



Special Educational Needs and Disabilities Policy

All statements in this policy document also apply to the EYFS department at Knightsbridge School. Throughout this policy we have paid due regard to and have complied with the following statutory regulations:

- KCSiE 2025
- Working Together to Safeguard Children December 2023
- Special Educational Needs and the Disability Code of Practice 2015
- Behaviour in Schools Guidance 2024
- The Children and Families Act 2014
- Fundamental British Values as stated in the Revised Prevent Duty Guidance December 2023
- The Children's Act 2004

Knightsbridge School is aware of its duties under the Equality Act 2010, including issues related to pupils and staff with additional needs. It makes reasonable adjustments for all, within the resources available to the school.

As an independent school, Knightsbridge School is not legally obligated to provide provision outlined in Education, Health and Care Plans (EHCPs) unless it is named in the plan and the provision is fully funded. While we aim to be inclusive, all additional support is offered within the constraints of available staffing, training, and resourcing.

This policy should be read in conjunction with the Addendum to the SEND Policy: Provision for Pupils with Education, Health and Care Plans (EHCPs) and the Supporting Pupils with Medical Conditions Policy.

Introduction

Knightsbridge School provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some of our children have barriers to learning which may require adaptations to the curriculum to meet their learning needs. This will then become their normal way of working (working practice) and will be reflected in Access Arrangements made for assessments and examinations. We are committed to ensuring that all pupils from their own starting point can achieve well during their time at school.

When learning differences are identified the Learning Support Department supports the teaching, monitoring and reviewing of SEND (Special Educational Needs and Disabilities) The Learning Support Department provides specialist teaching for pupils requiring additional support with their learning or study skills. This provision focuses on developing the underlying skills and strategies pupils need to access the curriculum effectively. It plays a central role in identifying pupils' learning needs, advising staff on differentiated teaching strategies, liaising with parents and external professionals, and coordinating additional help where appropriate. Support may also be provided to small groups within the classroom, under the guidance of the Head of Learning Support. Where a pupil's needs warrant more individualised intervention, the department may deliver 1:1 or small group support lessons. Such provision is determined by the Head of Learning Support on a needs basis, taking into account assessment data, pupil progress, and resource availability.

Aims and Objectives

The aims of this policy are:

- To ensure pupils with SEND are identified, assessed and provided for as early as possible and that early action is taken to meet those needs.
- To ensure that we create an environment that meets the SEND needs of each child within the resources available to KS.
- To make adjustments to curriculum or resources to facilitate access to the curriculum where reasonable.
- To ensure that pupils with SEND are involved, where possible and appropriate, in the decision-making process regarding their own learning.

Once a pupil has been identified as having a SEND, the aim is to provide the necessary amount of intervention to allow the pupil to reach his/her full potential, but without stigma, and with the least possible disruption to the normal school routine.

The school seeks to uphold the following fundamental principles, in line with the SEND Code of Practice 2015:

- To endeavour to provide all pupils full access to all elements of a broad, balanced and relevant education and extra-curricular activities.
- To educate pupils with SEND alongside their peers.
- To provide quality teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals.
- To offer educational provision that is additional and different where needed, either classroom-based or through individual or small group tuition, deploying staff and resources flexibly to meet identified needs.
- To have high ambitions and set aspirational targets, tracking and reviewing children's progress towards these goals.
- To ensure that pupils and their parents have a voice in this process and are involved in decision-making regarding the pupil's education, including target setting and reviewing.
- To monitor the pupils' needs and review progress using best practice and evidence-based material, provided by classroom teachers and the Head of Learning Support (SENCo).
- To ensure early identification of needs and early intervention to support them.
- To promote positive outcomes in the wider areas of personal and social development.
- To make clear the expectations to all partners in the process – ie. the parents and pupils, teachers, SENCo and specialist staff that the

continued progress of pupils with SEND is the shared responsibility of all concerned.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Helping children to manage their behaviour and take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Procedure for Pupils with Special Educational Needs

A pupil has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them. A pupil has a learning difficulty or disability if they have significantly greater difficulty in learning than most pupils of the same age, or a disability that prevents or hinders them from accessing the educational facilities generally available to pupils of the same age.

Teachers and staff should ensure that pupils with Special Educational Needs are enabled to participate in all regular activities of the school, as far as is reasonably practicable. Individual Support Plans (ISPs) are to be completed by class teachers or form tutors, in collaboration with the Head of Learning Support, and made accessible to all staff involved in teaching the pupil.

Pupil progress is continuously monitored by class teachers and form tutors. If a teacher has any concerns about a pupil's development or progress, the following graduated response process should be followed. This process is overseen by the Head of Learning Support, who will provide guidance, coordinate appropriate

interventions, and ensure effective communication with parents and relevant staff.

