



# THE KING'S SCHOOL

GRANTHAM

## Special Educational Needs and Disability Policy

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## 1 Aims

- 1.1 This is the special educational needs and disability policy of The King's School (**Academy**).
- 1.2 The aims of this policy are as follows:
  - 1.2.1 to afford opportunity to and actively promote the well-being of pupils who are disabled and / or who have special educational needs (**SEN**);
  - 1.2.2 to promote good practice in the detection and management of special educational needs;
  - 1.2.3 to explain the support the Academy can provide for children who have SEN and the co-operation needed from parents;
  - 1.2.4 to maintain and drive a positive culture towards the inclusion of disabled people and those with special educational needs in all the activities of the Academy;
  - 1.2.5 to ensure compliance with equality legislation and to have regard to relevant guidance and advice;
  - 1.2.6 to explain the proactive duty to make reasonable adjustments which requires the Academy to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service;
  - 1.2.7 to create a whole school culture of openness, safety, equality and protection; and
  - 1.2.8 to actively promote and safeguard the welfare of children, staff and others who come into contact with the Academy.

## 2 Scope and application

- 2.1 This policy applies to the whole Academy.

## 3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
  - 3.1.1 Education (Independent School Standards) Regulations 2014;
  - 3.1.2 The Special Educational Needs and Disability Regulations 2014;
  - 3.1.3 Education and Skills Act 2008;
  - 3.1.4 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
  - 3.1.5 Equality Act 2010;
  - 3.1.6 Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017/353; and
  - 3.1.7 Children and Families Act 2014.
- 3.2 This policy has regard to the following guidance and advice:
  - 3.2.1 **What equality law means for you as an education provider: schools** (Equality and Human Rights Commission, April 2014);
  - 3.2.2 **Technical guidance for schools in England** (Equality and Human Rights Commission, July 2014);
  - 3.2.3 **The Equality Act 2010 and schools** (DfE, May 2014);
  - 3.2.4 **Reasonable adjustments for disabled pupils** (Equality and Human Rights Commission, April 2015);
  - 3.2.5 **Public Sector Equality Duty Guidance for Schools in England** (Equality and Human Rights Commission, July 2014);

- 3.2.6 **Advice and Guidance: How can we stop prejudice-based bullying in schools?** (Equality and Human Rights Commission);
  - 3.2.7 **Supporting pupils with medical conditions at school** (DfE, December 2015);
  - 3.2.8 **Mental health and behaviour in schools** (DfE, November 2018);
  - 3.2.9 **Special educational needs and disability code of practice: 0 to 25 years** (DfE and Department for Health, January 2015) (SEND Code of Practice);
  - 3.2.10 **Keeping children safe in education** (DfE, September 2022, **(KCSIE)**); and
  - 3.2.11 **Working together to safeguard children** (DfE, July 2018, updated July 2022).
- 3.3 The following Academy policies, procedures and resource materials are relevant to this policy:
- 3.3.1 Equal opportunities policy;
  - 3.3.2 Safeguarding and child protection policy and procedures;
  - 3.3.3 Anti-bullying policy;
  - 3.3.4 Admission arrangements;
  - 3.3.5 Attendance policy;
  - 3.3.6 Behaviour and discipline policy;
  - 3.3.7 Accessibility Plan;
  - 3.3.8 Annual SEN information report;
  - 3.3.9 Administration of medicines and supporting pupils with medical conditions policy;
  - 3.3.10 Relationships and sex education policy.

#### 4 **Publication and availability**

- 4.1 This policy is published on the Academy website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the PA to the Head during the school day.
- 4.4 This policy can be made available in large print or other accessible format if required.

#### 5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
  - 5.1.1 References to the **Proprietor** are references to The King's School, the **Academy Trust**.
  - 5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).
  - 5.1.3 References to **school days** mean Monday to Friday when the Academy is open during term time. The dates of terms are published on the Academy's website.
- 5.2 **"Special educational needs" and "learning difficulty"**
  - 5.2.1 Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
  - 5.2.2 Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions;

5.2.3 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 in a mainstream school or early years provider. For a child under the age of two, special educational provision means educational provision of any kind.

5.2.4 A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support.

5.2.5 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.

5.2.6 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

5.2.7 Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

5.3 References to a Pupil Passport (**PP**) are references to a plan or programme designed for children with SEN to help them to get the most out of their education. A PP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.

