

LEARNING SUPPORT SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy has been formulated with regard to the 2015 Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years, the Equality Act 2010, and the Children and Families Act 2014.

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*

The Learning Support Department aims to enable all pupils with SEND to be able to access education at the same level as other pupils in the school. Whilst we acknowledge that the school is not a Learning Support specialist, we aim to support learning for pupils with SEND within the wider school environment, where every pupil is seen as an individual with individual needs. We aim to do this by making reasonable adjustments for our pupils with SEND within school.

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; if needed 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 also involve liaison with outside agencies. 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

Whilst taking all reasonable care and working in tandem with parents, the school cannot be held responsible for the diagnosis of a pupil's learning difference.

If the school believes a student may have a complex condition such as dyspraxia, ADHD or Autistic Spectrum Disorders 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. Information will be gathered to determine whether or not there is enough evidence to warrant the employment of an outside agency to carry out further assessments in accordance with JCQ and IB requirements.

Outside agencies will be directly instructed by the school which will incur a fee and parents should not seek to employ a private assessor. **School will not accept an assessment report for an existing pupil, which has been commissioned by a parent and carried out without prior discussion with the Head of Learning Support.**

No external assessments will be requested without agreement with the parents. The outside agencies will be known by the school and where possible assessments will take place on the school premises during school hours. A meeting between the assessor and the Head of Learning Support will be held afterwards to discuss the results. The Head of Learning Support will ensure that the assessor meets the academic requirements to carry out assessments and will keep a copy of the assessor's qualification available for inspection. Support strategies will be identified and implemented after discussion with relevant members of staff, parents and the boy himself along with any appropriate access arrangements.

Please note, however, that pupils often compensate well for any learning difference, meaning that such a difference may not necessarily offer a significant barrier to learning. Learning differences can present themselves at different stages in development and/or with different levels and types of challenge. It is therefore possible that an underlying learning difference only becomes a barrier to a pupil's learning later in their school career

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 and Head of Learning Support. The support strategy will be reviewed twice a year or more often if appropriate. 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
RM AllStaff/LSboys/Current Information/Summary List

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

IEPs can be found at RM AllStaff/LSboys/Current information/IEPs

The SEN Register is a working document and will be regularly updated.