsible for helping to meet a student's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

5. Identifying students with SEND and disabilities

5.1 The School aims to identify students with SEN or disabilities or those for whom learning support would be beneficial in the following ways:

- By receiving information from a previous school or other educational establishment
- By the provision of information/reports from parents
- Through the School's initial screening process (see 5.2 below)
- By the raising of concerns by members of staff, whether their own concerns or those expressed by parents, which might indicate that learning support is required.

5.2 Students are screened for dyslexia at key points of entry to the School, using a nationally recognised screening test. Results are considered alongside other baseline data to ensure a comprehensive understanding of each student's learning profile. In addition to entry screening, students are also screened in the Third Year and, where applicable, if they join the School in the Lower Sixth.

5.3 The School also regularly reviews student progress to help monitor whether children are making expected progress.

5.4 Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a student being recorded as having SEN).



5.5 However, where the School has any serious concerns about the student's progress or reasonably considers that a student may have a learning difficulty, for example as a result of initial screening or where there are early indications that a student is not making expected progress, the School will do all that is reasonable to report and consult with parents and the student (as appropriate) to help determine the action required including whether any additional support is needed.

5.6 The School does not undertake to diagnose dyslexia, ADHD or other conditions.

5.7 The School may require parents to obtain a formal assessment of their child (such as by an educational psychologist or a specialist teacher-assessor) to help enable the School to understand the nature and extent of the child's needs and what support it may be appropriate for the School to consider.

5.8 Formal assessments can be arranged either by the parents or the School, or be jointly appointed, and will normally be at the parents' expense.

5.9 The School will be able to nominate and/or recommend (in consultation with the parents) the expert or specialist who will carry out the formal assessment, put specific questions to them, input into the scope of their assessment and receive a copy of their assessment (with the parents' consent) and seek clarifications to it.

5.10 Parents are expected to engage with the School in a cooperative and transparent manner and help in relation to matters concerning their child's progress and needs including in relation to obtaining such formal assessments.

6. Support for students with SEN and disabilities

6.1 The School's curriculum, plan and schemes of work take proper account of the needs of all students, including those with SEN and disabilities.

6.2 If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place, considering any advice from specialists. Parents should be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a student's wishes (according to their age, maturity and capability).

6.3 Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review:

Assess: The School will carry out an analysis of the child's needs so that support can be matched to need with reference to secondary baseline assessments such as MidYIS and Yellis tests, internal assessments, outcome of examinations, school reports and dyslexia screener at key points of entry into the school.



Plan: Where it is decided to provide SEN support, Learning Support will agree, in consultation with parents and the student, the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the student Learner Profile on the Learning Support SharePoint.

Do: Teachers will work closely with Learning Support to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.

Review: The student's progress will be reviewed termly. Learning Support will review the student's progress and will decide on any changes to the Learner Profile and support, in consultation with teachers, Heads of Year, tutors, and the student.

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

6.5 All students with SEND are supported primarily through high-quality, inclusive teaching. Teachers have access to Learner Profiles outlining individual needs and strategies, ensuring that support is embedded within everyday classroom practice.

6.6 Students identified as requiring additional support receive interventions such as small group or 1:1 sessions focusing on study skills, literacy, social skills, and executive function. These interventions are recorded in action plans and shared with parents where appropriate.

6.7 Students with significant needs, including those with EHCPs, have Individual Education Plans (IEPs) with termly targets and opportunities for pupil-centred planning and parental input.

7. Reasonable adjustments

7.1 The School is committed to treating all students fairly. Considering the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled students are not put at a substantial disadvantage by comparison with students who are not disabled, by making reasonable adjustments:

- to policies, criteria and practices (i.e. the way the School does things); and
- by providing auxiliary aids and services (ie provision of additional support or assistance).



7.2 There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled students or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment
- extra staff assistance in class
- note-taking
- induction loops
- audio-visual fire alarms
- readers

7.3 The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled students or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

7.4 School staff seek to understand the needs of each student and to ensure that all students have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

7.5 Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to:

- whether it would overcome the substantial disadvantage the disabled child is suffering
- the practicability of the adjustment
- the effect of the disability on the student
- the cost of the proposed adjustment
- the School's resources
- health and safety requirements
- the need to maintain academic, musical, sporting and other standards
- the interests of other students and potential students.

7.6 The School will discuss the proposed adjustments with parents and, where appropriate, the student, Learning Support, and (with the parents' consent) any appropriate third party, for example a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).



7.7 Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

7.8 Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled student is evidently still at a substantial disadvantage, the School may draw this to the attention of parents and make recommendations which might include for example seeking further external professional advice, seeking a statutory assessment or additional support funded by the parents or other external sources.

7.9 If the parents feel that there are further particular adjustments the School could make, parents should contact the student's Head of Year and Learning Support. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

8. Recording progress of students with SEND

8.1 The School will record the progress of and any support for students with significant learning difficulties or disabilities or where they have an EHC Plan. This will be recorded by way of a Learner Profile for the individual student. This is drawn up in consultation with the student's teachers, Learning Support and the student, and kept on the Learning Support SharePoint.

8.2 The Learner Profile contains key information such as:

- The student's diagnosed learning difficulties, disabilities, or medical condition
- Key information on individual strengths and weaknesses
- Teaching and support strategies for teachers
- Exam Access Arrangements

8.3 Learner Profiles may be amended as and when circumstances change.

8.4 Students are always encouraged to take ownership of their learning and set their own targets.

8.5 The School will measure the overall progress of students with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers.