5.4 References to **Provision mapping** are references to provision maps used by the Academy as an efficient way of showing all the provision that the Academy makes which are additional to and different from that which is offered through the Academy's curriculum. The use of provision maps can help the Special Educational Needs Co-ordinator (**SENCo**) to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

5.5 References to **disability** mean a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities. As part of this definition, 'substantial' is defined as more than minor or trivial in its effect on a person. 'Long term' means that the impairment is likely to last or recur for twelve months or more. For pupils, 'normal day to day activities' in a school context are those activities that a pupil would normally be able to carry out having reached the expected stage of development and education for their chronological age. There is no requirement for a formal diagnosis of a disability to meet this definition, but there are some diagnosed conditions that will automatically meet the definition under the Equality Act 2010 (for example cancer, HIV or multiple sclerosis).

5.6 References to **a reasonable adjustment** are references to the anticipatory duty to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice, or applied by or on behalf of the school, or by the absence of an auxiliary aid or service. Further information on the statutory duty to make reasonable adjustments is found in the [Equality and Human Rights Commission's guidance on reasonable adjustments for disabled pupils](#).

## 6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under s.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
- 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
  - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	The Proprietor	As a minimum annually, ideally termly, and as required
Day to day responsibility for carrying out individual pupil risk assessments under the policy	SENCo	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	SENCo	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the Academy's processes under the policy	SENCo	As a minimum annually, ideally termly, and as required
Formal annual review	Proprietor	As a minimum annually, ideally termly, and as required
Overall responsibility for content and implementation	Proprietor	As a minimum annually

- 6.4 In accordance with the SEND Code of Practice, the Academy's **SENCo** has responsibility for:
- 6.4.1 overseeing, advising and co-ordinating the day-to-day operation of the Academy's SEN provision through this policy;
  - 6.4.2 ensuring liaison with school staff, parents, other professionals, external agencies and next providers of education in respect of a child's special educational needs;
  - 6.4.3 advising and supporting other staff in the Academy to provide support to pupils;

- 6.4.4 ensuring that appropriate Pupil Passports are / Provision mapping is in place and effectively implemented;
- 6.4.5 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
- 6.4.6 working with the Head and Proprietor to ensure that the Academy meets its responsibilities under the Act in respect of reasonable adjustments and access arrangements;
- 6.4.7 undertaking any other appropriate duties as set out in the SEND Code of Practice.

## 7 Procedures

- 7.1 The Academy's approach to the detection and management of SEN and learning difficulties will be guided by the SEND Code of Practice.
- 7.2 As part of the Assess-Plan-Do-Review Model and to ensure collaborative working, the Academy works closely with pupils and parents of children who have or may have special educational needs and learning difficulties to assess and review a pupil's needs and support. The Academy will work together with parents and pupils concerning assessment, planning, provision and review of the pupil's education.
- 7.3 **Identification, assessment, implementation and review of pupils with a special educational need or learning difficulty**
  - 7.3.1 Pupil progress and engagement is monitored at least termly and if the outcome of a test or any other circumstance(s) give(s) us reason to think that a pupil may have a special educational need or learning difficulty, we will carry out a clear analysis of the pupil's needs, using a variety of assessment measures and in accordance with the SEND Code of Practice. This may be following concerns raised by teachers or a parent. During this time the Academy will consider what extra teaching, interventions or support may be required to help the pupil progress. The pupil's response to this support may assist to identify their particular needs.
  - 7.3.2 The Academy will report and consult with the pupil's parents as necessary throughout this process and the class teacher and SENCo in consultation with the parent, pupil, and where relevant outside professionals, agree the adjustments, interventions and support to be put in place.
  - 7.3.3 The recommended interventions, strategies, interventions and support will be implemented and the Academy will work to engage with all relevant teachers and staff working with that pupil so that they are aware of the interventions, strategies and support, as well as the outcomes that are sought for the pupil.
  - 7.3.4 The Academy will seek parental involvement at all stages to reinforce or contribute to progress at home.
  - 7.3.5 The class or subject teacher and SENCo will review and revise the interventions, strategies and support in place, in light of progress and development. Any changes will be made in consultation with the parent and pupil. Parents will be provided with clear information about the impact of interventions, strategies and support to enable them to be involved in the next steps.
- 7.4 **Examinations**
  - 7.4.1 Pupils who have been identified as having a special educational need, learning difficulty or disability may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations.
  - 7.4.2 The Academy, as the exam centre, will make appropriate access arrangements or apply for the appropriate access arrangements to be made for pupils with special educational needs or

learning difficulty who may require them. Parents will be asked to liaise with their child's Head Of Year in good time with respect to this as necessary.

