



Kimbolton School
Cambridgeshire

SENDA POLICY 2024-25

Policy owner: R Stewart SENCo

Governor Committee: Education

Policy Summary Statement:

SENDA Policy purpose

- 1. underpins all the other policies of the School.**
- 2. ensures that the provision of the SEN and Disability Act 2001, Disability Discrimination Act 1995 and Revised Code of Practice for SEN 2014 are put into place.**
- 3. ensures that the provision of the Race Relations (Amendment Act) 2000 together with the Race Relations Act 1976 and subsequent code of practice underpin all aspects of the School's work.**

Release Date: Autumn 2024

Review Date: Summer 2025



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INTRODUCTION

This policy complies with the statutory requirement laid out in the SEND Code of Practise 0 – 25 and has been written with reference to the following guidance and documents

- Equality Act 2010
- SEND Code of practise (updated April 2020)
- Schools SEN information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility plan
- Teacher's Standards updated December 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf
- **Kimbolton School's mission statement**

NB a large scale rewrite is planned in 2024-25 to simplify and reflect whole school language of inclusion

Aims and objectives

1. To recognise and record pupils' strengths and successes to encourage a positive self-image.
2. To ensure School demonstrate no form of discrimination and all show respect for the protected characteristics including disability and pupils with SEN.
3. To ensure that all pupils receive entitlement to a broad, balanced and relevant curriculum and that provision for pupils with SEN is central to curriculum planning.
4. To ensure everyone is familiar with the requirements of the Statutory Codes of Practice for SEN (Revised), Disability and Race and this underpin all aspects of their work.
5. To ensure School implement, wherever practicable, the **reasonable adjustments** to adapt to and support a pupil's differences.
6. To explore when necessary 'proportionate means' versus 'reasonable adjustments' to establish needs in order to determine whether School is best place to ensure a pupil to thrive in our setting.

Definition of Special Educational Needs

The Special Educational Needs and Disability Act became law on 11th May 2001. The new Act amended the existing Disability Discrimination Act 1995. The SENDA Act came into effect on 2nd January 2002. A revised SENDA code of practice was published in September 2015. It is updated annually.

The Act states that all children and young people are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Every school is required to:

- use their *best endeavours* to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of the school alongside other pupils
- designate a teacher to be responsible for co-ordinating SEN provision
- inform parents when they are making special educational provision for a child, prepare an SEN information report detailing the arrangements, inclusive actions and the facilities provided to enable access to the school for pupils with SEN



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The Act defines a disability if a person has “a physical or mental impairment which has a **long-term and substantial adverse effect** on their ability to carry out normal day-to-day activities”. We recognise that not all pupils are identified by their SEN and not all difficulties result in SEN.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments (such as those affecting sight or hearing), and long-term health conditions (such as asthma, diabetes, epilepsy, and cancer). Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. This learning difficulty or disability calls for special educational provision to be made for the pupil which is **additional to** and **different from** the rest of the cohort. It is recognised that some pupils may have a learning difficulty that does not affect the pupil substantially, nor need such formal intervention or support.

The Equality Act 2010 sets out the legal obligations that schools have towards children

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make “reasonable adjustments”, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is ‘anticipatory’ – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including education institutions are covered by the public sector equality duty and, when carrying out their functions, **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children. They **must** publish information to demonstrate their compliance with this general duty.

There is a commitment for the Governing body of the school in their annual report to explain admissions procedures for SEN/disabled pupils and what the school provides in respect of equal access to learning in the context of its resources. An accessibility plan should also be included outlining future developments in increasing accessibility.

Values and principles

Kimbolton School is an educationally inclusive School, where the teaching and learning achievements, attitudes and the safeguarding and wellbeing of every pupil matter. It is recognised that all pupils have something to offer to the School and that pupils have strengths and weaknesses in different areas. We will endeavour to tailor the learning package we offer, using reasonable adjustments where necessary.

Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted and differentiated when possible, to an individual’s needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language.



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Kimbolton accepts pupils who have Specific Learning Differences (neurodiversity e.g. Autism, ADHD, dyslexia come under this umbrella) and those for whom English is not their first language (English as an additional language - EAL). We may offer places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment and low-level emotional needs. Suitability of the structure of school buildings and their limitations for pupils will be considered when necessary. A detailed review will be carried out in consultation with each pupil, parent, and other appropriately qualified professionals.

However, as an academically selective school, we reserve the right to continue the process of entry assessment. Provision (in terms of the 'reasonable adjustments' we can implement in our setting) is made in the code section 5:23 where independent schools may select on grounds of both ability and aptitude. All pupils must therefore satisfy the academic criteria to ensure they can access our provision.

Admissions policy

The School's Admissions Policy makes provision for the disclosure of disability and special needs and the commitment of the School to deal appropriately and supportively in the admissions assessment process. The School therefore fulfils an *anticipatory duty* as defined by the Act. All information parents can divulge prior to and during the admissions process is valued and parents are encouraged to share all SEN detail that may affect the nature and type of provision the School makes in its placement offer. Where a parent requests confidentiality regarding a SEN/disability, this request would limit what the School could provide in making *reasonable adjustments*. Under these circumstances the School has the right to decide the balance of confidentiality against the reasonable adjustments for inclusion.

Pupils may be asked to take part in a further assessment, in addition to the usual admission assessments, in order to determine whether they have any underlying difficulties that may prevent them from being able to take a full and active part in the educational provision offered by the School, or where there is a concern about the **pupil's ability to independently maintain the expected pace and learning of the School.**

As an academic selective school, we offer places to pupils with a diverse range of neurodiverse needs. Our expectation is that the pupils access our curriculum independently, in order to maintain the expected pace and academic level. Whilst teachers will offer reasonable adjustments to enable pupils to access this curriculum, our expectation is that Kimbolton pupils have the independence, resilience, and positive 'can do' attitude to maintain the school's high standards of academic rigour and behaviour.

This ensures, at the Preparatory School, that every pupil, arriving after their Reception year, has the wherewithal to independently access our delivered curriculum. In maintained schools, a ring-fenced budget for SEN support, including additional staff is available. This School does not have access to this state-funded financial assistance. Parents/guardians accept a place on the understanding that no additional specialist resources are available. It is therefore imperative that there is clarity of information shared by parents at point of entry around any additional needs their son/daughter may have.

As our pupils need to be self-starters, independent and demonstrate a 'can-do' attitude to their learning, we demonstrate 'due diligence' to any admission where SEN needs are cited at the point of registration to



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ensure the child's needs can be met prior to entry. Thus we insist on the absolute need for water tight evidence to support any request for a reasonable adjustment or an APDR (assess plan do review) process to be implemented.

Admissions process

To ensure a holistic overview and due diligence has been followed for all prospective pupils, we will

- contact the current school setting
- visit the current school/setting, when felt appropriate
- request all the needs for the prospective pupil to be identified by parents during the prospective pupil assessment process
- assess for a level of independent, sociable, self-help skills and competence, as part of a full assessment day to ensure prospective pupils can cope independently and confidently in our setting unaided

We expect the current school and parents to

- declare all the needs of the prospective pupil
- provide all relevant documents at point of registration
- disclose and share all external or additional SEN reports and assessments

This enables Kimbolton to make an accurate, considered, informed decision about whether this is the right setting for the pupil based on their needs. Undisclosed needs identified after entry, which demonstrate sufficient evidence to show a pupil's needs cannot be met effectively in our setting in order to ensure the pupil thrives academically, will be discussed with the parents and alternative placement explored. The School reserves the right to retract their offer of the place at the school, even if the pupil has already started in our setting. This would typically be within the first six weeks of a new pupil joining the school. A pupil with underlying needs for behaviour, access to learning or social / emotional needs may not be **best placed** in the context of the School's resources.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the school feels unable to appropriately accommodate a pupil and / or meet their needs, school will liaise with parents and consult to request withdrawal. Fees in lieu of notice will not be chargeable in these circumstances.

