



KINGSTON
GRAMMAR SCHOOL

FOUNDED 1561

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

School Context

Kingston Grammar School is an academically selective school which welcomes all children who can make the most of the opportunities on offer and who will flourish in the supportive environment of the School.

Treating every child as an individual is important to us, and we welcome students with special educational needs or learning difficulties and disabilities, providing that our Learning Support department can offer the support they require.

Introduction

This policy outlines the aims, principles and strategies to ensure that we are effective in our support of children with special educational needs. This policy is informed by the legislative requirements of the SEN Code of Practice 2001 and the Equality Act 2010. In this policy reference is made to the following school policies:

- Disability
- Admissions

Kingston Grammar School is committed to providing equal access for all its students to the broad and balanced curriculum that it offers. We seek to enable all students to maximise their academic potential and develop their talents, and to create an educational environment in which their wellbeing is promoted. All students are encouraged to develop an awareness of and respect for individual differences.

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Definitions

The SEN Code of Practice 2001 states that:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of children of the same age*
- (b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority*

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is, or will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age"

However:

‘Whether or not a child has SEN depends both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school, but not another’.

DfEE: Excellence for all (1997)

Admissions

The School’s admissions process is outlined in the Admissions Policy. Applications are welcome from all those who have the ability and aptitude to thrive in an academic environment. We welcome students with special educational needs, providing that our Learning Support department can provide them with the support that they require. The School must feel confident that a prospective student will benefit from the education offered so that there is no



reasonable doubt at the time of admission that s/he will have a complete, happy and successful school career.

Parents of children with Special Educational Needs or a disability should discuss their child's requirements with the school before they sit the entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of any relevant medical or Educational Psychologist's, or other specialist teacher/assessor's reports, to support their request for special arrangements.

Failure to disclose information regarding SEN/disability issues may result in the school being unable to offer an adequate level of support.

A meeting may then be arranged so that if necessary, steps to accommodate the needs of the child can be arranged in advance of admission.

Identification of SEN

The School aims to identify students with SEN or disabilities or those for whom learning support would be beneficial in the following ways:

- By receiving information from a previous school or other educational establishment
- By the provision of information by parents
- Through the School's screening process (see below)
- By the raising of concerns from members of staff about the learning progress of a student.

Students are screened for literacy problems (principally dyslexia) on entry to the School. The format of the screening test is devised by the Head of Learning Support (HoLS). It consists of a graded spelling test and a piece of free writing. This test is undertaken in the first half term of entry into the School. The whole of the First Year complete their tests under the supervision of their English teachers. All First Year scripts are sent to the HoLS, who is responsible for evaluating the results and advising on action where necessary. The HoLS is also responsible for administering tests to students who enter the School in other years.

The knowledge, views and experience of parents are vital, as are the views of the student. Effective identification, assessment and provision will be secured where there is the greatest possible degree of partnership between parents, their children and the School. Parents should be involved throughout the time their child is on the Special Educational Needs and Disabilities (SEND) Register.



Subject teachers and tutors may also convey concerns about a student directly to the HoLS. Staff should also pass on any concern expressed by a parent which might indicate that SEN provision is required. The HoLS will meet with relevant staff to discuss such referrals.

Where a special educational need has been clearly identified, it is the responsibility of the HoLS to make contact with parents and ascertain their views as to future action.

The Special Educational Needs and Disabilities (SEND) Register

The HoLS manages the Special Educational Needs and Disabilities (SEND) Register. This is a list of those students who, at any given time, have been identified as needing special educational provision. It should be recognised that various courses of action may be taken to strengthen a student's performance without this involving support lessons. The register will include those who have an educational psychologist's report, those receiving additional support and those who have a physical disability which needs highlighting.

An electronic copy of the SEND register is placed in the staff shared resources area at the beginning of each year and any updates/changes are made via email.

The register records whether we have an educational psychologist's report on the student, if the student is receiving additional support in school, and the key areas of concern. Where a student has been assessed either by an educational psychologist or a specialist teacher they will have a Learner Profile.