## 7.5 Information sharing and parent involvement

- 7.5.1 Once a place has been accepted for a prospective pupil, the Academy will ask all parents to complete an enrolment form. This will include questions to gather key information in relation to a prospective pupil's special educational needs or learning difficulty at their child's previous school or elsewhere. Confidential information of this kind will only be shared within the Academy on a "need to know" basis to ensure that teachers are given any necessary information about a child's special educational needs and learning difficulties, and that teaching practices are appropriate.
- 7.5.2 Parents should notify the Academy immediately if their child's progress or behaviour causes concern so that the Academy can devise and agree a strategy with the parents.
- 7.5.3 At all stages, the Academy and SENCo will work in consultation with the parent and pupil to seek to ensure that all support and outcomes are appropriate to the pupil's needs.

## 7.6 Pupil Passport / Provision mapping

- 7.6.1 The SENCo will ensure that an appropriate Pupil Passport / Provision map is in place where required.
- 7.6.2 The Pupil Passport / Provision map will be prepared in consultation with the parents and, if appropriate, the pupil and will include:
  - (a) the adjustments, interventions and support required to meet the outcomes identified for the pupil;
  - (b) the expected impact on the pupil's progress, development or behaviour, as appropriate; and
  - (c) clear dates for review.
- 7.6.3 In carrying out the review, the SENCo will consider:
  - (a) the effectiveness of the support and interventions and their impact on the pupil's progress;
  - (b) the views of relevant teaching staff, the parents and the pupil; and
  - (c) any changes that are required to the support and outcomes set out for the pupil.

## 8 Disability and discrimination

- 8.1 Conditions which may amount to disability will include both physical and mental impairments, such as:
  - 8.1.1 severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings);
  - 8.1.2 progressive physical conditions or mental impairments which will result in a substantial long-term adverse effect on day-to-day activity;
  - 8.1.3 a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes;
  - 8.1.4 a history of impairment, for example a person who used to be disabled and has recovered, or a person with a previous mental illness; and
  - 8.1.5 a physical or mental impairment that will automatically meet the definition of disability under the Equality Act 2010 such as cancer, HIV or multiple sclerosis.
- 8.2 Disability does not include:

- 8.2.1 hay fever sufferers;
  - 8.2.2 a person with anti-social tendencies such as paedophilia;
  - 8.2.3 a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances and it is considered that those circumstances have not given rise to a physical or mental impairment; and
  - 8.2.4 a person who is addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.
- 8.3 Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.
- 8.4 We will not knowingly discriminate against a disabled person:
- 8.4.1 in the Academy's Admission Arrangements;
  - 8.4.2 by refusing or deliberately omitting to accept an application for admission;
  - 8.4.3 in the provision of education and associated services;
  - 8.4.4 in the way the Academy affords access to any benefit, service or facility offered or provided by the Academy;
  - 8.4.5 by excluding a person on the grounds of his or her disability;
  - 8.4.6 by harassing a person with a disability;
  - 8.4.7 by victimising a person with a disability;
  - 8.4.8 by treating a person with a disability unfavourably because of something connected with his or her disability; or
  - 8.4.9 by failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.
- 8.5 The Academy has regard to the Equality and Human Rights Commission's [Technical Guidance for Schools in England](#) to decide whether someone has the protected characteristic of disability.

## 9 Education and associated services

- 9.1 The Academy has an ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the Academy, including:
- 9.1.1 the curriculum;
  - 9.1.2 classroom organisation and timetabling;
  - 9.1.3 access to academy facilities;
  - 9.1.4 academy sports;
  - 9.1.5 academy policies;
  - 9.1.6 breaks and lunchtimes;
  - 9.1.7 the serving of school meals;
  - 9.1.8 assessment and examination arrangements;
  - 9.1.9 academy discipline and sanctions;
  - 9.1.10 exclusion procedures;
  - 9.1.11 academy clubs, educational visits and other activities; and



9.1.12 preparation of pupils for the next phase of education.