Accessibility

The School has a duty under SENDA to ensure that *less favourable treatment* does not occur in the following areas:

1. curriculum
2. teaching and learning
3. timetabling
4. homework
5. serving of school meals
6. interaction with peers
7. assessment and exam arrangements
8. school discipline
9. exclusion/suspension procedures



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10. preparation of pupils for their next phase of education

The above are bound by the limits of *reasonable adjustment* as covered by the SENDA Act as outlined below.

Access to out of classroom activities

The School will, wherever possible, make *reasonable adjustments* to allow SEN/disabled pupils full access to educational and learning experiences that the School provides. However, under the *reasonable adjustments duty* the School would also have to consider:

1. the need to maintain academic, musical, sporting and other standards
2. financial resources available to the School
3. health and safety requirements – SENDA does not override School's duties under Health + Safety legislation
4. the interests of the other pupils who may be admitted to the School

Buildings

Under SENDA the School has a planning duty to audit access to buildings and facilities. Access audits are incorporated into the School's plans for future development. They are reviewed yearly and a three year plan is available on the website.

Responsibility for the Coordination of SEND Provision

The Head has overall responsibility for the School's SEND policy. The person responsible for day-to-day implementation of the SEND policy is the SENCO, known here as Head of Academic Support. This responsibility encompasses both Kimbolton Preparatory *and* Kimbolton Senior Schools. This Head of Department provides professional guidance and support to the following :

- subject heads of departments
- subject teachers
- Heads of house
- Heads of Year
- Form Tutors
- Teaching Assistants
- Additional staff
- Support staff
- Parents
- Pupils

The Preparatory School Academic Support Deputy Lead (SENCO) works closely with the Head of Academic Support and offers professional guidance to colleagues.

The Governors have responsibility for keeping a general oversight of the school's provision for pupils with special educational needs. They are advised by the headmaster of any major changes in policy and resource implications and are reported to on SEND issues and developments at least annually by the Head of



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Academic Support. The Governance Committee of the Governing Body has particular responsibility in this regard.

Roles and responsibilities

The School recognise that SEND is a *school-wide* responsibility. Teachers are responsible and accountable for the progress and development of **all** pupils in their class, including those pupils who access support from additional staff. Teachers remain responsible for delivering the core curriculum to all the pupils on a daily basis, planning and implementing reasonable adjustments when necessary. They are responsible for the whole class and the school aim to ensure that s/he can give equal attention and time to all in their charge.

Major areas of responsibility are set out below but should not be regarded as exhaustive

Headmaster

- ensure that the school meets its special educational needs responsibilities
- informs governors of major changes in policy and resource implications
 - ensure that external assessors of SEN are suitably qualified and have a working relationship with the School

Senior Deputy Heads (Pastoral) (Senior School)

- retain an overview of the progress and performance of pupils with special educational needs and/or disability through her/his work with Heads of Year. The Senior Deputy Head at the Preparatory School works closely with the Head of Academic Support

Deputy Head Academic (Senior School) / Director of Studies (Preparatory School)

- generate and provide information to facilitate the identification of pupils who may have special educational needs

Head of Academic Support (Director of Inclusion)

- be responsible for overseeing the operation of the SEND Policy
- monitor the progress of pupils with SEND
- ensure that the records of all pupils with SEND are updated on the School's information management system
- co-ordinate arrangements for annual reviews for pupils with an Education, Health and Care Plan
- liaise with parents regarding assessments of SEND
- ensure that staff are aware of the information available to them concerning pupils with SEND and know how to use it
- provide up to date, evidence-based training on the best way to support all children, including those with SEND
- promote awareness amongst staff of the importance of addressing pupil's additional learning needs including those with SEND
- research and develop provision for pupils needs including those with SEND
- advise the Education Committee of the need for changes in the policy and provision for pupils with SEND
- liaise with the Examinations Officer, Deputy Head Academic, Director of Studies, Heads of Department, Housemasters, Boarding and Heads of Year to ensure that appropriate provision is made for SEND pupils including those eligible for examination access arrangements in internal and external examinations

