



Special Needs and Inclusion Policy

The King's School
Cadhay Lane
Ottery-St-Mary
Devon
EX11 1RA

Policy Change Control

Policy Owner	DHT Inclusion
Approved By	C&Q Committee
Date of Last Approval	26/01/2024
Next Revision Due	January 2025

Date	Version	Person	Change / Action
16/06/2016	1.0	Trustees	Adoption of Policy
02/05/2017	1.1	LOE	Update to template and format
02/08/2017	1.2	PEF	Inclusion of G&T and update
26/09/2017	1.2	Trustees	Presented to Trustees for Approval
19/09/2018	1.3	PEF	Minor updates
26/09/2018	1.3	Governors	Presented to Trustees for Approval
03/09/2019	1.4	PEF	Minor update (terminology)
25/09/2019	1.4	Trustees	Approval
11/12/2020	1.5	PEF	Minor update- replacement of paragraph in section 7
27/01/2021	1.5	Trustees	Approval
05/01/2022	1.6	PEF	Small additions to section 7.0, 8.0 Addition of section 11.00 Addition of appendix 2- provision maps
26/01/2022	1.6	Trustees	Approval
05/01/2023	1.7	PEF	Minor updates
26/01/2023	1.7	Trustees	Approval
21/10/2023	1.8	PEF	Removal of G&T to focus on SEND (3.0 and 9.0) Update to section 2.1 Update to section 6.0 Addition of a section on safeguarding Updated graduated response
25/01/2024	1.8	Trustees	Approved
12/12/2024	1.9		Minor changes to formatting. Differentiation replaced with adaptive teaching
21/01/2025	1.9	Trustees	Approved

1.0 Links with the School's Purpose, Vision, and Values

- Delivering the school purpose of 'achievement for all' whilst demonstrating the five core values of achievement, creativity, integrity, respect and resilience.
- Ensuring that all students feel safe in their learning environment.
- Developing the highest quality learning experiences possible for all of our students to raise aspiration and achievement.

2.0 Description of Policy Formation and Consultation Process

People involved:

- Deputy Headteacher - Inclusion
- SEND Trustee
- Senior Leadership Team (SLT)
- Skills for Learning Team

The SEND Coordinator (Deputy Head Teacher- Inclusion) is Mrs. Paula Farrand.

2.1 Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- Disability Discrimination Act 1995

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting students at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

This policy also has regard to other School policies.

3.0. Definitions

Special Educational Needs and Disabilities (SEND)

The law states that a child has a special educational need if they have:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

4.0 Areas of special educational need

The King's School will make provision for students with the following four kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

4.1 The King's School is committed to providing an appropriate and high-quality education to all the students living in our local area. We believe that all students, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

4.2 We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe.

- 43 The King's School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all students in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs providing a graduated response to special educational needs provision.

- 44 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- gender
- minority ethnic and faith groups, travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant students and teenage mothers
- any learners who are at risk of disaffection and exclusion
- any learners who are underachieving against their academic potential.
- any learners who are in receipt of student premium funding.

- 4.7 At The King's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve to their full potential. This policy seeks to explain our school offer to students at The King's School in order to support them in both removing barriers to their learning and to reach their academic potential.

- 4.8 The King's School sees the inclusion of students identified as having special educational needs as an equal opportunities issue, and we will aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We believe in a learner centered approach to support, where we work in partnership with the parents/carers and other agencies.

5.0 Inclusion Principles

- Staff at The King's School value students of different abilities and support inclusion.

- Within the school, staff and students will be constantly involved in the best ways to support all students' needs. There is flexibility in approach in order to find the best solution for each student.
- Within each class, teaching and learning styles and organisation aim to be flexible to ensure effective learning.
- Creative solutions and interventions, where resources allow, are sought to enable all students to reach their full potential within The King's School's existing structure.

6.0 Objectives

The school is required to identify and address the SEND of the students that it supports. Through the implementation of this policy, the staff will:

- Use their best endeavours to make sure that students with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that students with SEND engage in the activities of the school alongside students who do not have SEND.
- Ensure there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards students with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled students.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the Special Educational Needs Co-ordinator (SENCo).
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for students with SEND.
 - Information about the admission arrangements for students with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for students with SEND.

7.0 Arrangements for co-ordinating provision

The school's system for regularly observing, assessing and recording the progress of all students is used to identify those who are not progressing satisfactorily and who may have additional needs and require Intervention.

The school's system includes reference to information provided by:

- Baseline assessment results
- Assessment for Learning Strategies
- Standardised screening and assessment tools
- Observations of behavioral, emotional and social development
- An existing assessment of need or Educational, Health and Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Based on the school's observations and assessment data and in liaison with the class teacher, SENDCo and parent, the student may be recorded as:
 - Watched (W)– a school category to indicate that a student needs monitoring to ensure that their needs are being met through quality first teaching and ordinary and available provision.
 - Special Educational Need support (K)
 - Education, health and care plan EHCP (E)

7.1 Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

7.2 Teachers in the Skills for Learning team use this information to identify students with additional needs and then plan the most appropriate provisions and programme of support.