9.2 The above is not an exhaustive list, and the Academy will consider each case on its own circumstances.

## 10 Reasonable adjustments for pupils

10.1 When providing educational services to a pupil, the Academy is legally required to make reasonable adjustments in order to cater for a pupil's disability.

10.2 The Academy shall inform the pupil and parents of the reasonable adjustments that the Academy is able to make for that pupil. This will include adjustments to the Academy's provisions, criteria and practices which may typically include:

10.2.1 allowing extra time for a dyslexic child to complete a 11+ test or public examination;

10.2.2 providing examination papers in larger print for a pupil with a visual impairment;

10.2.3 rearranging (but not reducing) the timetable to allow a pupil to attend a class in an accessible part of the building; or

10.2.4 arranging a variety of accessible sports activities.

10.3 The Academy is not legally required to make adjustments which include physical alterations such as the provision of a stairlift or new ground floor facilities, such as a new library.

10.4 The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make "reasonable adjustments". The Academy will carefully consider any proposals and will not unreasonably refuse to provide such aids and services.

## 11 Reasonable adjustments for the public

11.1 The Academy may provide services to the public, for example at:

11.1.1 open days;

11.1.2 parents' evenings;

11.1.3 facilitating meetings with parents, for example as part of the Academy's complaints procedures or as part of the statutory exclusions process;

11.1.4 concerts and plays;

11.1.5 use of sports facilities.

11.2 Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

11.2.1 remove the feature; or

11.2.2 alter it so it no longer has that effect; or

11.2.3 provide reasonable means of avoiding the feature; or

11.2.4 provide a reasonable alternative method of making the service available.

11.3 Where an auxiliary aid or service would enable a disabled person to make use of a service, schools are required to take reasonable steps to provide it. An auxiliary aid or service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

## 12 Accessibility plans

12.1 The Academy has prepared an Accessibility Plan which is available, on request, to all parents and staff.

- 12.2 The accessibility plan includes consideration of how the Academy proposes to:
- 12.2.1 increase the extent to which disabled pupils can participate in the Academy's curriculum;
  - 12.2.2 improve the physical environment of the Academy for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the Academy; and
  - 12.2.3 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 12.3 The plan will be reviewed on a regular basis, and as a minimum every three years, to ensure that the plan is up to date and covers all aspects of Academy life.

### 13 Education health and care plans (EHC plan)

- 13.1 Parents and the Academy have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The Academy will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).
- 13.2 Where a prospective pupil has an EHC plan and it is proposed that the Academy is named in section 1 of the EHC plan, the local authority will consult the Academy, in line with the statutory procedures.
- 13.3 Where the Academy is named in an EHC plan, the Academy will work together with the local authority, the pupil and the parents to implement the provision, as set out in the EHC plan.

### 14 Additional welfare needs

- 14.1 The Academy recognises that pupils with special educational needs, learning difficulties or a disability may be at risk of being bullied. The Academy's Anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.
- 14.2 The Academy will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (**PSHE**) programmes, through the supportive Academy culture and through the Academy's policies; in particular through the Academy's Relationships and sex education policy and programme.
- 14.3 When teaching pupils about safeguarding, the Academy recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for some pupils with special educational needs or disabilities.
- 14.4 If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.
- 14.5 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need, disability or certain medical or physical health conditions that can create additional safeguarding challenges both online and offline for those involved in safeguarding and promoting the welfare of this group of children. The Academy is mindful in particular that these may include:
- 14.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;
  - 14.5.2 pupils with a special educational need, disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;
  - 14.5.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content/behaviour in school without understanding the consequences; and

14.5.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

14.6 The Academy should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

14.7 Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCo.

14.8 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the Academy's Safeguarding and child protection policy and procedures.