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- liaise with all staff in order to facilitate awareness and understanding of issues concerning special educational needs and to ensure that these needs are being met
- co-ordinate and contribute to staff INSET on pupils' needs including INSET on special educational needs
- communicate with external agencies, schools and parents regarding provision for pupils who have or may have SEND
- liaise closely with staff about the learning needs and provision for pupils at both Schools and to share good practice, including Bursar (around finance of) and Head of Health and Safety (around accessibility and provision)
- assess pupils for examination access arrangements, arrange follow up meetings with the pupil and their parents, complete relevant paperwork eg Form 8s and apply to the appropriate exam boards within the legislative time frames
- organise the literacy screening of pupils in Years 7 and 9 with Lucid EXACT, analyse the results and decide, in conjunction with the Heads of Department and Housemasters on any follow up action
- oversee and monitor the provision and teaching for the 1-1 and group teaching of pupils who have support lessons
 - assess prospective pupils for entry at eh Prep School in Years Reception to Year 6

Academic Support Deputy Lead (Preparatory School)

- be responsible for overseeing the operation of the SEND Policy at the Preparatory School
- monitor the progress of pupils with SEND
- ensure that the records of all pupils with SEND are updated on the School's information management system
- liaise with parents regarding assessments of SEND
- ensure that staff are aware of the information available to them concerning pupils with SEND and know how to use it
- provide up to date, evidence-based training on the best way to support all children, including those with SEND
- research and develop provision for pupils needs including those with SEND
- liaise with teaching staff to facilitate awareness and understanding of issues concerning special educational needs and to ensure that these needs are being met
- communicate with parents regarding provision for pupils who have or may have SEND
- liaise closely with the Head of Academic Support about the learning needs and provision for pupils at the Preparatory School and to share good practice

Timetabling Staff

- endeavour to timetable lessons into teaching areas which are accessible to pupils who are physically disabled where this is desirable and in so far as it is practicable

Teachers

- familiarise themselves with school policy and procedures on Special Educational Needs and/or Disability
- know the pupils in their teaching groups and their category of need using information in Engage
- undertake their legal responsibility to include differentiation strategies in their lesson plans and teaching to meet the needs of their pupils with Special Educational Needs and/or Disabilities
- differentiate homework tasks where appropriate
- contribute to meetings regarding pupils with Special Educational Needs as requested
- be vigilant in identifying and reporting pupils who may have a Special Educational Need



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- provide evidence of need for access arrangements (TEF) when requested by the SENCo and subsequently demonstrate these arrangements being used as the pupil's normal way of working

Examinations Officer (Senior School)

- be aware of the recommendations in special educational needs assessments so that access requirements can be put in place for the pupils for public examinations, and liaise closely with the Head of Academic Support in this regard
- ensure that invigilators are aware of any access arrangements for pupils for public examinations
 - ensure invigilators are trained and assessed in the specific access arrangements they are overseeing and be able to provide the content of such training to inspectors

Head of H+S

- ensure suitable provision and resourcing is in place for pupils with SEND needs where access to equipment / the site may otherwise be an issue

Heads of Departments (Senior School)

- familiarise themselves with school policy and procedure on SEND
- ensure that differentiation for pupils with Special Educational Needs and/or Disability is included in all schemes of work and is appropriate
- encourage staff to differentiate appropriately in lessons and homework tasks to ensure that pupils with a Special Learning Need and/or Disability are well supported
- monitor and evaluate the effectiveness of support given to pupils with Special Educational Needs and/or Disability within their curriculum area
 - ensure access arrangements put in place by the SENCo for pupils with SEN are administered when appropriate by all members of their department

