



## SENDA Policy

### 1 Introduction

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents**

- Equality Act 2010
- SEND Code of Practice
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2014

**It was written by the SENCo, Mrs Rebecca Stewart (contact details [rs2@kimbolton.cambs.sch.uk](mailto:rs2@kimbolton.cambs.sch.uk)), in liaison with the School SLT and is reviewed annually before the start of each new academic year.**

The Special Educational Needs and Disability Act became law on 11<sup>th</sup> May 2001. The new Act amended the existing Disability Discrimination Act 1995. The SENDA came into effect on 2<sup>nd</sup> January 2002. A revised SENDA Code of Practice was published in September 2015.

The Act states that all children and young people are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Every school is required to

- use their best endeavours to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of the school alongside other pupils
- designate a teacher to be responsible for co-ordinating SEN provision
- inform parents when they are making special educational provision for a child prepare an SEN information report detailing the arrangements, inclusive actions and the facilities provided to enable access to the school for pupils with SEN

The Act defines a disability if a person has “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition provides a relatively low threshold and includes more children 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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. The School welcomes applications from those pupils with a Local Authority Statement. At the point of application,

a detailed assessment takes place to ensure that the School is able to fully meet the requirements of the Educational Statement. All applicants must pass the Entrance Examination which can be modified to meet specific needs, e.g. visual impairment.

The Equality Act 2010 sets out the legal obligations that schools have towards children

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including education institutions are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core

There is a commitment for the Governing body of the school in their annual report to explain admissions procedures for SEN/disabled pupils and what the school provides in respect of equal access to learning. An Accessibility Plan should also be included outlining future developments in increasing accessibility.

## 2

### Admission Policy

The School's Admissions Policy (updated September 2017) makes provision for the disclosure of disability and special needs and the commitment of the School to deal appropriately and supportively in the admissions assessment process. The School therefore fulfils an *anticipatory duty* as defined by the Act. All information parents can divulge prior to and during the admissions process is valued, thus parents are encouraged to share SEN detail that may affect the nature and type of provision the School makes in its placement offer. Where a parent requests confidentiality regarding a SEN/disability this request would limit what the School could provide in making *reasonable adjustments*. Under these circumstances the School has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

No child should be discriminated against on entry into the School because of their individual needs. However, Kimbolton School is academically selective and reserves the right to continue this process. Provision for this is made in the Code, Section 5:23, where independent schools may select on grounds of both ability and aptitude. All pupils must therefore satisfy the academic criteria. Pupils may therefore be asked to take part in a further assessment that is in addition to the usual admission assessments, in order to determine whether they have any underlying difficulties that may prevent them from being able to take a full and active part in the educational provision offered by the School, or if there is a concern about the pupil's ability to maintain the expected pace and learning of the School.

Kimbolton accepts pupils who have Specific Learning Difficulties (dyslexia comes under this umbrella) and those for whom English is not their first language (EAL). A learning difficulty is defined as being where a student has a 'significantly greater difficulty in learning than the majority of children his/her age'. We also offer places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, ADD/ADHD and emotional problems. Suitability of the structure of School buildings and their limitations for each pupil has to be considered. This will be carried out in consultation with each pupil, parents and any appropriately qualified person.

## 3 Appointment of Staff

The School is committed to an equal opportunities approach to employment and ensures both in the advertising and promotion of posts and in selection procedures that appropriate measures are taken to ensure that discrimination

does not take place. (See Equal Opportunities Policy).

#### **4 Education and associated services**

The School has a duty under SENDA to ensure that *less favourable treatment* does not occur in the following areas:

1. curriculum
2. teaching and learning
3. timetabling
4. homework
5. serving of school meals
6. interaction with peers
7. assessment and exam arrangements
8. school discipline
9. exclusion/suspension procedures
10. preparation of pupils for their next phase of education

All of these are bound by the limits of *reasonable adjustment* as covered by SENDA as outlined below.

Special Educational Needs provision is the responsibility of the Head of Academic Support (SENCo). The responsibility encompasses both Kimbolton Preparatory and Senior Schools.

#### **5 Access to out of classroom activities**

The School will wherever possible make *reasonable adjustment* to allow SEN/disabled pupils to access the full educational and learning experiences that the School provides. However, under the *reasonable adjustments duty* the School would also have to consider:

1. the need to maintain academic, musical, sporting and other standards
2. the financial resources available to the School
3. the health and safety requirements – SENDA does not override the School's duties under Health and Safety legislation
4. the interests of the other pupils and persons who may be admitted to the School as pupils.

#### **6 Accessibility Strategies: Buildings**

Under SENDA the School has a planning duty to audit access to buildings and facilities. Such an access audit was completed in 2015 and incorporated into the School's plans for future development.

#### **7 INSET**

The School recognizes the needs for staff INSET on issues of SENDA provision and incorporates this within the plans for full staff INSET. In addition, an awareness of SENDA issues are part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings.

#### **8 Review**

Kimbolton School is committed to regularly reviewing both admissions procedures and policies and issues of access to learning to ensure that a *continuous responsibility* is exercised. Other areas of policy and provision are in addition, and where appropriate, reviewed with SENDA in mind.

