



## **A2a - EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (INCLUDING ARRANGEMENTS FOR PUPILS WITH A STATEMENT OR AN EHC - EDUCATION, HEALTH AND CARE PLAN) POLICY**

### **Introduction and Aims**

Duke of Kent School, in accordance with its Ethos and Aims, seeks to enable all its pupils to thrive and to achieve their potential in every area and aspect of School life.

We aim to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled pupils, those identified with special educational needs (SEN) and their peers. This policy should be read in conjunction with our Equal Opportunity and Diversity policy and applies to all pupils from Nursery to Year 11, including therefore pupils in the Early Years Foundation Stage. Pupils with SEN and/or disabilities may also have an Individual Health Care Plan (IHCP); further information on IHCP can be found in our Supporting Pupils with Medical Conditions Policy. Further information about any aspect of educational and welfare provision for pupils with special educational needs (SEN) and disabilities is available from the Learning Development Department (LDD).

We aim to do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with special educational needs. We want to help young people realize their ambitions in relation to higher education and/or employment, independent living, participation in society (having friends and contributing to society), and healthy living.

Our Learning Development Centre is a dynamic department, fully integrated in every aspect of School life. The Head of Learning Development, Caroline Instone, is a member of the Senior Leadership Team and the Health and Safety Committee.

When SEN are identified, our approach is to take action to remove barriers to learning and to put specialist educational provision in place where necessary.

The new SEN Code of Practice (with effect from September 2014 and revised 2015) marks significant changes in procedure and provision for pupils with Special Educational Needs. Pupils who prior to this date have had Statements of need will be transitioned to the new system of Education Health and Care Plans (EHC). This policy is written with reference to the new Code and to 'Supporting pupils at school with medical conditions' (2015).

By the end of their time at Duke of Kent School (the academic year in which a pupil reaches 16 years of age), greater autonomy is transferred to the pupil in planning educational and health arrangements and we aim gradually to prepare pupils for this important development. Preparation for independent adult life, for all pupils, including those with special educational needs, is given careful emphasis throughout Duke of Kent School in the curriculum and extra-curricular activities and in particular through the PHSCE programme. Form teachers play a vital role in this process and are the first point of contact for parents and pupils.

Aware of its legal obligations, the School seeks to support pupils with EHC/statements of Educational Needs in a number of ways: the School has regard to the new SEN Code of Practice (2015) and will meet the needs of the EHC/statement, aiming to ensure access to the curriculum through appropriate support

and differentiation, and in addition will support the pupil through academic provision and intervention where necessary, through communication with pupil and parents, and through pastoral support.

Individual staff at Duke of Kent School have a range of training, experience and expertise in the area of Special Educational Needs and Disability, both here and in other contexts, including supporting pupils with severe allergies, autistic spectrum disorders, cancer, diabetes, dyspraxia, dyslexia, epilepsy, sensory impairment. Awareness, enhanced and specialist training are available to our staff as part of our training programme for the whole staff and for individual teachers. When appropriate, parents are invited to participate in training staff. Training needs are reviewed annually in the Autumn Term by the Deputy Head who has responsibility for staff training and any necessary actions taken.

In accordance with Department for Education guidance: Mental Health and Behaviour in Schools: Departmental Advice for School Staff, Duke of Kent School recognises that pupils with persistent mental health problems may have Special Educational Needs.

Monitoring progress and making provision for stretch and challenge pupils (formerly known as 'Gifted and Talented') is also co-ordinated by the Learning Development Department from Years 3 - 11, though subject teachers retain responsibility for delivery of stretch and challenge, liaising with Heads of Department as appropriate.

### **Underlying Principles**

Duke of Kent School supports the principles underlying the Code and expects these principles to be observed by all adults working with children and young people who have SEN or disabilities, including:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

The School is committed to working in close cooperation with local authority, health and social care partners to ensure the best outcomes for pupils.

### **Responsibilities**

**The Head:** The Head is responsible for ensuring that there is a culture of high expectations for pupils with Special Educational Needs and disabilities and that they are included in all the opportunities available to other children. Wherever necessary, the Head consults external health and social care professionals and meets with pupils and parents to make sure that the needs of children with medical conditions, disabilities and special educational needs are effectively supported. Fortnightly meetings between the Head and Learning Development staff support good communication.

Day to day management of Special Educational Needs in the School is delegated to the **SENCO**, Caroline Instone, Head of Learning Development. Parents and prospective parents may contact the SENCO via the School Office.