Bursar

- ensure clear dialogue is maintained around budgeting constraints (physical resourcing and staffing) are communicated with the Head of Academic Support in order to promote inclusion and access to the curriculum at this School

Form Tutors

- familiarise themselves with school policy and procedure on Special Educational Needs and/or Disabilities
- know which pupils in their form have Special Educational Needs and/or Disabilities and the category of need and provide appropriate pastoral support
- liaise with the Head of Academic Support and Head of Year/Housemaster over the needs and progress of identified pupils

Admissions Team

- Inform the Head of Academic Support as soon as they are made aware of any SEND issues regarding a prospective pupil either by formal comment on the Application Form or by informal conversation
- The pupil will be assessed as outlined in the Admissions Policy

Governors

- Determine the strategic development of SEN and DDA policy and provision in school



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Staffing : INSET

The school is committed to staff INSET on issues of SENDA provision and incorporates this within the plans for full staff INSET. In addition, an awareness of SENDA issues are part of all new staff induction and addressed appropriately at staff and pupil assessment meetings.

Provision : A Graduated Response

It is our policy to recognise areas of strength and to enhance them, exploiting them to the full, thereby building a feeling of worth and self-esteem in each pupil. Concurrently, areas of difficulty or difference are targeted, in order to support any underlying weaknesses. Pupils are encouraged to recognise their problems, to face and to tackle them, and not to hide from them. Difficulties are not an excuse, especially the case in the Senior School setting. We work with pupils to develop a 'toolkit of strategies' to navigate around any underlying difficulty the pupil may experience. Additionally, differentiation of work or task may take place to ensure full access and, when possible, approaches will be varied or modified to take into account the different learning styles and levels of ability of individual pupils.

The SEN team (called 'Academic Support Department' at Kimbolton) support this, assessing strengths and weaknesses, problem solving and advising. On-going assessment of pupils and their needs leads to the identification of those pupils who are not making expected progress, or those falling behind where the gap is widening between them and their peer group. These pupils are identified and support offered, in order to ensure they continue to achieve to their full potential and are given the tools to maintain the expected pace of the school's learning environment. All support and intervention is evidence based and will be provided by staff with appropriate skills and knowledge.

Our school offer can be categorised into four broad areas:

Universal	Quality First Teaching for all pupils. Effective, inclusive strategies include: <ul style="list-style-type: none">• Teaching based on clear objectives that are shared with pupils and returned to at the end of the lesson.• Links are made to teaching and learning in different contexts• New vocabulary is carefully explained and made visual• Interactive teaching styles are used and include multi-sensory approaches (VARK)
Targeted	Bespoke targeted support in the form of group or 1:1 support, in or out of the classroom setting following Assess Plan Do Review model.
Specialist	The involvement of external specialists including; educational psychologist and other external professionals. Formal assessments for SpLD including dyslexia, ASC, ADHD and processing
Specialist+	Externally funded 1:1 teaching support. Involving an Educational Health Care Plan (EHCP)

Specialist SEND Provision

The Academic Support Department is split across the two school sites.



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The Head of Department and the Deputy lead both hold a SENCo qualification. The Head of Department is also a qualified specialist assessor, so can carry out assessments for examination access arrangements.

All teach one to one, small groups, in-class and out of class from Key Stage 1 to Key Stage 4. Additionally, subject teachers can request in-class support for specific students or for classes in general. The Department make every effort to accommodate requests for support and the timetables are regularly reviewed to ensure that there is a fair distribution of support across subject areas and year groups to address current needs. 1-1 support lessons can replace another timetabled subject in Key Stage 2 or 3 and a GCSE option in Key Stage 4 (always a creative humanity or MFL). They are provided for SEND pupils who need additional support, beyond the differentiated curriculum. Students in the Sixth Form with special educational needs may receive one term of support in the first term of their Lower Sixth year. In addition, the Department do provide support to pupils who need help with social, emotional, and mental health concerns where these differences are impacting on their ability to work to their full academic potential in class.