## 15 Training

15.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

15.2 The level and frequency of training depends on role of the individual member of staff.

15.3 The Academy maintains records of all staff training.

15.4 Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

## 16 Risk assessment

16.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

16.2 The format of risk assessment may vary and may be included as part of the Academy's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the Academy's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 6.3 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

## 17 Record keeping

17.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

## 18 Version control

Date of adoption of this policy	July 2017
Date of last review of this policy	July 2022
Date for next review of this policy	July 2023

## Appendix 1 SEN information report

*[The Academy Trust has a statutory duty under Regulations 51 & 52 of the Special Educational Needs and Disability Regulations 2014 to publish annual information on their websites about the implementation of the Trust's policy for pupils with SEN.]*

*When completing this annual report, Academies should refer to paragraphs 6.79 - 6.83 of the SEND Code of Practice / Schedule 1 of the Special Educational Needs and Disability Regulations 2014 as they set out what information must be included within this report.*

*Information contained within the report must be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

*The template below is designed to give academies support with the preparation of their SEN Information Report. It is not exhaustive in respect of best practice or the regulatory frameworks that apply in relation to the annual SEN information reports.*

*Academies should tailor the template to ensure that it reflects current practice and the ethos of the Academy. Academies should ensure that the SEN Information Reports is effectively implemented and reviewed regularly. The report should be set out in clear, straightforward language so that it is accessible to both pupils and their parents.*

*Academies are advised to read the applicable statutory and advisory guidance before developing their report.]*

This report is the result of consultation with staff, parents of children with Special Educational Needs (**SEN**) and governors of the King's School and will be published annually on the Academy's website. The report will be updated annually to reflect the changes and plans within the King's School.

### 1 The type of SEN provision

1.1 The SEN provision that the Academy caters for is:

1.2 The Academy's Accessibility Plan can be found here: [The King's School Grantham - Policies \(kings.lincs.sch.uk\)](http://kings.lincs.sch.uk)

### 2 The Academy's policies

2.1. The Academy's policy for identifying and assessing people with SEN is: *[• This should include the name and contact details of the SENCo]*

2.2. The Academy's approach to evaluating the effectiveness of the provision for pupils with SEN: *[• Details of the process and staff involved]*

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN: *[• Details of the process and staff involved. This should also include opportunities to work with those parents and pupils as part of the assessment and review process.]*

### 3 Academy's approach to teaching

The Academy's approach to teaching pupils with SEN (including pupils who do and do not have an EHC plan)

3.1 by adapting the curriculum, equipment and learning environment is: *[• Details of the adjustments made to the teaching environment]*

3.2 with additional support for learning is: *[• Details of the adjustments made to the teaching environment]*

3.3 through activities available to pupils with SEND in addition to those available through the curriculum is: *[• Details of the adjustments made to the teaching environment and how pupils with SEN are enabled to engage in activities available to pupils in the school who do not have SEN.]*

3.4 through improving the emotional, mental and social development of pupils with SEN is: [[• Details of support provided; this should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying](#)]

#### 4 **The Academy's facilities**

4.1 The Academy's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained: [[• What reasonable adjustments have you made to ensure your provision is accessible to all pupils?](#)]

#### 5 **The Academy's training**

5.1 The Academy's arrangements for training staff in relation to pupils with SEN is: [[• Training programmes and expertise of staff](#)]

5.2 Specialist expertise is obtained by the Academy by: [[• Training programmes and expertise of staff](#)]

#### 6 **The Academy's consultation**

The Academy's arrangements to consult with and involve:

6.1. Parents of pupils with SEN about the education of their child is: [[• Details of the communication channels used and the types of messages](#)]

6.2. pupils about the their education is: [[• Details of the communication channels used and the types of messages](#)]

#### 7 **The Academy's partnerships**

7.1. The Academy's governing body/proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by: [[• Details of the process and support given to pupils](#)]

7.2. The Academy's arrangements for supporting pupils who are looked after by the local authority and have SEN:

7.3. The Academy's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is: [[• Details of the process and support given to pupils](#)]

7.4. The Academy collaborates between the following education providers and other settings: [[• List of providers](#)]

#### 8 **The Academy's key contacts**

SEN co-ordinator: Ms S Bieber [simone.bieber@kings.lincs.sch.uk]

The contact for complaints from parents with pupils with SEN: Clerk to the governing body [admin@kings.lincs.sch.uk]

The Academy's complaints policy can be found here: [The King's School Grantham - Policies \(kings.lincs.sch.uk\)](#)

#### 9 **The Academy's link to the Lincolnshire Local Offer**

Information for the Local Offer for Lincolnshire and the Academy's contribution to the Local Offer is available at [SEND Local Offer – Lincolnshire County Council](#).

The Lincolnshire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact Lincolnshire about the Local Offer please call 01522 552222.

Next review date: September 2023

Governing Body The King's School

- 1)
- 2)
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