

LEARNING SUPPORT SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Introduction

The School is committed to the aims of providing a broad, balanced and relevant curriculum and promoting the pursuit of excellence by each boy. All pupils' progress is assessed and recorded through the school's reporting procedures.

At King Edward's School there will be boys who are of exceptional ability. We are committed to supporting 'able, gifted and talented' pupils through academic enrichment e.g. access to national competitions, extension programmes and public performance. All staff should encourage these pupils to develop their particular ability to the highest levels both inside and outside the classroom.

Even though King Edward's School is an independent school which selects its pupils according to their ability, we accept that there will be boys in our care with special educational needs and recognise there is a continuum of need. The current categories and terminology as specified in the "Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)" have been adopted.

The four categories of need are:

- Communication and Interaction - e.g. *Asperger's Syndrome*
- Cognition and Learning – including *Dyslexia, 'Gifted and Talented'*
- Social, emotional and mental health - e.g. *Attention Deficit Disorder*
- Sensory and/or Physical Needs e.g. *Developmental Coordination Disorder*

These boys are entitled to appropriate support. All staff should be sensitive to the individual needs of the boys by ensuring that in their planning and teaching they provide suitable learning challenges, responding to pupils' diverse learning needs and attempting to overcome potential barriers to learning. Where a boy does not have an Education, Health and Care Plan but requires support for learning then the appropriate level of support and guidance will be provided; where appropriate, individual education plans will be provided and regularly reviewed. Where a boy does have an Education, Health and Care Plan the school will work with the Local Authority and parents to ensure appropriate levels of provision and support are made.

Boys with Special Educational Needs and Disability (SEND) identified prior to entry

If a boy has a special educational need or disability which was identified prior to entry, the School will liaise with his parents and with his feeder school to ensure continuity of support. This might involve liaison with outside agencies e.g. Birmingham Visiting Teacher Service. The support strategy for the boys will be discussed and agreed by all interested parties. If the boy requires extra tuition, an additional fee may be charged.

Boys with SEND which are identified after entry to the School

Upon entry to Year 7, an initial screening for specific learning difficulties of all boys is undertaken; this process only tends to highlight possible cases of dyslexia. The school does not possess the expertise to diagnose e.g. dyspraxia, ADHD, Autistic Spectrum Disorders, but if the school believes a student may have a complex condition such as this it will note these concerns, discuss them with parents and advise on how to obtain an assessment by an appropriate specialist. If a boy either develops a special need or disability, or is identified as possibly having a special need or disability, the School will liaise with his parents. A diagnostic assessment will be carried out. Parents may be asked to arrange for an assessment with an Educational Psychologist which will incur a fee. Support strategies will be identified and implemented after discussion with relevant members of staff.

English as an additional language

Given the high academic demands at KES, a student who is not a fluent English speaker but who has nevertheless satisfied the school's academic entry requirements may find the pace challenging. Where appropriate the school will provide support including with key vocabulary in specific subject areas and will work closely with parents on any adjustments to the curriculum to enhance learning and linguistic development.

Special Educational and Disability Needs Register

All boys who are formally identified as having a special educational need will be listed in the SEND register. Each boy will have a support strategy agreed by the pupil, parents, Special Education Needs Co-ordinator (SENCO) and Form Tutor. The support strategy will be reviewed twice a year. For boys who do not have Education, Health and Care Plans but do have learning difficulties and/or disabilities, the same procedure will be followed.

Staff Information and additional Guidance

The Special Educational Needs Register can be found on the school network at RMStaff/LSboys/Current Information/Summary List

An Individual Profile on each boy can be found at RMStaff/LSboys/Current information/year group

IEPs can be found at RMStaff/LSboys/Current information/IEPs

Guidance for staff in offering strategies and information regarding pupils with Special Educational Needs can also be found at:

RMStaff/LS boys/LS Guidance.

The Guidelines will be reviewed annually and updated accordingly for the start of the new academic year.

The SEN Register will be updated in February and September each year.