#### **9 Claims of unlawful discrimination**

Any claim for unlawful discrimination under SENDA must come from the parent not the child. In the first instance, the complaint should be made to the School and follow the School's Parental Complaints Procedure. However,

parents have the right to refer a complaint to SENDIST within six months of the date on which they believe unlawful discrimination has taken place.

## **Educational Inclusion**

The School is an educationally inclusive School, where the teaching and learning achievements, attitudes and the safeguarding and well-being of every pupil matter. Through appropriate curricular provision, we recognize that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted when possible to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language.

All pupils may have special or specific needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognized and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when additional academic support provision is made for their child.

## **Purpose**

1. This Policy will underpin all the other policies of the School.
2. This Policy will ensure that the provision of the SEN and Disability Act 2001 and Disability Discrimination Act 1995, and subsequent Code of Practice are put into place in this School. It will ensure that the Revised Code of Practice for SEN 2014 is implemented.
3. The Policy will ensure that the provision of the Race Relations (Amendment Act) 2000, together with the Race Relations Act 1976 and subsequent Code of Practice, underpin all aspects of the School's work.

## **Broad Guidelines**

1. To recognize and record pupils' strengths and successes to encourage a positive self-image.
2. Everyone in the School must ensure that there is no victimization, discrimination either direct or indirect against disabled pupils, pupils with SEN or on racial grounds.
3. To ensure that all pupils receive entitlement to a broad, balanced and relevant curriculum and that provision for pupils with SEN is central to curriculum planning.
4. Everyone in the School must be familiar with the requirements of the Statutory Codes of Practice for SEN (Revised), Disability and Race and they must ensure that the Codes underpin all aspects of their work.

## **Organization of Provision**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. On-going assessment of pupils and their needs leads to the identification of those pupils who are not making the expected progress, or falling behind and the gap is widening between them and their peer group. These pupils are identified and support offered in order to ensure they continue to achieve their full potential and are given the tools to ensure they can maintain the expected pace of the Schools' learning environment.

At the beginning of each academic year, a provision register (list of pupils receiving this additional support) is collated and circulated. This is regularly updated throughout the year. Regular meetings are held to discuss individual cases, assess progress and to impart other information. Other information will also be shared as necessary about pupils who have received support in the past years, or who give cause for concern and are being monitored.

The timetable is organized at the beginning of each term, after discussion with pupils, parents and teachers. Every endeavour is made to accommodate each pupil without encroaching on other core subject lessons.

The Academic Support timetable is not rigid and, when necessary, can be altered to suit the pupil and teachers, where possible. The needs of pupils with mild difficulties are met within the normal class situation, with teachers

taking the lead on differentiated, inclusive strategies and approaches in order to support the pupils. Where necessary, teachers consult the Head of Academic Support and will receive advice and materials to help. A variety of materials to facilitate inclusion and differentiated approaches is made available to all teachers by the Head of Academic Support and regular updates and additions to this 'Toolkit' are shared.

Work in the Preparatory School revolves mainly around literacy skills, mathematical skills, handwriting, processing and retention difficulties. Study and organisational skills are also developed as part of our support programmes. Support can be offered alongside peers in class, in small groups or through one to one guided support, outside the classroom.

Senior School pupils receive help in literacy and mathematical skills, in memory techniques, in presentation and organisation of coursework and projects, and in study skills. Support is typically one to one, although small group work is not unusual in some situations. Support is offered on a one-off basis, as a fixed term of support during a lunchtime or afterschool, or (if it is agreed the pupil has a longterm need that will impact on their ability to access the curriculum) a subject is dropped in order to free up time within the timetabled day for one to one support. This decision is not made lightly. It is only done after consultation with the Headmaster, the Deputy Head Academic, the parents and the pupil. This strategy can sometimes reduce pressure for the pupil to enable them to perform better academically overall.

Pupils at all stages are formally and informally assessed every term to make decisions about when it is appropriate to reduce or remove support. This decision is reached in consultation with all relevant teachers, the pupil and parents. A close vigil is kept throughout the pupil's academic life. His or her name remains on file along with the details of difficulties, which have been experienced. At the Senior School, an open door policy is maintained with *ad hoc* assistance being offered when staffing allows.

Pupils, especially at the Senior School, are encouraged to seek help when required.

### **Individual Educational Plans (IEPs)**

The new guidelines suggested that formal IEPs are no longer always necessary. However any pupil who receives individual support for a term or more will have an IEP. This plan details the aims and aspirations of the support, the activities and resources to be used to achieve these goals and baseline criteria to assess progress towards the goal or target. This will happen after information has been gathered from an assessment, from teachers, from parents and from the pupil. This information is discussed with the pupil and shared with parents. IEPs are revised mid-year formally, but termly informally.

Where the advice of outside help is considered necessary, for example speech therapy or occupational therapy, this will be included. Any background information (recent assessment scores linked to the targets the pupil is working on, or a recent report with relevant information from an Educational Psychologist) is also set out in the IEP or reference made to the relevance of the report.