Learner Profiles

Learner Profiles are written for every student in the School who has been assessed either by an educational psychologist or a specialist teacher. These are available to members of staff who teach these individual students on Firefly and iSAMS. The Learner Profile indicates when the student was assessed and offers a brief outline of the learning difficulties confirmed as a result of the assessment given. In addition, it may suggest to the teacher strategies which would enable the student to learn more effectively. The Learner Profile includes a review date to ensure that the student's progress is monitored. Notes can be amended during a school year - for example after parent interviews.

Support for students

All learning support lessons take place in the Study Skills Room and may operate on a 1:1 or small group basis. In order to have minimal impact on the curriculum the timetable is run rotationally for First to Third Years and generally during an English lesson for Fourth and Fifth Years. Sixth Formers arrange lessons during study periods. Where the student has additional



support, the HoLS will meet with parents at Parents' Evenings and, if necessary, at other points during the school year.

A list of students receiving additional lessons in school is distributed to all teaching staff at the beginning of each half term. Attention is drawn to the particular area of concern to be worked on e.g. examination technique, reading strategies.

English as an Additional Language

In order to cope with the high academic and social demands of Kingston Grammar School students must be fluent English speakers. The School may recommend that some children whose first language at home is not English receive tuition in English as an additional language. The School does not provide this service.

More Able Students

By national standards the academic calibre of our students is above average. Our method of distinguishing those who are the most able is to award academic scholarships. The list of scholars therefore also serves as a list of the particularly able, gifted and talented. Such students are identified at the point of entry in the First Year or when they join the Sixth Form. We recognise that SEND students may also be gifted and talented.

Provision for the scholars is overseen by the Teacher in Charge of Academic Scholars.

Access Arrangements for Public Examinations

Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment. Any arrangement put in place should reflect the support normally given to the candidate in the centre, i.e. in the classroom and/or in internal school tests and exams. The School follows the guidelines of the Examinations Boards and JCQ with regard to Access Arrangements for public examinations.

The most frequently awarded arrangement is that of extra time. In order to award extra time of 25% the needs of the candidate have to be assessed based on one of the following documents:

- A Statement of Special Educational Needs relating to secondary education or
- An assessment carried out by a specialist assessor confirming a learning difficulty relating to secondary education.

Once an assessment has been undertaken the school will apply for access arrangements using '*Access arrangements online*'.



Appendix 1 attached outlines what the specialist assessor's report must confirm in order for extra time to be awarded.

The HoLS notifies the Examinations Officer of those students who are entitled to extra time or other concessions (e.g. the use of a lap-top) in public examinations. The HoLS should notify parents of any arrangements being made.

The HoLS will notify Heads of Year and relevant staff of any students who have the documentation entitling them to examination concessions (e.g. extra time) and Heads of Year should arrange for students to receive this concession in internal exams.

Students may be allowed to use a laptop in Examinations. However, this must be their 'normal way of working' in those examination subjects. (see Appendix 2)

School Action Plus

It is not envisaged that stages beyond what the Code of Practice calls 'School Action' will be implemented at KGS. However, it is possible - for example where a student has special sensory or physical needs - that the School may feel the need to draw on the help of specialist external support agencies in meeting the SEN of an individual student. A decision to do this would involve consultation with the student and his/her parents. At this stage, called 'School Action Plus' in the Code of Practice, the external agencies would help in the drawing up of an individual educational plan, which would still be delivered in the classroom by subject teachers. Such specialist agencies, or the School, may advise parents to make a request to their home LEA for statutory assessment of their son/daughter.



APPENDIX 1

Extra Time of up to 25%

The specialist assessor's report must confirm that the candidate has:

- at least one below average standardised score of 84 or less which relates to speed of processing - i.e. speed of reading, speed of reading comprehension, speed of writing, or cognitive processing measures which have a substantial adverse effect on speed of working.

In exceptional circumstances extra time of up to 25% may be awarded to a candidate where the assessment confirms that the candidate has at least two low average standardised scores (85-89) relating to speed of processing (as above).

Where there are no scores of 89 or less, in rare and very exceptional circumstances extra time of 25% may be awarded. This would be where a candidate has been diagnosed as having a significant learning difficulty or disability which has a clear, measurable and substantial adverse effect on performance and speed of working.