The SENCO plans and coordinates provision but classroom teachers remain responsible for the education of pupils identified with SEND and, with support from the SENCO will implement any programmes or strategies in place agreed as part of SEND support. The SENCO will be responsible for ensuring that all adults working in the School understand their responsibilities to children with SEND, including pupils whose persistent mental health difficulties mean they need SEN provision. Specifically, the SENCO will ensure colleagues understand how the School identifies and meets pupils' SEND needs and will liaise with parents and external professionals as necessary to provide the best possible support for pupils with SEND.

**Governing Body:** The governing body is responsible for ensuring that appropriate arrangements are in place and procedures are carried out effectively. Arrangements for pupils with SEND in general and for pupils with a statement/EHC are reviewed annually (Summer Term Health and Safety Meeting) by the Governor with Lead Responsibility for Special Educational Needs and Disability (Mrs Penny McKenna) on behalf of the governing body.

## **Defining Disability and Special Educational Needs**

a) **Disability:** According to the 2010 Equality Act, a person is disabled if he or she has ‘a physical or mental impairment which has a long-term and substantial adverse affect on their ability to carry out normal day to day activities’. ‘Long term’ is defined as a year or more; ‘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.

b) **SEN:** Duke of Kent School takes its definitions of SEN from the 2015 Code of Practice:

i. 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 him or her.

ii. A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

iii. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.”

## **How Duke of Kent School Supports Pupils Identified with SEND**

### **I. Introductory**

1.1 Pupils who require additional support to access the curriculum, to reach their academic potential or to make appropriate progress, are monitored by the Learning Development Department. Where pupils have SEN or a disability requiring intervention or specific support, and/or an EHC/statement of educational needs, appropriate support will be given through the Learning Development Department.

1.2 The School will meet the provisions set out in the EHC/statement of special educational needs. Learning Support is provided in Extra English and Extra Numeracy/Maths, Occupational Therapy and Study Skills (at least one and up to four half hour sessions per week, dependent on need), and is usually charged to parents on a termly basis. Where pupils are funded by Local Authorities, the Bursar will handle communication regarding payment for any Learning Support or classroom support.

If receiving additional support lessons, pupils will be set clear targets (in the form of a Personal Learning Plan) which will be reviewed termly to monitor progress.

1.3 An Annual Review will be held for any pupils with a statement/EHC, to discuss progress and to set global targets for future progress, with parents and any relevant external agencies, which the pupil may attend. The pupil's perspective, whether the pupil is attending in person or through prior consultation, will be represented. There will be significant opportunities to seek a broad range of evidence prior to this meeting.

1.4 The Head will be responsible for the overall pastoral care and welfare of the pupil, will be regularly briefed on pupil progress by relevant staff, and will oversee regular contact with the parents.

## **2. Communication between Learning Development Department and Staff**

2.1 The Head of Learning Development is the Special Educational Needs Coordinator (SENCO) and provides information and support to classroom teachers and assistants and where necessary to the wider staff about pupils with SEND/EHC/statements of special educational need, disseminating expertise both proactively and in response to teacher request. The Head of Learning Development will liaise where appropriate with external professionals, for example Speech and Language Therapists, to ensure continuity of approach where possible and the provision of information to teaching and support staff. Staff Briefing (daily) and Meeting (weekly) are important opportunities for individual pupils' progress, needs and attitudes to be discussed.

2.2 Information on the profile, needs and suggested strategies for each pupil receiving Learning Support, including those with EHC/statements of special educational need, is readily available to all staff, held in the Staff Room, and further advice is available on request. At the INSET prior to the pupil starting at the School, the SENCO will have information on the profile of a pupil with an EHC/statement of special educational needs and suggested approach/strategies for teachers.

2.3 The Learning Development Department serves as a resource for staff who wish to learn more about a particular condition or learning disability. Learning Development staff can attend lessons on teacher request to provide advice and feedback on teaching all pupils including those with EHC/statements of special educational need, and can initiate classroom visits to see pupils with EHC/statements of special educational need in order to monitor the progress of the pupil and the effectiveness of strategies employed.

## **3. Communication with Pupils and Parents:**

3.1 Duke of Kent School seeks to promote excellent communication with the parents of all pupils but recognises that parents of pupils with an EHC/statement of special educational need may require information beyond that which is usually provided (See Reporting in Curriculum Policy). Form teachers are reminded to be particularly alert to the needs of the pupil and parents in this regard and encouraged to be proactive in their communications.

3.2 Parents of pupils with EHC/statements of special educational need are invited to visit to discuss their child's educational needs, prior to the pupil starting at the School, or on identification of need, with the Head of Learning Development and the Head and to participate in the development and review of the Personal Learning Plan.

3.3 Parental permission will be sought in cases where external agencies seek information or reports on pupils, except where Safeguarding requirements supersede this objective.

