



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY WHOLE SCHOOL

This Policy applies to the Whole School, including EYFS and Boarding

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1. Policy aims

- 1.1 This document states the aims, principles and strategies for addressing the needs of students with special educational needs and disabilities (SEND) in both the Preparatory School and Senior School that comprise Kent College.

2. Fundamental principles

- In accordance with the 2010 Equality Act, a pupil with specific needs, including those with a recognised disability should, as far as possible with reasonable adjustments, have their needs met to enable them to participate in all parts of school life, including curricular and extra-curricular activities.
- It is important to us that students with special educational needs and disabilities feel like valued members of the school community and their self-esteem is protected.
- Students with educational support needs are identified as early as possible and procedures followed to ensure their needs are met.
- Procedures are in place to ensure teachers and non-teachers are aware of such students and supported in meeting their needs.
- The specific needs of students will normally be met within mainstream activities or settings but additional support will be offered in cases where this is required as a reasonable adjustment.
- Parents will have access to the SEND Policy and have the opportunity to liaise with SEND staff and contribute to planned provision.
- The SEND department is committed to assessing the needs and progress of students, and specifically monitoring the impact of provision on progress.

3. Definitions:

- 3.1 This policy takes into account the revised Code of Practice for Special Educational Needs and Disability 0-25 years. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:
- The Special Educational Needs and Disability Regulations 2014
 - The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
 - The Order setting out transitional arrangements, Section 137
- 3.2 Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *Special Educational Need/Disability* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

3.4 Children must 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. Identifying and assessing SEND for students whose first language is not English requires particular care and we will look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEND. Difficulties related solely to limitations in English as an additional language are not SEND. Please also see the EAL policy for provision for students where English is not their first language.

3.5 Categories of Special Educational Need:

The new Code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

3.6 Definition of a Disability, according to the Equality Act 2010, Section 6 (1):

A person has a disability if:

- the person has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

3.7 This definition provides a relatively low threshold and includes more young people than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

3.8 The term learning difficulties and disabilities has been used in this policy to reflect the school's compliance and commitment to the relevant legislation above.

3.9 **Special education provision means:**

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area
- for children under two, educational provision of any kind.

3.10 Kent College will have due regard for the Special Needs Code of Practice when carrying out its duties towards all students with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

4. Admission arrangements for students with specific needs

4.1 The School will admit students who have SEND providing that:

- a pupil meets the level required by the School's Entrance examinations when reasonable adjustments have been made;
- the Executive, following consultation with the SENCO department, are confident that with a reasonable level of additional support, the pupil can access the curriculum as it is delivered by subject teachers;
- any extra support beyond classroom teaching and the additional fees this may incur have been agreed with parents.

4.2 In the event of a pupil possessing an EHC Plan, the placement recommendations of the last Annual Review will be taken into account.

5. Arrangements for partnership with parents

5.1 Parents should be fully involved in decisions relating to their child's specific needs. Contact, by letter, telephone, email and in person is actively encouraged and maintained between departments responsible for learning support and the parents of students with specific needs, in order that parents may be fully involved in the arrangements made for their child. Records are kept of discussions with parents and carers, when they occur.

Pupil Educational Plans (PEPS): SEND teachers will negotiate the targets and objectives of the PEPs with students and parents as appropriate, for those who receive 1:1 support. and will then communicate these targets together with subject specific strategies to subject staff ideally during INSET at the start of each term. This will be a termly process. Where a pupil has an EHCP, the provision plan that accompanies the EHCP will be reviewed termly, within the EHCP cycle.

6. Links with outside agencies

The school works with outside agencies such as educational psychologists, occupational therapists, behavioural consultants and health/ social services as appropriate. The SEND department can make referrals and/ or advise parents where to locate suitable external agents (such as educational

psychologists, occupational therapists etc.) but the particulars are at the parents' discretion. Under ordinary circumstances, any costs that are incurred through related referrals are chargeable to parents following liaison with them. Please note that a privately commissioned assessment carried out without prior consultation with the centre cannot be used to process an application for examination access arrangements.

7. Identification of SEND & Screening

We are committed to the early identification of any barriers to learning through an on-going schedule of screening programmes and diagnostic tests which we are able to administer and analyse internally. Upon confirmed entrance, relevant records and documentation pertaining to known learning difficulties are requested. The specific screening package used is to be reviewed regularly and replaced or changed as deemed necessary.

7.1 Screening schedule

The proposed schedule to commence from September 2025 is as follows:

- Prep - Year 4 plus any new students to the school in years 5 and 6 – TOD(S) Dyslexia Screener;
- Senior - Year 7 plus any new students to the school in years 8 and above – TOD(S) Dyslexia Screener;
- Other baseline testing may be administered as requested by specific departments - for example the WIATT-III-UK-T spelling subtest at the start of Y7, 8 or 9 in collaboration with the English Department;
- Formal screening is not planned in the Early Years Setting. Identification of SEND in this setting is based on teacher observations. Teachers are requested to complete an SEN Referral Form which is forwarded to the SENCO. The SENCO will, in the first instance, observe the pupil in an appropriate lesson context and seek further information from the class teacher.