In addition to the specialist assessor's report the school must be able to provide relevant information regarding the student's "persistent and significant" difficulties. This may include reference to a history of need, teacher feedback on classroom performance and evidence of a student's "normal way of working".



APPENDIX 2

KGS LAPTOP USE CRITERIA AND GUIDELINES

Criteria

Use of a laptop is generally granted to students who have problems with the speed of writing production and/or the legibility of their handwriting. The following criteria are general guidelines for laptop use:

- Handwriting speed is below average
- Handwriting is illegible
- Medical condition
- Physical disability
- Sensory impairment

Laptops are NOT to be granted just because the candidate prefers to type or can work faster on a WP or that they use one at home

Guidelines

If the students has technical problems in the lesson and they risk falling behind or disrupting the class, they should switch to handwritten notes on lined A4 paper until the problem can be addressed outside class time.

Spell check should be used in class only if there is spare time. The students should never use it while the teacher is giving instructions because spell checking will be requiring their full concentration and they will not be able to do both.

The students should print out all day's classwork and homework at home. Tests can be copied on a memory stick and printed out during the nearest break time or emailed to the relevant staff.



To keep up momentum while note taking from the board and book encourage students to keep their eyes on the board or book. If they have to glance it should be without moving their head. It is faster and less disruptive if they correct typos at the end of the passage.

A laptop should not be used for table, maps or diagrams. Use A4 paper.

A small supply of punched plain and lined A4 paper should be kept in a plastic folder at the back of their file.

Students should start each piece of new work using their template that is set up with a clear sans serif font, has their name, a place for the date title. This should help them get going quickly and without fuss.

Students can double-space the work just before printing out if this is beneficial for marking between lines.

Leave a line instead of indenting for a new paragraph

If class handouts are not already pre-punched it is advisable for the student to store handouts in a pocket in the front of their file until they can punch and file them later at home. Don't let them attempt to hole punch in class as they are unlikely to be able to listen to instructions while punching and filing.

n.b. In public examinations only candidates whose “normal way of working” is on a laptop will be allowed a laptop (with spell/grammar check disabled).

25% extra time will only be appropriate if the candidate presents with other significant difficulties.



Pictorial representation of the evidence requirements for candidates with learning difficulties requiring extra time up to 25%, showing the balance of requirements between core and supplementary evidence.

Core evidence – defined as the quantitative data from the specialist assessor’s report.

Proportion of candidates typically awarded extra time of up to 25% with a specialist assessor’s report showing standardised scores on tests of speed:

<p>At least one score of 84 or less</p> <p>The vast majority of candidates with a substantial impairment awarded extra time of up to 25% will fall into this category.</p>	<p>Two or more scores between 85 -89</p> <p>A small proportion of candidates will fall into this category.</p>	<p>No scores below 90</p> <p>Very few candidates awarded extra time are expected to be in this category.</p>
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Supplementary evidence – painting the picture of need.

The amount of evidence required to paint the picture of need will vary according to the candidate’s standardised scores on tests of speed:

<p>At least one score of 84 or less</p> <p>Evidence of normal way of working within the centre</p>	<p>Two or more scores between 85-89</p> <p>Evidence of normal way of working within the centre & Mock exam papers showing the application of extra time <i>or</i> IEP/ILP making reference to the need for extra time <i>or</i> Comments and observations from teaching staff as to why the candidate needs extra time and how he/she uses the extra time awarded.</p>	<p>No scores below 90</p> <p>Evidence of normal way of working within the centre showing <u>an extensive history of need</u>; and</p> <p>Evidence of a <u>clear, measurable and substantial adverse effect</u> on performance and speed of working; and</p> <p>A formal diagnosis of a significant learning difficulty or disability; <u>and</u></p> <p>Normally a cluster of standardised scores relating to speed of processing just within the average range, - 90 to 94.</p> <p>To assist centres with these rare and very exceptional cases, the Equality Act 2010 definition of disability is provided on page viii.</p> <p>Specialist assessors are advised to consider in extreme and unusual cases whether section 2.1.3, page 9, might apply.</p>
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