- Where a teacher has identified a concern with a pupil, they will complete the SEND Referral Form.
- Good quality teaching should continue, as a first step. A pathway for In-class remediation should be discussed with the Learning Support department.
- In-class remediation will be monitored by the class/subject teacher and Head of Learning Support through observations, book looks and termly focused review meetings.
- If no improvement has been observed, class teachers/form tutors / Head of Section and the Head of Learning Support will meet to discuss next steps.
- The Head of Learning Support will then meet with the parents, if appropriate, with the relevant Head of Section.
- Where appropriate, and subject to available resources within the school timetable, a pupil may receive targeted intervention from the Learning Support Department. The Head of Learning Support will determine the nature, frequency and format of support, taking account of the pupil's identified needs, progress, available staffing and existing provision across the school. All provision will be kept under regular review and may be adjusted, extended, paused or withdrawn in response to the pupil's progress and changing needs. These decisions will be made in consultation with relevant staff, parents and, where appropriate, the pupil.
- Interventions are provided for a defined period and are kept under regular review. The Head of Learning Support will determine whether provision should be adjusted, extended, paused, reconfigured or withdrawn, taking account of the pupil's progress, changing needs and developing independence. Relevant staff, parents and, where appropriate, the pupil will be consulted and informed; however, the final decision regarding the nature and continuation of provision rests with the Head of Learning Support.

- Where an ISP is required, the form teachers/ subject teachers will complete termly ISPs which will be kept on the school server and added to by the Head of Learning Support. These will be available for all staff to access and apply to their teaching of individual pupils during subject lessons.
- The Head of Learning Support will approach parents to discuss taking up or relinquishing support. Parents are invited to contribute to decisions at all key stages of support planning and review, and their views are valued and recorded as part of the pupil's Individual Support Plan (ISP) process.
- Diagnostic testing and screening tools are part of the school's assessment package and are done as a matter of course as part of the in-house school assessment process. Where an additional standardised assessment is deemed of benefit to the student, the parents will be consulted and their permission sought. Where parents decline consent for diagnostic assessment or do not engage with recommended next steps, the school may not be able to justify continuing targeted interventions beyond an initial review period. In such cases, the pupil will continue to receive high-quality teaching in the classroom, but additional support may be paused until further clarity is available.
- Further referrals for expertise outside the staff team may be made (e.g., Educational Psychologists, Speech and Language Therapists) in consultation with parents and their permission sought. Recommendations from external professionals will be reviewed and implemented at the school's discretion, with consideration to the overall learning environment and feasibility within available resources.
- Where a pupil has an identified learning difficulty or disability, appropriate access arrangements may be introduced in lessons and internal assessments. Any arrangement must meet the pupil's identified needs and become their normal way of working before it can be considered for formal examinations. Access arrangements are not granted automatically on the basis of a diagnostic or specialist report and must satisfy the relevant JCQ requirements. The final decision rests with the Head of Learning Support, in consultation with the school's qualified assessor and examinations staff.
- To meet its obligations and duty of care to all of its pupils and their families, the school can on occasion, in consultation with parents, explore a range of options further to meet exceptional needs. This could include a reduced timetable; the offer of enhanced, bespoke individual support or

possibly, a phased transition to access specialist provision. Under these circumstances, the Head of Learning Support works closely with all parties concerned in the pupil's best interests.

- Where, despite best efforts, a pupil's needs exceed what the school can reasonably provide, the Headteacher and Head of Learning Support reserve the right to recommend or facilitate a move to a more specialist setting. This is always done in consultation with parents and professionals, with the child's best interests at the centre.

At all stages of the learning support process, the school keeps parents fully informed and actively involved. We value and take into account the wishes, feelings, and insights of parents, recognising them as key partners in supporting their child's development. We are committed to working collaboratively to ensure each pupil's needs are understood and effectively met.

Knightsbridge School operates an open-door policy, and we warmly encourage parents to raise any concerns or queries at the earliest opportunity. Regular, respectful dialogue between home and school is central to our approach, and we welcome ongoing communication to strengthen support and celebrate progress together.

Types of Support Available for Pupils with SEND

The specific type of support available to a pupil will depend on the nature of their needs and the difficulties they experience with learning. Provision will also be guided by the resources, staffing, and expertise available within the school. Support is aligned with the four broad areas of need outlined in the SEND Code of Practice (2015): Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Ne

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

At KS, we use a three-tiered approach to supporting pupils' learning:

Tier 1: Quality First Teaching

Where a concern has been identified, the class or subject teacher will provide appropriate classroom adaptations and differentiation, in consultation with the Learning Support Department. The pupil's response will be monitored to determine whether these adjustments adequately address the identified need.

Tier 2: Targeted Intervention

Pupils may receive a short-term, targeted intervention, usually individually or within a small group. This support is designed to address a specific area of need and is reviewed against clearly identified outcomes.

Tier 3: Specialist Support

Where more individualised or specialist provision is required, support may be provided by the Learning Support Department or an appropriately qualified external professional, such as a specialist teacher, educational psychologist, speech and language therapist or occupational therapist.

The tiers are not sequential, and pupils are not expected to progress through them in order. A pupil may access Tier 2 or Tier 3 directly, or move between tiers, according to their identified needs, progress and the resources available. Provision will be reviewed regularly and adjusted where appropriate.

Access to external professionals is subject to parental consent and, where applicable, funding. While the school can liaise with such professionals and incorporate their recommendations into provision, direct specialist therapy or assessment is arranged and funded privately unless otherwise agreed in writing.

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