7.2 Missed screenings

In the event of a pupil missing the scheduled screening procedures through absence, or entry midway through an academic year, an alternative screening appointment will be arranged as part of our commitment to the early identification of potential barriers to learning.

7.3 Using progress data

A variety of other input will be used to monitor progress which might lead to the identification of additional educational needs, such as tracking data which is significantly below average. Tracking data is collected at various points in the Prep and Senior Schools using (Centre for Evaluation & Monitoring systems) CAT4, InCAS, MidYIS, Yellis and Alis.

7.4 Qualitative observations and liaison with other parties

In addition, evidence from qualitative observations by subject staff and parents and that presented by external agencies will also contribute to the on-going monitoring and screening of students. Subject staff have a variety of channels of communication to express any concerns and seek advice, including weekly staff briefings/ meetings and termly progress meetings.

8. Provision for all students with specific needs

8.1 **Types of provision** - Provision is tailored to students' specific needs through a number of measures and practices, including:

- the differentiation of classroom practices and/ or programme of study;
- the option of having a mentor assigned and arranging 1:1 sessions, which focus on an identified need.

Emotional support is offered through the pastoral responsibilities of form tutors, mentors (where relevant), Emotional Literacy Support Assistant (ELSA) provision and the SEND staff who can offer advice and reassurance to students.

Following liaison with parents, students are invited to attend 1:1 sessions in cases where a specific learning need has been identified which is likely to be supported by the 1:1 provision that is available internally.

In circumstances in which this is not the case, the SENCO will seek advice from or make a referral to a suitable external agency. All of the provision aims to comply with the duty to make reasonable adjustments as set out in the Equality Act 2010.

8.2 **Departmental Approach** - The level of support and specific recommendations and actions that are implemented, are based on the changing individual needs identified by the SEND department and/ or external agencies, in-keeping with the wider school aim to offer bespoke education. Therefore, a pupil does not have to go through the process of differentiated teaching in order to be referred to an external agent; this decision is based on the individual needs of the students and accompanying circumstances to best support the pupil at any given time. A Waves model is used to identify the level of need and suitable provision for students, and this is communicated both on entry through offer letters, and throughout the pupil's time at school, as decided by the SENCO and Deputy Head Academic.

8.3 **Facilitating compliance to make reasonable adjustments**

Records of students with SEND, including those acquired through screening/ assessment, are shared with subject staff with accompanying recommended reasonable adjustments.

This information is distributed to subject staff at the start of the academic year, while also being available on the school database (iSAMS). A Register of SEND will be maintained by the SENCO. This will be updated half termly, or as necessary and communicated to all teaching staff. The SENCO offers weekly updates on notable data, progress or recommendations during staff briefings/ meetings. In addition, the SEND department is committed to offering internal inset to subject staff as a means of facilitating compliance with reasonable adjustments. A staff reference library is available.

8.4 **Reasonable adjustments** – These are extremely varied and are subject to the specific needs of the learner & the SEND presenting a barrier to learning, but some examples are provided *for the purposes of illustration*:

- i) A pupil with dyslexia - staff are advised to offer handouts which can be highlighted, rather than prolonged note-taking which is more demanding and time-consuming for the pupil.

- ii) A student with attentional issues or a diagnosis of ADD/ ADHD may be supported with some of the following strategies in the classroom and in collaboration with the parents :
 - increase the partnership with parents using a manageable notebook process & colour coding to reflect mood for learning (red, amber, green);
 - sensory circuits;
 - small white boards for whole class response;
 - colour coded reward boxes to incentivise mood regulation;
 - listening stations in classroom;
 - an agreed regulate & return space;
 - reduction of visual clutter;
 - learning breaks.

- iii) Students with a limited working memory capacity - staff are advised to avoid elaborate instructions, as these are difficult to process and interpret. Staff might also be asked to be mindful that tasks which involve reading comprehension will take the students longer, so this should be incorporated into planning rather than putting pressure on students to “keep up”.

- iv) In the case of a pupil having a hearing impairment, staff should arrange a seating plan so that the learner has a clear line of vision to the teacher so that communication is not disrupted, whilst instructing the teacher to look forwards (rather than at a whiteboard for instance) when addressing the class.

8.5 **Measuring progress to inform practice** – Pupil education plans (PEPs) are produced for students who are receiving 1:1 learning support. PEPs are discussed with students when they are drawn up, so that students know what their objectives are, and their input can be taken into account. Correspondence with parents during school progress reports should refer to relevant targets and progress pertaining to their child’s PEP. SEND staff meet to identify tangible targets that can be drawn up and can be subjected to review on a termly basis, while making every effort to ensure targets lend themselves to establishing progress in a measurable way. This can be achieved in a number of ways, such as conducting surveys with subject staff, pupil self-appraisal or staff appraisal including the use of rating scales or repeat screening assessments to compare performance. Staff are informed about targets and notable progress through updates and meetings. The Senior School incorporates this into (termly) progress meetings.