3.4 Parents will be requested to ensure that the Head of Learning Development (SENCO) has access to any relevant documents or reports to ensure that Personal Learning Plans/Target Setting/Teacher Briefing are as well informed as possible.

3.5 Parents should have clear information about the impact of the support provided and be involved in planning next steps.

- 3.6 Parents are informed when special educational provision is made for a child, whether or not a statement/EHC is in place.
- 3.7 Pupils will be kept informed about their SEN and consulted about the provision being put in place for them in ways appropriate to their age and level of maturity.

#### **4. Pastoral Support:**

- 4.1 Pupils with EHC/statements of special educational play a full part in the life of the School and are encouraged and, where necessary, supported to take part in Activities, for example, which will promote their academic and social development. Development of friendships is regarded as a priority for pupils' well-being will be supported if necessary with social skills intervention or enhanced mentoring. Form teachers take the lead on this but will work closely with the SENCO and other teaching staff to ensure that the pupil is fully and happily integrated into School life.
- 4.2 In all dealings with the pupil, the Form Tutor and Head of Section will have regard to the information provided in the EHC/statement of special educational need.
- 4.3 Where appropriate, an older pupil with an EHC/statement of special educational needs will be given opportunities (e.g. reading support or contributing to a Form Assembly) to mentor or act as a role model to younger pupils, under supervision of the SENCO.

#### **5. How Needs are Identified**

- 5.1 A referral for Learning Support can come as a result of concerns raised by the pupil, by teachers or parents, or as a result of pre-existing reports from a prior school or external expert or agency. Whole school screening in spelling, reading and writing speed operates from Year 3 upwards. The SENCO reviews all pupils' written reports as a screening for any pattern that might suggest unidentified special needs.

In the Early Years Foundation Stage (EYFS), close communication is maintained between the Learning Development Department and teaching and support staff, including regular visits of LDD staff to the Pre-prep classrooms. The pupils' twice-yearly reports to parents, EYFS tracking documents and the EYFS profile (completed in the final term of the Reception year), are scrutinised by the Head of Pre-prep, EYFS Co-ordinator and SENCO. These track the following areas:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The EYFS profile is used to inform plans for future learning and to identify any additional needs for support.

- 5.2 The provision of Learning Support always follows careful analysis of need and discussion with the pupil and parents. Close liaison with classroom teachers and parents means that individual targets and programmes best reflect the needs of the learner. Need is reviewed on a termly basis, with pupils included or discharged from Learning Support direct supervision as appropriate. Interventions will follow the cycle of 'Assess, Plan, Do, Review' as advised in the Code of Practice.
- 5.3 Duke of Kent School seeks to respond additionally to those pupils who require short term assistance, for example, with planning and organisation, and provides a two or three week study

support course for individuals in Years 7-11 who require such intervention. Pupils may self-refer for this assistance or be referred to the Learning Development Department by parents or teachers.

## **6. Reasonable Adjustments**

- 6.1 Duke of Kent School is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled. Recognising that every child is unique this document does not seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments.
- 6.2 We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.
- 6.3 We seek to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:
- . to our policies, criteria and practices (ie the way we do things); and
  - . by providing auxiliary aids and services (ie additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include: pieces of equipment; extra staff assistance; note-taking; induction loops; audio-visual fire alarms; readers; and assistance with guiding.

- 6.4 We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the School.
- 6.5 We have an inclusive approach to admissions and are proud to admit pupils with a wide range of ability and potential. We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for disabled applicants sitting the entry test.
- 6.6 Duke of Kent School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.
- 6.7 If your child is disabled, you believe your child is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (SENCO) setting out in full the adjustment required and (if necessary) how the school could put this into practice.
- 6.8 In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that where an adjustment costs £100 or less and satisfies the non cost-related criteria listed below, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

- 6.9 When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:
- whether it would overcome the substantial disadvantage experienced;
  - the practicability of the adjustment;
  - the effect of the disability on the pupil;
  - the cost of the proposed adjustment;
  - will it be provided under a Statement/EHC from the Local Authority;
  - the school's resources;
  - health and safety requirements
  - the interests of other pupils (and potential pupils).
- 6.10 You (or your child if the school believes your child has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.
- 6.11 Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons. If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure, available on the School website.
- 6.12 For pupils with an EHCP plan, disability or applicable diagnosis, relevant Access Arrangements will be put in place according to current JCQ guidelines and dependent on the pupil's normal way of working. Pupils will be monitored within internal tests and exams and evidence gathered to support their Access Arrangement.

**Person Responsible for this policy: The Head**

**Reviewed: September 2018**

**Next review: September 2019**