Senior School provision and support is usually one to one or sometimes small group at KS3 and may be offered on a one-off basis, as a fixed term of support, or long term. Subject dropping is only agreed for a pupil whose long-term needs (that substantially impact on the pupil's ability to engage with the *full* curriculum) are identified in a specialist assessment / report. This decision is made following consultation with the Headmaster, the Deputy Head Academic, the parents and the pupil. An open-door policy is maintained with *ad hoc* assistance offered to **any** pupil that requests it, subject to resources being available. Pupils at the Senior School are encouraged to seek help when required. The expectation is for a pupil to have a can-do resilient approach and embrace support offered by teachers to navigate around difficulties. Subject avoidance or excuses (for example "its because of my ADHD") are not encouraged.

Identification and Assessment of Pupils' Needs

Early identification of any difficulty is vital. Parents are informed of any concerns, and active support in helping their child is sought. An assessment to identify areas of weakness may be offered and to identify next steps of better support. Consultation with the pupil, parents and teachers to gather information and evidence of need is part of this process.

At the Preparatory School, class teachers will inform parents of any concerns they have around academic access or progress after consultation with Academic Support. Any observation, intervention or assessment only gets underway following parental discussion and agreement. This typically does not occur in the first six weeks of a new academic year. Children in Reception in the 'Lower Prep', will also be given a longer settling in period before any assessment takes place. Only in a very few cases may it be appropriate or prudent to act immediately.

At the Senior School informal discussion takes place with members of staff, in the normal course of the school day.

All pupils are assessed for reading and writing difficulties on entry to the Senior School. We are, thus, able to identify and monitor any difficulties in these areas. Advice is offered about the best way to access in class learning, tackle homework and exams. The Head of Academic Support is involved in delivering a PSHE module in the First Form which enhances this. This ensures all pupils are offered advice on the best way to tackle their studies and develop effective strategies around revision and exams. This support is extended to the Lower Sixth probationers in their first term when necessary. Pupils in the First and Third Form are also assessed with a view to giving special consideration in future public exams.



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SEND planning

Legislative guidelines advise that formal **IEPs** (individual educational plans) are no longer always necessary. However, any pupil who receives individual *academic* support for a term or more will have an IEP at our School. This reflects the importance of the support delivered, that it is bespoke, targeted, and individual to the pupil's needs. This support may, therefore, be chargeable, in addition to the termly school fees.

A revision to the school's charging policy from September 2024 will be made in respect of SEND provision and delivery at school, to ensure legislative compliance. Where a pupil's specific learning difficulty needs are known and **formally** diagnosed, by a recognised, valid, external specialist, the **school will not charge** for any timetabled reasonable adjustments (including 1:1 or group lessons).

The school recognise that this change in charging policy may encourage parents to independently seek a specialist diagnosis. We recognise that best practice is for parents to liaise with Academic Support prior to any external assessment, to ensure an accurate capture of all the pupil's needs is ascertained in the school, as well as the home setting. This ensures appropriate recommendations in the report accurately reflect the pupil's needs seen in our setting. The school are not legally bound to implement all recommendations in a specialist report and reserve the right to be selective, in order to avoid overwhelming both the pupil and the teachers. To protect the pupil's wellbeing and the emotional impact of an inappropriate label, we always encourage a meeting with the SENCO at either school before any assessment is undertaken. This ensures complete transparency, validity and accuracy of the external assessment process.

Any plan from a diagnosis or report includes:

- background information (e.g. recent assessment / report from an Educational Psychologist)
- details of the aims and aspirations of the support
- activities and resources to be used to achieve these goals
- pupil voice
- measurable baseline criteria to assess need and evidence progress
- any outside agency support

The plan is created in conjunction with teachers, parents, and the pupil. National 'assess, plan, do review' SEN strategy is adhered to.

