



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (FOUNDATION)

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1. Aims and objectives

This policy relates to students with identified learning difficulties, which may include, but are not limited to, dyslexia, ADHD and the autism spectrum condition (ASC). The King's School has a separate policy for more able and talented pupils.

This SEND Policy applies to all pupils from the Early Years Foundation Stage (EYFS) through to Year 13. It reflects the principles of the *SEND Code of Practice (0-25 years)* and complies with the *Equality Act 2010* and *Part 3 of the Children and Families Act 2014*.

Under Section 6 of the *Equality Act 2010*, a disability is defined as 'a physical or mental impairment which has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities.'

This policy should be read in conjunction with the following school policies and plans:

- Equal Opportunities Policy
- Curriculum Policy
- Admissions Policy
- Safeguarding Policy

- Behaviour Policy
- English as an Additional Language (EAL) Policy
- Accessibility Plan
- Access Arrangements Policy??

1.1 Aims

The provision for Special Educational Needs and Disabilities (SEND) at The King's School aims to:

- Foster an inclusive ethos where all pupils are encouraged and supported to achieve their full potential.
- Ensure every pupil has full access to a broad, balanced, and challenging curriculum, as well as the full range of extracurricular opportunities.
- Support pupils with SEND to achieve strong academic progress and to develop socially, emotionally, and personally.
- Embrace diversity and respect the individual needs of every pupil.
- Ensure that pupils with SEND are not discriminated against or placed at a disadvantage in any aspect of school life.

1.2 Objectives

To achieve these aims, The King's School will:

1. Identify, assess and monitor the needs of pupils with SEND as early as possible.
2. Provide appropriate support and intervention to enable all pupils to make progress.
3. Ensure that high quality teaching, which is responsive to individual needs through high-quality, adaptive teaching.
4. Work in partnership with parents, carers, and external professionals to support pupils effectively.
5. Monitor, review, and evaluate the effectiveness of SEND provision regularly.
6. Promote staff training and awareness so all teachers understand and can meet pupils' learning needs.
7. Make reasonable adjustments to ensure pupils with SEND have equal access to all educational and extracurricular opportunities.
8. To keep staff informed concerning developments in SEND.
9. To involve parents of pupils with SEND, and to encourage them to work in partnership with the school in the education of their children.

1.3 Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for learners with SEND.
- [The Equality Act 2010 \(section 20\)](#), which sets out the school's duties to make reasonable adjustments for learners with disabilities.

2. Admissions

Pupils with Special Educational Needs and Disabilities (SEND) are admitted on an equal basis with all other applicants, in accordance with the school's Admissions Policy and in compliance with the Equality Act 2010.

Pupils with SEND are admitted on an equal basis with others in accordance with the admissions policy. In compliance with the Equality Act 2010, The King's School will not discriminate on the grounds of disability. As an academically selective school, every child applying for a place will be required to sit an entrance test before the offer of a place is made.

Where an applicant has a diagnosed special educational need or disability, the school can provide access arrangements, such as extra time, during the entrance exams, where appropriate evidence is provided.

If a child has significant special educational needs or a disability and has been awarded an Education Health and Care Plan, the King's School will work closely with the Local Education Authority (LEA) and the pupil's current school or setting, as well as parents, to find out more about the specific provision required. The aim of this process is to encourage an open discussion with parents and providers so that we might determine whether The King's School is the right educational establishment to meet the needs of the child.

It is important to note that The King's School, as an independent provider of education, is not part of the LEA 'local offer'. Consequently, The King's School is unlikely to be able to access LEA run specialist support services in school.

If a child's needs require regular or specialist support, parents are advised to contact the LEA to find out which maintained sector school has the most suitable provision or consider paying for these services privately.

3. External reports and assessments

The King's School does not conduct full diagnostic assessments, nor cover the cost of private assessments. Should a diagnostic assessment be pursued, it must be arranged and funded privately by parents.

Our specialist teachers and assessors can carry out a range of screening assessments to help identify learning needs and recommend suitable interventions. Please note that while these screeners can indicate areas of difficulty, they do not provide a formal diagnosis of any specific learning difficulties.

The school maintains strong professional relationships with a variety of private assessors and therapists. If parents wish to arrange a private assessment for their child, they must first contact the school to ensure we are able to accept a report from the chosen practitioner.

The school will consider private assessments where we have been fully informed about the process, including the assessor's details and qualifications. Additionally, we request that the assessor contacts the school prior to the assessment to discuss the child's progress and needs from the school's perspective.

4. Access Arrangements

Recommendations for exam access arrangements will be based on the current Joint Council for Qualifications (JCQ) criteria. The Access Arrangements Coordinator and Head of Learning Support (SENCO) will liaise with parents, pupils and the exams officer to determine the most appropriate arrangements.

The Access Arrangements Coordinator will complete a Form 8 and carry out appropriate assessments, where necessary. Applications for access arrangements will be submitted through the JCQ online application system.