9. The School's SEN provision

9.1 The School's SEN provision includes in-class adaptive teaching, learning support and may include additional specialist teaching.

10. Students with an Education Health Care Plan ("EHC Plan")

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

10.2 If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.

10.3 Where either a prospective student has an EHC Plan or a current student obtains their first EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act (2010).

10.4 The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

11. Admissions

11.1 The School does not unlawfully discriminate in any way regarding entry. The School welcomes applications from all those who have the ability and aptitude to thrive in an academic environment regardless of disabilities and/or SEN, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our students, including those with disabilities and/or SEN, are provided with a safe and inclusive environment in which to learn.

11.2 Parents are required to provide with the Registration Form all relevant information about their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the



School including any relevant medical, Educational Psychologist's, or other relevant expert third party reports or assessments, materials or information about their child's needs (educational, health or otherwise). This may include any final or draft Education, Health and Care (EHC) needs assessment (or applications for a needs assessment) or final or draft EHC Plan (or application for an EHC Plan). This is so that the School can assess the child's needs and consult with parents about any adjustments which can reasonably be made and so the School can ensure, for example, that the child would be able to meaningfully access the education offered should they receive an offer of a place at the School, and that we would be able to ensure their health and safety and the health and safety of others. This information should be provided prior to the admissions assessment process.

- 11.3 Where parents of a prospective student feel their child requires adjustments (in respect of the admissions process and/or with regards to education at School and participation in School life in the event they are offered and take up a place at the School), parents should raise these with the School at the outset and the School may - depending on the circumstances - require some further information from parents or request further assessments in respect of the needs identified and will discuss with parents (and their child's medical advisers, if appropriate) the adjustments proposed and whether they can reasonably be made for the child if they were to become a student at the School.
- 11.4 There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's SEN and/or disability. For example, if, despite reasonable adjustments (in the case of a disability), we feel that a prospective student is not going to be able to meaningfully access the education offered, or that their health and safety or that of other students or staff may be put at risk, or where the School cannot reasonably accommodate the adjustments required or reasonably provide the nature or level of the support required.
- 11.5 For all students including those with SEN, the School must feel reasonably sure in offering a place that throughout the student's time at the School, it will be able to educate and develop the prospective student to the best of their potential and in line with general standards achieved by the student's peers, so that there is every chance that the student will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded young adult. The School will make all reasonable adjustments to ensure that students with disabilities have full access to the curriculum, culture, policies and procedures of the School.
- 11.6 Sometimes, the situation of students with disabilities and/or SEN changes between an offer of a place being made and the student starting at the School. The School requires parents to be pro-active in updating the School as to any changes which mean that the information provided during the application process is out of date or incomplete. In the vast majority of cases, this will not affect a student's place at the School. However, the School may, in exceptional circumstances, need to reconsider



the offer of a place if a student's circumstances change materially. It is in the student's interests that any such decision is made as early as possible to avoid any disruption to their education, so parents are urged to be forthcoming and transparent in their communications with the School about any material change to their child's circumstances.

11.7 If a child has an EHC needs assessment or EHCP (or equivalent) (whether at the application stage, draft or final form) it is important that these (and the applicable supporting documentation, e.g. educational psychologist reports or other expert assessments) are shared promptly with the School and that the School is kept up to date with respect to any relevant decisions of the Local Authority or changes in provision.

11.8 Further details about the admissions process is set out in the School's Admissions Policy which is available on the School's website. It applies equally to all prospective students and details how the School supports those applicants with SEN and/or a disability.

12. Withdrawal

12.1 If in our opinion, the School is unable to meet a child's needs or, in the case of a child with an EHC Plan we are unable to meet the provisions of the Plan, we reserve the right, following consultation with parents, to request or require the withdrawal of a student from the School. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a student will be made as a last resort and in line with the terms of the parent contract.

13. Entitlements to additional time and/or support in assessments/Exams Access Arrangements ("EAA")

13.1 Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision (e.g. use of a laptop and/or supervised rest breaks), to complete assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment.

13.2 Exam access assessments for public examinations are strictly regulated by the Joint Council for Qualifications ("JCQ") on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.



- 13.3 Parents should speak with Learning Support regarding any application for additional support/EAA as soon as reasonably practicable. Further guidance and information will be provided including the policy on laptop use as appropriate.

14. Bullying and behavioural issues

- 14.1 All students are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Students are taught through the curriculum and PSHE the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any student who displays inappropriate behaviour.
- 14.2 The School recognises that disabled students or those with SEN may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.
- 14.3 The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
- 14.4 The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - communication barriers and difficulties in overcoming these barriers.
- 14.5 Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.



15. Three-year accessibility plan

15.1 In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will:

- increase the extent to which disabled students can participate in the School's curriculum
- improve the physical environment of the School for the purpose of increasing the extent to which disabled students can take advantage of education and benefits, facilities or services provided or offered by the School
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

15.2 A copy of the School's Accessibility Plan is available on the website.

16. Parental responsibility

16.1 To ensure that parents and students can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School in a timely and transparent manner.

16.2 Parents must provide Learning Support with copies of any reports or recommendations concerning the student's special educational needs or disability from previous schools or elsewhere and whether in existence or to be commissioned. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

17. Concerns

17.1 The School will listen to any concerns expressed by parents about their child's development and any concerns raised by students themselves. Parents must notify their child's tutor and Head of Year in the first instance and then Learning Support if their child's progress or behaviour gives cause for concern.

17.2 We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure is on our website and sets out how parents can raise a formal complaint and how the School will handle it.

18. Review

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