The Academic Support timetable is organised at the beginning of each term and is subject to change to reflect the shifting needs of the whole school.

Record keeping

A provision map monitors all aspects of academic school life including: assessment levels, pupils to watch, internal and external assessments, parent and teacher meetings, top tips for teachers, schemes of work and baseline assessments. Regular meetings discuss individual cases, assess progress and impart other information.

A pupil passport or pupil centered plan (PCP) is devised when it is felt a pupil would benefit from support for social or emotional needs. Reviews may be more regular than IEPs and regular changes address issues as they



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arise. All IEPs, passports and PCPs are shared with teaching staff, ensuring an awareness and focus on the pupil's needs, to meet the needs of each pupil, from within the classroom setting.

All documentation is centrally held in Engage enabling all staff to access it when required. Details of a pupil's needs and support over time is kept on file electronically for ten years.

Assessment and Review

A cycle of 'Assess, Plan, Do, Review' ensures pupils' progress is assessed and monitored on a regular basis. This procedure endeavours to ensure that pupils and parents are regularly provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their support. The accessibility of the education we offer and the reasonable adjustments we can make ensure as fuller participation and inclusion as is reasonable within our setting.

Evaluating provision

Kimbolton School is committed to regularly reviewing both admissions procedures / policies and issues of access to learning to ensure that a *continuous responsibility* is exercised. Other areas of policy and provision are in addition, and where appropriate, reviewed with SENDA in mind.

Pupils with Education, Health and Care (EHC) Plans

Parents and the School have a right under section 36(1) of the Children and Families Act to ask the local authority to make an assessment with a view to drawing up an EHC plan. The school will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (not the school) have a right of appeal to the First-tier Tribunal (Special Needs and Disability). If a pupil with an EHC plan is admitted during the academic year the school will ensure that the provision set out in the EHC plan is met. The school will co-operate with the Local Authority and ensure that an annual review takes place at the appropriate time.

Pupils with EHCPs at this school will always be able to demonstrate an emotional, behavioural and academic aptitude to enable them to access the curriculum at the level we provide and learn at the pace we teach.

Working with parents

Parents are always welcome to contact the Academic Support Department for advice or discussion. At the Preparatory School, parents are kept regularly informed of support that the Department is implementing and any additional help they can provide at home.

Parents are expected to support one to one teaching with revisiting activities / techniques shared in a weekly email by the Academic Support Teacher, at the Prep School. This ensures the taught skills are kept simmering and current, and not forgotten between one taught in-school Academic Support session and another.

As the need arises, staff, parents and pupils are kept informed of SEN developments and pupil progress. Where it is felt that the school is unable to meet the needs of the pupil in our setting, or that being in our setting is 'detrimental' to their progress and emotional well-being, this will be clearly communicated to the



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parents by the SENCO and a member of the SLT. This may follow an external formal diagnostic assessment by a specialist (for example an educational psychologist) that the school has a 'working relationship' with and trusts the validity of the assessment process.

Transition

It is the school's policy to ensure smooth passage throughout the whole school. To this end, meetings are held at transitional stages involving the Preparatory School and the Senior School. Meetings with parents are held at specific key points during the academic life of pupils at the Preparatory School to explore transition e.g. between Year 2 and Year 3 (KS1 to KS2) or between Year 4 to Year 5 (with a eye on aptitude for the Senior school) and Year 6 to Year 7/1st Form (Upper Prep to the Senior School; KS2 to KS3).

The competitive situation, based on exam success, for every Preparatory pupil cannot be overlooked or ignored and a dialogue with teachers and parents is key to ensuring pupils are best placed to fulfil their potential and meet the expectations set within the entrance exam. These typically begin at the end of Year 1 looking forward to the end of Year 2 and transition to Year 3 and continue there on. Parents are consulted and informed during this process and support with alternative placements discussed.

