

TKS Special Educational Needs and Disability Policy



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1. Aims

Our SEND policy aims to outline the support and provision made for pupils with special educational needs and disabilities. All children are entitled to an education that is appropriate to their needs and promotes the fulfilment of potential. Provision for children with Special Educational Needs is carefully and deliberately planned to enable them to achieve their best academically, as well as become confident, well-rounded individuals who are well prepared for the next stage of their lives.

The King's School is committed to the flourishing of all children, irrespective of their level of need or personal challenge and to treating all members of the community with both dignity and respect. At the school's heart is the belief in the uniqueness of every individual as created by God and the conviction that all have something special to bring to our community. This policy should be read in conjunction with the school's Equality Policy and the Accessibility Policy and Plan. Staff and pupils are expected to anticipate and embrace adjustments and adaptations that will ensure that all members of the school community are able both to learn and to flourish. Some pupils require more support than others. If these pupils are to achieve their full potential, this must be recognised, and appropriate plans be put in place.

A significant proportion of pupils will have special educational needs at some time in their school career. Some of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. It is part of both embedded practice and pupils' understanding that everyone is unique and everyone is equally valued, therefore adaptations and support are seen as an appropriate and important adjustment to reflect this understanding. At The King's School, we take heed of the Education Endowment Foundation (EEF) research (2021) that concludes: "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."

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2. Legislation and Guidance

This policy and information report is mindful of the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans and SEN coordinators (SENCOs)

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO for the Early Years is Ruth Pearson, ruth.pearson@tkswitney.org.uk and the SENCO for the Primary and Secondary departments is Lynn Moxham, lynn.moxham@tkswitney.org.uk.

They will:

- Work with the Principal, Heads and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority (LA) and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings;

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- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this;
- Work with the Principal, Heads and SENCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.

4.4 The Heads will:

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability, reporting progress of SEND pupils termly to the SENCO.

4.5 Class teachers are responsible for:

- The progress and development of every pupil in their class;
- Working closely with teaching assistants and learning support assistants where relevant to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision;
- Ensuring they follow this SEND policy.

5. SEND Provision and Implementation

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties;
- Cognition and learning, for example, dyslexia and slow processing speed;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- Moderate and multiple learning difficulties.

5.2 Admissions for SEND pupils

Admissions for SEND pupils are detailed in our Admissions Policy

5.3 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If it is decided that the pupil requires SEN support the parents will be notified. An Individual Education Plan will be written, outlining outcomes and termly targets or if teacher strategies in class will sufficiently meet the need of the pupil, a Pupil Profile will be written. Individual Education Plans and Pupil Profiles will be reviewed with parents termly.

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. Pupils moving between early years to primary and primary to secondary will be prepared with the use of transition booklets as needed, taster sessions in their new class and a pre-visit prior to the start of a new year if this is considered helpful to the pupil.

Interviews will be held with parents when a child with identified SEND needs transitions from nursery to reception. The level of the SEND requirements or behavioural needs of a child will form part of the interview process. We reserve the right not to offer a place where we determine the needs of the child cannot be met by the school's resources. Please see the school's admission policy for further details.

Where there are concerns raised about the suitability of the Secondary department for a pupil, this will be raised during Y4 and Y5. Threshold testing will occur in the summer term of Y4 and an IEP meeting with parents and SENCO during Y4 and in the first term of Y5 will indicate to parents if issues arise regarding

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potential entry into Y7. Where the School becomes aware of a disability or special educational need of an existing pupil, the School will do all that is reasonable to assist the pupil whilst at the School.

If in the professional judgement of the Principal and relevant staff, and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for the pupil's physical, educational or behavioural needs after all reasonable adjustments have been made, or if attending to the child's needs affects to an unreasonable degree the educational progress and welfare of classmates, or the welfare of staff, parents will be asked to withdraw the pupil, without being charged fees in lieu of notice. The School will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary environment and level of teaching and support.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

For some pupils, interventions are used to improve motor skills or application, or to give support in a particular area e.g. spelling or numeracy skills. Intervention programmes are used to target an individual's specific needs and may be taught 1:1, or in small groups. Sometimes children may be part of a group for a limited time period to boost confidence in an area of the curriculum. Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of both academic learning and in their personal development.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Our Accessibility Plan outlines ways we are continuing to make our school as accessible as possible and explains ways in which we are increasing the extent to which disabled pupils can participate in the curriculum.