7.3 Learners with complex needs who have an EHCP will have short-term targets set regularly with the key worker, which will be reviewed to check for progress.

8.0 Provision for Students with Special Educational Needs

8.1 We believe that students who are underachieving may need to have some support in place to ensure they can reach their academic potential. Therefore, we have provisions that are specifically designed to support underachieving

students; these are a mix of short-term intensive provisions designed to solve particular academic issues the learner may be experiencing, or longer-term adaptations to the curriculum for those with significant and complex needs.

- 8.2 For those students with longer term needs we use a graduated response across four key categories of need (see appendix). This outlines the universal provisions we offer to all learners (including those who are watched (W), in addition to those students with identified need that require more targeted provision (SEN Support and EHCP).

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

- The school will ensure that all students have access to a balanced and broad curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every student's needs (no one will be excluded from a learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion, or would be detrimental or would be a risk to the individual or others).
- Learning opportunities will aim to be absorbing, rewarding and effectively adapted and the teaching styles will be diverse.
- Staff are expected to work in a way to avoid the isolation of the students they are supporting and should encourage peer tutoring and collaborative learning.
- Schemes of learning and policies for each area of the curriculum are in place and are increasingly adapted to include appropriate learning outcomes for all students.

8.3 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be adapted for individual students.

Interventions are listed in Appendix 1.

8.4 Working with disabled parents/carers

The King's School recognises that there will be a number of disabled parents/carers of students within the school, and we work to try to ensure they are fully included in parents/carers activities. We also endeavor to make sure that we hold parent/carers' meetings in a venue that is accessible and that accessible parking is available. We arrange British Sign Language (BSL) interpreters for those parents who request this (we need to have confirmation of attendance and the need for the service to make a booking)

8.5 Disability equality and trips or out of school activities

The King's School aims to make all trips inclusive by planning in advance and using accessible places.

9.0 Safeguarding

9.1 The school recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that students with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

9.2 The school recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

9.3 School staff will be particularly alert to the potential need for early help for students with SEND and additional needs.

9.4 The school will ensure that students with SEND are taught about how to keep themselves and others safe including online. The school will ensure that safeguarding leads are aware of the specific needs and vulnerabilities of students with SEND. Any reports of abuse involving students with SEND will involve close liaison between the Designated Safeguarding Lead (DSL) and the SENCo.

10.0 Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint using the School's Complaints Procedure.

Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available on the school website.

11.0 The local authority local offer

Our contribution to the local offer is outlined in the appendix as the graduated response. Our local authority's local offer is published here:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

Appendix

The King's School Graduated response



COMMUNICATION & INTERACTION

Graduated Response

CLASSROOM

WATCHED

> Needs are met with **Universal Provision**

- Task planner on the board
- Individual task mat
- Teacher language adaption
- Preparation for change
- Visual prompting/cues
- Clear rewards/sanctions
- Teacher awareness of student need
- Exit card/time out
- Buddy system
- Reduction in visual distractions
- Modified homework tasks
- Positive reinforcement for good behaviours
- Explicitly taught rules of social interactions
- Check for understanding by asking for explanation of task not repetition of instructions
- Visual Prompt cards
- Monitoring cards/reports
- Chunking instructions
- Extra time to process
- Visual support across curriculum
- Name cueing
- Simple instructions
- Awareness of possible triggers for anxieties
- Teacher modelling of completed task
- Clear routines and expectations with visual support
- Alternative methods of recording
- Key words supported by visuals
- Adaptive levels of questioning
- Check for understanding by asking for explanation of task not repetition of instructions
- Students use diagrams to record ideas

TARGETED

SEN SUPPORT

> Needs are met with **S4L & Pastoral intervention**

- Discovery programme (KS3)
- Support in S4L Additional studies (KS4)
- Alternative Curriculum
- Life skills group work
- De-sensitised place e.g. blue room/student support
- Support from TAs
- Mentoring for progress
- Study Skills support
- Support for emotional literacy through social stories
- Enhanced support from pastoral support workers
- Exam special arrangements if student qualifies
- Thrive Programme in a group
- Whole School awareness and training
- Pre teaching vocabulary/topic in a group
- Counselling support
- EEA application in place and ongoing support to enable usage
- Information on SIMs/Edulink
- Support from Key workers
- Thrive assessments
- Visual reward/sanction system and close monitoring
- Visual timetable
- Lego therapy

SPECIALIST

EHCP

- Outside agency intervention
- Therapy based approach
- Speech Therapy 1:1 long term programme
- Scheduled and long-term study skills support on 1:1 level in S4L
- Bespoke support package in S4L base
- 1:1 TA support
- Support with education, health and /or social care issues as agreed in the EHCP