Some targets may be subject teacher specific. This may especially be the case at the Prep School. Thus all IEPs are shared with teaching staff, ensuring an awareness and focus on the pupil's needs in order to meet the needs of each pupil from within the classroom setting. It is not just the responsibility of the Academic Support Department to implement strategies and support for the pupil. It is a school-wide responsibility. All documentation is centrally held enabling all staff to access it when required.

### **Integration of Pupils and Access to the Curriculum**

It is the policy of the School that any pupil with any type of special need should be as fully integrated into the School as possible. They will have full access to the curriculum unless special arrangements have been made, in full consultation with all concerned. It is recognized that all pupils have something to offer to the School and that pupils have strengths and weaknesses in different areas.

It is our policy to recognize those areas of strength and to enhance them, exploiting them to the full, thereby building a feeling of worth and self-esteem in each pupil. Concurrently, areas of difficulty are targeted, in order to

support weaknesses.

Pupils are encouraged to recognize their problems, to face and to tackle them, and not to hide from them. Difficulties are not an excuse.

Differentiation of work or task may take place to ensure full access and, when possible, approaches will be varied or modified to take into account the different learning styles and levels of ability of individual pupils.

### **Assessment and Review**

The School adopts a cycle of Assess, Plan, Do, Review. In this way, throughout the School, pupils' progress is assessed and monitored on a regular basis. This procedure endeavours to ensure that children and parents are regularly provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their support, the accessibility of the education we offer and the reasonable adjustments we can make in order to ensure their full participation and inclusion.

Early identification of any difficulties is vital. Parents are informed of any concerns, and active support in helping their child is sought. An assessment to identify areas of weakness may be offered and to identify next steps of better support. Consultation with all teachers to gather information and evidence of need is part of this process.

In the Preparatory School, class teachers will inform parents of any concerns they have around academic access or progress, after consultation with the Head of Academic Support, before any observation or intervention or assessment gets underway.

Children in Reception in the Lower Prep, will be given a settling in period before any assessment takes place. However, in some cases, it may be appropriate or prudent to act immediately.

Where it is felt necessary, pupils will be offered support from staff in Academic Support. Frequency and times of sessions will be discussed with all concerned parties. Regular reviews of progress, will take place with parents, class teachers and pupils. This may be face to face, on the telephone or electronically. Meeting minutes will always be shared with parents following a formal meeting in school.

Parents are always welcome to contact the Department for advice or discussion and parents are kept regularly informed of support that the Department is implementing and any additional help they can provide at home to compliment this through a weekly feedback communication folder or email.

Assessment and review of each pupil is an ongoing process. In addition, the Special Needs Policy and resulting practice are continually kept under review, with the changing needs of pupils and the School, teaching requirements and government policy.

As the need arises, staff, parents and pupils are kept informed of developments.

Regular liaison involving appropriate staff takes place. The Headmaster, Senior Leadership Team, Head of the Preparatory School, Heads of Departments, tutors, teachers, TAs, parents and pupils are all kept informed of developments, as and when necessary.

It is the School's policy to ensure smooth passage throughout the whole School. To this end, meetings are held at transitional stages involving the Preparatory School and the Senior School. Meetings with parents are held at specific key points during the academic life of pupils at the Preparatory School to explore transition to the Senior School. The competitive situation, based on exam success, for every Preparatory pupil cannot be overlooked or ignored and a dialogue with teachers and parents is key to ensuring pupils are best placed to fulfil their potential and meet the expectations set within the entrance exam. These typically begin in Year 5.

The other area of transition that is closely monitored and discussed as necessary is the transition between Year 2 and Year 3. New support strategies may be suggested and implemented in order to ensure the pupils are able to access the teaching and learning opportunities delivered in 'Upper Prep'. At all times, informal discussion takes

place with members of staff, in the normal course of the School day.

All pupils are assessed for reading and writing difficulties on entry to the Senior School. We are thus able to identify and monitor any difficulties in these areas. If seen to be appropriate, extra help will be offered after consultation with the Head of English, the appropriate tutor, teachers, parents and pupils and Academic Support. Alternatively, advice is offered about the best way to access in class learning, tackle homework and exams. The Head of Academic Support is involved in delivering a PSHE module in the First and Fourth Form which enhances this. This ensures all pupils are offered advice on the best way to tackle their studies and develop effective strategies around revision and exams. This support is extended to the Lower Sixth probationers in their first term when necessary.

Pupils in the First and Third Form are also assessed with a view to giving special consideration in future exams.

### **Gifted and Talented Pupils**

The School recognizes gifted and talented pupils as having special educational needs. The needs of those pupils are met by individual teachers and tutors who coach and supply differentiated work to meet the challenge as necessary. The school has a separate policy for supporting the interests of Gifted and Talented pupils (the Enrichment Programme). At the Senior School, the Assistant Head (Extension & Enrichment) is responsible for pupils with recognized gifts and talents. At the Prep School, this falls under the remit of the Deputy Head Academic.

**Reviewed: September 2017**