All pupils will be assessed for exam access arrangements according to their normal way of working.

5.9 Additional support for learning

We have teaching assistants in primary who are trained to deliver specific interventions. We do not have teaching assistants in secondary and pupils are supported by pupil profiles that provide teachers with specific strategies to support individual pupils with SEN. Literacy support is provided for small groups of pupils at secondary level.

Teaching assistants will support pupils on a short term 1:1 basis when an intervention is required or support is needed to meet a specific target on the child's Individual Education Plan.

Teaching assistants will support pupils in small groups when the same support is required for a number of pupils, which can be delivered in a group setting.

We do not have provision for one to one support for pupils on a general, ongoing basis, nor are parents able to pay for this privately at The King's School.

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5.10 Securing equipment and facilities

Necessary equipment is provided to meet SEND needs within the class, within the school annual SEND budget and according to reasonable adjustment. If individual equipment is required this is sought through NHS services or privately funded by parents. The Local Authority are not obliged to provide funding for a child with an EHCP in an Independent school, and this is considered on a case by case basis. Where a child has an EHCP without associated funding, or where the funding does not sufficiently cover reasonable school costs, parents will be required to support their child financially in supporting their child's resource or equipment needs. As stated in 5.9, this does not include the option of paying for one to one support.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term, in conjunction with parents and pupils;
- Reviewing the impact of interventions termly;
- Monitoring by class teacher and the SENCO;
- Using tracking to evaluate a child's progress and planning intervention to narrow the gap;
- Holding annual reviews for pupils with EHC plans.

For very few pupils, the help provided at SEND level may not be sufficient to enable the child to make adequate progress. In this case, the school, in consultation with parents and the external agencies already involved, will consider asking the LA to initiate an Education Health and Care Plan (EHCP).

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Many of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trips and take part in the Duke of Edinburgh scheme where possible. All pupils are encouraged to take part in school events. Please refer to our Accessibility Plan for further details.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council;
- Pupils with SEND are allocated a key person in nursery, reception and other areas of the school as needed;
- Class teachers and tutors provide opportunities for 1:1 mentoring;
- Mental health issues are considered by our mental health and wellbeing coordinator, on a case by case basis. A wellbeing base is provided in both Primary and Secondary for listening and discussion. Referrals are made to external services as required.
- We have a zero tolerance approach to bullying. Please refer to our anti-bullying policy for more details.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEN: NHS services, including Occupational Therapy, Physio Therapy and Speech and Language Therapy, social care bodies as well as CAMHs for referrals and recommendations of support. We also work with private services for teacher training purposes or for support of individual pupils as funded by parents. Educational Psychologists are recommended to parents where further advice or assessment is required, which is funded privately by parents if they decide to employ these services. Parents are sign posted to voluntary and support services through the Local offer.

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5.15 Concerns or Complaints about SEND provision

Concerns or Complaints about SEND provision in our school should be made to the class teacher, tutor or SENCO in the first instance.

In the event of a formal complaint, parents should follow the complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.18 The local authority local offer

The school has very close links with the SEN Support Services and professionals come in to work with pupils with speech and language needs or physical needs and have strong relationships with staff and parents.

The school signpost parents to SENIASS (Formerly Parent Partnership) to support individual pupils and families and to take measures to meet their individual needs.

Where pupils are referred to CAMHS the SENCO and staff work closely with pupils and families in order to facilitate any sessions in school and implement advice or strategies of support.

Looked After Pupils are supported at The King's School by the designated teacher for LAC (Mrs Lynn Moxham) and working closely with social workers to take part in PEPs (personal educational plan). This ensures their needs are being met and reviewed and evaluated regularly.

Our local authority's local offer is published here: https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer?utm_content=&utm_term=nl

Parents need to be aware that not all services are available to us as an independent school without a fee. The school liaise with parents to find appropriate resources and support where they cannot be provided through SEN support.

6. Monitoring Arrangements

This policy will be reviewed by APS Governors triennially. It will be updated if any changes are required within that period. This policy will be approved by the APS Committee as representatives of the Full Governing Body.

7. Links With Other Policies and Documents

This policy links to the following documents:

- Accessibility Policy and Plan
- Admissions Policy
- Behaviour Policy
- EAL Policy
- Equality and Diversity Policy
- More Able Policy
- Safeguarding Policy

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- Supporting Pupils with Medical Conditions and Health Needs Policy