Teachers are required to provide the Access Arrangements Coordinator with evidence of need, enabling the school to build a clear and substantial picture of the pupil's normal way of working. The school follow JCQ guidelines when awarding access arrangements and making reasonable adjustments for pupils.

It is the centre's responsibility to make decisions regarding appropriate access arrangements for its candidates. While professionals from external organisations may offer advice, they cannot make the decision on behalf of the centre, as they will not have a working knowledge of a pupil's needs or how their difficulties impact learning and assessments.

'It is the responsibility of the SENCO to make appropriate and informed decisions based on the JCQ regulations.' JCQ 2025-2026.

Private assessments may be considered as supporting evidence, but they must be viewed alongside the pupil's normal way of working and other evidence of need gathered within the school.

For pupils in Key Stages 2 and 3, any access arrangements will be monitored closely and awarded on an individual basis. These arrangements will be reviewed regularly, and evidence will be gathered of their effectiveness will form part of the evidence of need and normal way of working required for KS4 JCQ applications.

It is important to note that access arrangements at KS2 and KS3 do not automatically entitle a pupil to the same access arrangements at KS4 and KS5. When applying for access arrangements, the school must demonstrate a "substantial and long-term need" which therefore means access arrangements cannot be applied for unless there is a clear history of need, supported by consistent evidence.

5. Arrangements for coordinating SEND Provision

The Head of Foundation, Principal of the Infant and Junior Division, Deputy Head Academic and Governors of the school have an overview of the SEND provision.

Head of Learning Support (SENCO) - Miss Nicky Coonan nicky.coonan@kingsmac.co.uk

Access Arrangements Coordinator and Specialist Teacher - John Ross
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- The SENCO is responsible for:
- Maintaining and regularly updating the SEND register
- Overseeing the day-to-day operation of the school's SEND policy
- Producing, monitoring and reviewing SEN Support Plans and Pupil Passports and ensuring these are shared with all staff
- Providing and implementing targeted intervention for pupils with SEND

- Monitoring and reviewing progress made by pupils with SEND to ensure their needs are being met effectively.
- Advising, supporting and liaising with staff to promote inclusive practice and effective support strategies.
- Overseeing the records of pupils with SEND
- Liaising with the parents of pupils with SEND to promote positive partnerships and shared understanding.
- Contributing to the training and development of staff in relation to SEND.
- Ensuring any EHCPs are implemented and reviewed annually with the LEA.

All teaching staff are responsible for:

- Being fully aware of all pupils on the SEND register
- Providing for the individual needs of pupils with SEND through adaptive teaching strategies
- Ensuring their knowledge of each pupil's needs and strategies are up to date.
- Implementing suitable strategies within the classroom to support learning and participation.
- Liaising with the SENCO to identify areas of difficulty in their subject areas and to agree on appropriate targets and support strategies.

6. Identification and Assessment

Identification and assessment of pupils with Special Educational Needs and Disabilities (SEND) are carried out as swiftly as possible, in line with the responsibilities outlined in the SEND Code of Practice 0-25. Pupils identified as having additional needs are categorised under one or more of the four broad areas of need:

- Communication & interaction
- Cognition & learning
- Social, Emotional & Mental Health
- Sensory &/or Physical Needs.

6.1 In the Infant and Junior Division

At point of entry, any pupil causing concern may be identified during the entrance assessments. Throughout their time in the Infant and Junior Division, class and subject teachers will regularly assess the progress of all pupils and monitor their attainment closely.

A pupil may be identified as needing support if their progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or improve on their previous rate of progress; or
- Results in the attainment gap widening between them and their peers

When such concerns arise, teachers will implement adaptive teaching strategies to support the pupil. If progress does not improve, following these adjustments, the teacher will liaise with the SEND Team to explore whether the lack of progress may be linked to a special educational need.

It is important to note that slow progress or low attainment does not automatically indicate that a pupil has a special educational need.

The school follows a graduated approach, based on the assess, plan, do, review cycle. Information is gathered from: classroom observations, evidence from samples of work, progress data and attainment in relation to their ability, and standardised tests and assessments completed in Years 1-6.

In EYFS, pupils are monitored carefully, and their progress is measured against the Early Learning Goals as set out in the Early Years Foundation Stage Framework. Any cause for concern is discussed and investigated, with a view to implementing small group or individual intervention and support work. As part of the transition process for pupils into the Reception class, liaison with the pre-school setting/nursery takes place to share learning preferences and any areas which require focus and support. Children's progress is measured and tracked in relation to the relevant EYFS age bands/stages of development - for example 22-30 months, 30-50 months, and 40-60+ months.

In Years 2-6 INCAS tests are taken by all pupils and evaluated by staff. The results of these help to identify and confirm any pupils who may require additional SEND provision or support. In the EYFS, pupils complete BASE (CEM - Baseline Assessment) on entry to school, which provides an initial measure of each child's starting point and helps inform future planning and targeted support.