SOCIAL, EMOTIONAL & MENTAL HEALTH

Graduated Response

CLASSROOM

WATCHED

> Needs are met with **Universal Provision**

- Whole school behaviour strategy
- Rules and explanations clearly reinforced using visuals where helpful
- Desired behaviours modelled and explicitly praised
- Consistent use of rewards/sanctions
- Buddy systems/friendship circle
- PSHE- specialist curriculum
- Solution focused approaches
- Seating plan
- Relational strategies used (hold students in mind)
- Sims mark book/Edulink entry
- Timeout
- Report card
- Personal Mentoring
- Restorative approaches
- Advocacy and social story support
- Pastoral support team
- Seating plans
- Sensory breaks
- De-escalation strategies used
- HOD/HOH/SLT report

SEN SUPPORT

> Needs are met with **S4L & Pastoral intervention**

- Support from the pastoral team including Learning Coaches if appropriate
- Thrive Intervention
- Thrive lunch group
- Solution focused coaching 1:1
- Sims mark book/ Edulink portrait
- Counsellor
- Involvement of parents in DAF/My plan meeting
- Pastoral support plan
- Behaviour support plan
- Exam special arrangements if student qualifies
- Self-esteem group intervention
- Anger management group/1:1 Intervention
- Full restorative conversation support
- Nurture Group
- Outdoor school
- Individual Behaviour Plan
- Family support and parenting advice
- Early Help
- Work with CAHMs
- School nurse referral

EHCP

- EP/outside agency offering sustained support.
- Referral to specialist external providers
- Support with education, health and /or social care issues as agreed in the EHCP

TARGETED

SPECIALIST



COGNITION & LEARNING

Graduated Response

CLASSROOM

WATCHED

> Needs are met with **Universal Provision**

- Name cue
- Clear/simple instructions
- Task planner
- Individual task mat
- Teacher language adaption
- Access to SEN toolbox resources
- Vocab/key word support
- Modified tasks
- Check for understanding
- Give time before response
- Visual cues/prompts
- Study buddy
- Repetition and reinforcement
- Tasks simplified
- Teachers use CATs/reading/spelling data to inform adaptive teaching
- Avoid copying out for SEN students, provide hard copies of PPs etc
- Whole school awareness/training
- Reading Buddy
- Scaffolds for writing eg writing frames
- Cloze exercises
- Reading ruler
- Use of Read Write
- Use of word processor
- Alternative methods of recording
- Placement in smaller groups/sets where appropriate e.g. maths, write-on
- Access to short term, focused interventions (e.g. spelling intervention, handwriting)
- Accessibility software e.g. Read/Write & Immersive reader
- Additional time to process information /complete tasks
- Concrete support such as times table squares, number lines, spelling guides

SEN SUPPORT

> Needs are met with **S4L & Pastoral intervention**

- Discovery group (KS3)
- Additional studies (KS4)
- Alternative curriculum
- Modified timetable
- Life Skills programme
- Visual timetable
- Specialist 1:1 teaching
- Study skills
- Long term specialist interventions
- Exam special arrangements if student qualifies

EHCP

- Bespoke programme in Skills Base
- Outside agency support
- 1:1 TA support
- Support with education, health and /or social care issues as agreed in the EHCP

TARGETED

SPECIALIST



PHYSICAL & SENSORY

Graduated Response

CLASSROOM

WATCHED

> Needs are met with **Universal Provision**

- Seating plan to take into account hearing/vision/sensory needs
- Good lighting/acoustics
- Check student is wearing glasses/hearing aids/ALD where necessary
- Organisation of learning environment
- Seating plan to maximize accessibility
- Some specialist equipment in subject areas i.e. PE/ Technology
- Vocabulary /key word support
- Thinking time
- Tinted whiteboard
- Task planner
- Individual task mat
- High/low contrast whiteboard/resources
- Support Personalised Learning Base – short term - for no more than one term
- Coloured overlays
- Modified/enlarged worksheets
- Awareness of sensory overload especially in more unstructured classes
- Provide screen sharing for students who have access to a computer due to VI
- Regular sensory breaks
- Follow advice from the advisory teacher teams
- Appropriate technology to support needs

SEN SUPPORT

> Needs are met with **S4L & Pastoral intervention**

- Curriculum adaptation
- Use of radio systems
- Site amendments for individual
- Modified resources
- Life skills/social skills support
- Exam special arrangements if student qualifies
- Noise reducing ear defenders/Loops
- Exam special arrangements
- Individual laptop
- Occupational Therapy programme
- Handwriting/touch typing programme
- 'Down time' support needed in appropriate sensory environment/supported environment
- Exam special arrangements if student qualifies

EHCP

- 1:1 TA – specialist support
- Specialist equipment/ICT advisor input
- External agency monitoring and advice
- Support with education, health and /or social care issues as agreed in the EHCP

TARGETED

SPECIALIST