For the key transition year, Year 2 into Year 3, new support strategies may be suggested and implemented in order to ensure the pupils are able to access the teaching and learning opportunities delivered in 'Upper Prep' at Year 3 and above, mindful of the change in year 3 where there are no additional adults in the classroom.

In very rare cases, regular reviews may demonstrate we are not the right setting and cannot implement all the required support to enable a pupil to thrive in our setting. Conversations will be held with parents and alternative provision agreed by all as being the next best step.

Liaison with feeder primary schools, middle schools or end of Year 11 schools are conducted to ensure a full picture of need is garnered around pupils who join us at Year 7 (First Form), Year 9 (Third Form) or Year 12 (Lower Sixth). This information is always shared with relevant staff including the tutor and subject teachers.

Master Classes

We host Saturday morning Masterclasses at the Senior School for local children who are nominated to by their primary schools.

In line with our whole school practise, there is no additional 1-1 adult support available for these sessions, irrespective of the support the pupil may receive in their current setting. Our expectation for all pupils who attend

Masterclasses is that they have a level of self-help, resilience and cognitive aptitude and are well equipped to self-manage their behaviour, learning and engagement in class. This is particularly important as we have more limited staffing on Saturday mornings than on weekdays. We do not accept parents or other assistant adults in the classrooms. The exception to this, however, is if the pupil has a full EHCP (education health care plan) with county-funded TA support for MEDICAL (not academic) needs. In these cases, the county-funded TA can assist and support in the Masterclass, but we will not be in the position to contribute funding towards any additional hours. The EHCP must be for medical needs, ensuring the pupil has the cognitive aptitude to manage the pace of learning and expectations of the Masterclass, rather than an EHCP for low cognitive aptitude, ability or behaviour. We encourage parental contact with our Academic Support Department



SENDA Policy

(SENCo) via our Masterclasses Coordinator so that we can ensure that we can adequately meet the needs of the pupils who attend.

External agencies

It is recognised that SEN is a 'golden thread' that runs through all we do, so it is important that the school employs the right service at the right time to ensure that a full and detailed picture of need is developed. Early help for pupils and support for parents comes in a variety of guises and it is important to get the balance right between in class differentiation, additional out of class group or one to one school intervention and external support/advice. Parents are fully consulted at all times.

The school requests the same in return. It cannot implement recommendations from a specialist report / diagnosis that has been requested independently by parents and uses a specialist the school have no working relationship with. 'Best practice' is a collaboration between the pupil, parents and the school; ensuring full and transparent communication with each other and any external specialists, to enable a full rounded, *accurate* capture of the pupil's needs in our setting. A diagnosis is not a label, it is a signpost; a way to understand our children and support them.

The school is committed to working effectively with external support services. Where it is felt that external agency support for advice or more in-depth assessment and diagnosis is beneficial, then parents are consulted, and agreement reached. Often the relationship between the external specialist and the parent is a private independent one, *facilitated* by the school but not 'owned' or paid for by the school. Parents always reserve the right not to take up the offer of external support the school advise. Strong working relationships have been built with local Educational Psychologists and ADHD / ASD companies, as well the Hearing Support and OT teams.

Links with Other Schools

The SENCO's liaise with SENCOs at other local feeder / catchment schools when appropriate and network informally at courses and meetings. They attend the annual EMG meeting the school organise for all Heads of Department.

Additional costs

For pupils with an SEMH need or pupils receiving group intervention at the Preparatory School, the first six weeks of bespoke provision is not charged. However, all subsequent 1-1 or group work is charged in line with all other Academic Support provision, unless the pupil has a diagnosed SpLD, as set out on page 10.

Complaints

Any claim for unlawful discrimination under SENDA must come from the parent not the pupil. In the first instance, the complaint should be made to the school and follow the School's Parental Concerns policy. However, parents have the right to refer a complaint to SENDIST within six months of the date on which they believe unlawful discrimination has taken place.