Concerns expressed by parents or pupils - through meetings, emails, or letters - may help to identify areas that require further support or intervention. When appropriate, a meeting involving parents, class teacher and SEND staff is arranged to discuss the pupil's needs. An action plan is devised outlining agreed strategies, along with a review date.

Each pupil receiving additional support has a Pupil Passport, which is reviewed regularly in line with the individuals progress and needs.

6.2 At the Senior School

The SENCO, Head of Year 7 and the Admissions team liaise with colleagues from the Infant and Junior Division and other primary schools to identify pupils who are already known to have special educational needs prior to entry into the Senior School.

On entry to Year 7, all pupils complete screening assessments in spelling, reading, handwriting and baseline testing to enable the early identification of any additional needs that may not have been previously recognised. MidYIS tests are employed in year 7, 10 and 12 to detect further candidates for SEND provision. Additionally, GL Assessment baseline tests are used in English and Maths.

The Assess, Plan, Do, Review cycle is implemented to ensure that pupils already identified with SEND receive the appropriate support. Their progress is carefully monitored through termly meetings involving key staff/heads of departments.

Regular monitoring of all pupils' progress and attainment helps to identify any emerging needs under the same criteria as the Infant and Junior Division.

A review of Year 9 pupils takes place, in liaison with the Head of Year and Heads of Departments, to ensure that all pupils requiring exam access arrangements have been identified.

The Access Arrangements Coordinator gathers information from students, parents, and staff. If necessary, further assessments are carried out. Appropriate support is then arranged, and all relevant information is shared with staff.

Each pupil receiving additional support has a Pupil Passport, which is reviewed regularly in line with the individuals progress and needs.

Concerns expressed by parents or pupils - through meetings, emails, or letters - may help to identify areas that require further support or intervention. When appropriate, a meeting involving parents, class teacher and SEND staff is arranged to discuss the pupil's needs. An action plan is devised outlining agreed strategies, along with a review date.

Additional support

Any pupil requiring additional support will receive this through one of four waves, depending on their level of need.

Wave 1: Adapted teaching in the classroom - Support begins with high quality, adaptive teaching within the classroom. Staff will be made aware of each child's individual needs and provided with specific strategies to implement in the classroom. The SENCO will monitor the effectiveness of these strategies through learning walks and by gathering feedback and evidence from staff about what has and has not worked.

Wave 2: Small Group Interventions - Pupils who require support may be invited to attend small group support sessions that focus on their specific areas of need. These may include the use of online support programmes such as Lexia Power Up and may target areas such as literacy, numeracy, executive function skills or social skills.

Wave 3: 1:1 Support - Pupils needing more targeted help may be offered 1:1 sessions with a teaching assistant or the Assistant SENCO. The content of these sessions will be tailored to the individuals' specific needs. The effectiveness of the support will be monitored through progress tracking, discussion with teachers and regular observations.

Wave 4: Outside Agency Involvement - For pupils with an Education, Health and Care Plan (EHCP) or those who require high levels of daily support, the school will work with the local authority and relevant external agencies. The SENCO and Assistant SENCO will ensure that all necessary information is shared with staff and that appropriate support, advice and guidance are implemented in school. Progress will be monitored regularly and an annual review will take place where information from staff feedback and observations will be collated and shared with the LEA and parents to ensure ongoing support and development.

Access to the Curriculum

The school has an Accessibility Plan and Curriculum Policy that is updated regularly and reviewed annually by the Senior Leadership Team.

At The King's School, it is expected that all pupils, including those with SEND, have full access to the curriculum and are able to benefit from the full range of extra-curricular activities on offer. All pupils are taught within mainstream classes. All staff are made aware of pupils on the SEND register and have access to Pupil Passports for those receiving support that is additional to and different from the usual classroom teaching.

Pupils identified as having SEND but who do not require support are placed on our SEND monitoring list, ensuring that all staff are aware of their needs and can plan adaptive teaching strategies to meet each pupil's individual needs.

Monitoring and Reviewing

The SENCO will monitor the progress made by each child on the SEND register in collaboration with class teachers, Heads of Department, and Heads of Year. This will be achieved through a range of methods, including, work scrutiny, assessment data, lesson observations, learning walks and pupil voice.

The effectiveness of interventions will be reviewed regularly, and formal Annual Reviews will be held for pupils with EHCPs. Regular review meetings will also take place with parents to discuss progress and next steps.

Strategies to support progress will be recorded on Pupil Passports/iSAMs, which staff can easily access and refer to. Pupil Passports are working documents and will be reviewed regularly. They will be updated as and when is necessary to reflect any changes in needs or support requirements.

Review and Evaluation

The Head of Learning Support (SENCO), in collaboration with the Senior Leadership Team and the Governing Body, will review the school's SEND policy and provision at regular intervals to ensure they remain effective and responsive to pupils' needs.

Author: Head of Learning Support

Approved by: Governing Body

Date: November 2025

Next Review: December 2026