9 Education Health and Care Plan (EHCP)

9.1 The parents of students (with learning difficulties considered by the school and/or parents to be significant enough to require an EHC Plan) should approach their relevant Local Authority and request a Statutory Assessment.

9.2 If a pupil with an EHCP in place makes an application to the school, the SENCO will review the paperwork available, meet with the family and pupil and discuss with the management of the school as to whether the school is able to meet the required needs. An anticipatory view will be taken during this process. Factors to be considered might include some of the following, non-exhaustive list:

- Level of need
- Cognitive profile

- Physical barriers to learning
- Level of social, emotional, physical and academic provision, in addition to the normal patterning of such matter, required
- Staffing and rooming

9.3 For students already on roll, the school will supply all necessary documentation requested by the LA and will follow the same process as in 9.2.

9.4 If it is decided that the pupil's needs can be met effectively, the SENCO, pastoral manager, school nurse and member of the Executive (as necessary) will meet with the family to ensure that the transition process is efficient and effective.

9.5 The EHCP/Outcomes will be shared with relevant staff and teachers will be requested to produce amended schemes of work to reflect the accommodations made within classrooms to fulfil and meet outcomes.

9.6 The SENCO will maintain all necessary paperwork appertaining to the implementation of the EHCP and also ensure in-year reviews and Annual reviews occur within the given timeframes.

10 Access Arrangements for Public Examinations

10.1 It is the responsibility of the SENCO to consider if any student is eligible for access arrangements as set out in the annually updated JCQ regulations. The SENCO will:

- gather evidence,
- arrange and conduct assessments,
- complete the statutory paperwork,
- make online application for the confirmation of access arrangements
- and maintain a record of 'normal way of working' ready for external inspection, as required.

10.2 Assessments used for external examination access arrangements cannot be completed earlier than the start of Year 9.

Ability and Attainment assessments can be carried out internally and are not chargeable to parents.

Privately commissioned assessments carried out without prior consultation with the school cannot be used to process an application for examination access arrangements.

It is then the responsibility of the school's SEND Department, to make the judgement, post assessment, whether examination access arrangements are based on a detailed picture of need, practicable and reasonable

10.3 An illustrative summary of relevant access arrangements

- The use of a word processing facility in examinations is available, subject to students meeting the criteria laid down by JCQ and following a review of need by members of the SEND department. Where laptop use is granted, students will need to sign a laptop user agreement

and will be required to use their own laptop for day-to-day work but will be allocated a school computer for use in external examinations.

- For students eligible for reader and/or scribe, the use of assistive technology will be fully explored before a human reader and/or scribe is allowed.
- Extra time (25%) is granted to students when an assessment has been carried out by a suitably qualified person, such as an Educational Psychologist or Specialist teacher, which produces:
 - i) two standardised scores of 85 or below on a measure of different processing such as reading or writing speed; or
 - ii) one below average standardised score of 84 or less and one low average standardised score (85-89).
 - iii) the SENCO must have considered and thoroughly exhausted the option of supervised rest breaks before making an application for 25% extra time.
- Students with Attention Deficit Disorders (“ADD”) or related disorders are entitled to complete examinations in isolation if there is sufficient evidence of need.

11. Extra-curricular activities

The SEND Department will contribute to extra-curricular activities within the school, while offering the opportunity for students to develop academic/life skills. These are subject to change, but the following examples may be offered, following suitable staff training and a need having been identified:

- Auditory Memory Club
- Visual Memory Club
- Socialisation/ Social Skills Club (Prep and Senior)
- Sensory Circuits (Prep and Senior)
- Lego Club (Senior)
- Read&Write Club

12. The role of the SENCO

The SENCO is responsible for:

- the day-to-day operation of the school’s SEND policy;
- liaising with and advising teachers and other school employees where appropriate;
- co-ordinating provision for students;
- managing the work of teaching assistants as necessary;
- maintaining records and profiles as appropriate;
- liaising with parents of students with specific needs;
- liaising with external agencies and other schools;
- ensuring and maintaining confidentiality at all times;
- keeping up to date with relevant legislation and procedures, including providing advice about necessary access arrangements & arranging supporting evidence;
- line-managing SEND staff
- contributing effectively to ensure that there is a positive ethos towards diverse learning needs;

- developing and maintaining a close working relationship between Senior School learning support staff and those in the Prep School;
- maintaining links with other SENCO and learning support staff from other schools and services;
- on-going CPD, and where appropriate, disseminating information to subject staff.

13. The role of teaching and non-teaching staff

All teaching and non-teaching staff at Kent College will:

- be fully aware of the school's procedures for identifying, assessing and making provision for students with SEND;
- be aware of which students in the school have SEND as appropriate;
- when working with students, differentiate their teaching to take account individual needs;
- assess and monitor the progress of students with SEND and providing relevant information for the SENCO;
- be alert to potential SEND needs and raise concerns with the SENCO;
- keep accurate records to support evidence for access arrangements.

14. Responsibility of the Governing Body

The Governing Body will appoint a Governor with responsibility for Learning Support. He or she will meet regularly with the SENCO to review and discuss current provision. Periodic reports will be made on the provision in the school to the Education Committee and the Governing Body as a whole.

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