

Additional Educational Needs Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

| Coordinator | Nominated Director | Chair of Board of Directors |
|---|---|------------------------------------|
| VICE/DEPUTY PRINCIPAL & DIRECTORS OF STUDIES | DIRECTOR OF ACADEMIC DEVELOPMENT | NIGEL PAMPLIN |

We at Kings aim to provide every student with the best education possible. Kings' objective in setting out the school's AEN policy is to ensure all students benefit as fully as possible from the education provided within the school.

Educational provision means:

- educational provision which is to, or otherwise different from, the educational provision made generally for students of their age in comparable schools

We strive to provide the best opportunities for learning for all abilities and nationalities and meet an individual's educational needs wherever possible. In order to ensure the best educational provision for each student, we ask that known additional needs are stated prior to enrolment, allowing us to assess our ability to meet these needs. We believe that students have educational needs if they have a learning difficulty, which calls for additional educational provision to be made for them. Once any needs are known, we aim to establish the extent to which we are reasonably able to provide for those needs and whether those needs would be better met by a different educational provider.

We may be limited in our ability to fully cater for students who experience difficulties in: -

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- some sensory and/or physical and medical conditions

We acknowledge that in some cases, needs may not be known or be documented before enrolment to Kings. As our students are international students, they will rarely be stated.

We also understand that some learning needs may not be apparent or evident until the learner is learning in a second language context. We would expect Kings staff to be vigilant in monitoring this and to report any evidence of educational needs to the Director of Studies immediately.

Students would be considered to have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in the school

Where learning needs are suspected or identified by the teacher or student, we would recommend to the parents, fee payers or representative that the student would then be referred to an external specialist for formal diagnosis. From this point a joint decision would be made on educational provision for this student.

If the Principal felt Kings could adequately and successfully provide for these needs:

- an Individual Education Plan would be produced for the student and/or parents, fee payers or parents' representative
- The Plan would be reviewed regularly and would form the basis of the student's learning and provision while at Kings.

All students with needs will have Individual Education Plans setting out targets and any provision made that is to and different from usual classroom provision or there will be an explanation as to how detailed provision mapping records IEP information.

For students with statements, provision will meet the recommendations on the statement. In subjects where all students have curriculum targets these are used to inform IEPs which will always incorporate a learning target which links to the primary area of need. Curriculum targets are recorded on students' records and reports, and parents, fee payers and representatives are informed when the student moves from one AEN category to another or is no longer subject to an IEP.

Strategies for students' progress will be recorded in an IEP containing information on:

Short-term SMARTER targets (specific, measurable, achievable, realistic, time-bound, evaluated and reviewed)

- Teaching strategies
- Provision made
- Date for Review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the students' needs. The IEPs will be discussed with the student, parents or fee payers and representatives.

We believe this policy relates to the following legislation:

- [Children Act 1989](#)
- [Education Act 1996](#)
- [School Standards and Framework Act 1998](#)
- [Education \(Special Educational Needs\) \(Information\) Regulations 1999](#)
- [Education Act 2002](#)
- [Mental Capacity Act 2005](#)
- [Education and Inspections Act 2006](#)
- [Education \(Special Educational Needs Coordinators\) \(England\) Regulations 2008](#)
- [Education \(Special Educational Needs Coordinators\) \(England\) \(Amendment\) Regulations 2009](#)
- [Equality Act 2010](#)
- [Education Act 2011](#)
- [Special Educational Needs and Disability Regulations 2014](#)

The following documentation is also related to this policy:

- [Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities \(DfE\) and \(DoH\)](#)
- [Special Educational Needs and Disability – advice for schools, colleges and children's services](#)
- [Equality Act 2010: Advice for Schools \(DfE\)](#)
- [Reasonable Adjustments for Disabled Students \(2012\) \(Equality and Human Rights Commission\)](#)
- [Supporting Students at School with Medical Conditions \(2014\) \(DfE\)](#)

Aims & Objectives

- To reach high levels of achievement for all
- To be an inclusive community
- To request that known additional learning needs are stated prior to enrolment;
- To reserve the right not to admit a student if we feel we cannot best provide for him or her;
- To ensure the identification of all students requiring AEN provision as early as possible in their school career
- To have in place systems whereby teachers are aware of such students.
- To provide a realistic assessment of how well we can meet the student's needs;
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parents or fee payers, representatives and carers.
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to AEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies



- To achieve a level of staff expertise to meet students' need
- To regularly monitor how well we are meeting a AEN student's learning needs;
- Ensure all students make effective progress and realise their full potential;
- Ensure all students take a full and active part in school life

Procedure

Role of the Board of Directors

The Board of Directors has:

- delegated powers to the Principal who will be responsible for the day-to-day management of the Educational Needs Policy;
- delegated powers and responsibilities to the Principal to ensure all staff and teachers are aware of and comply with this policy;
- responsibility for ensuring this policy is made available to parents or fee payers via our website;
- nominated the Academic Development Director to visit the school regularly, to liaise with the Directors of Studies and Deputy/Vice Principal and to report back to the Board of Directors;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Principal

The Principal will:

- ensure all school personnel, students and parents or fee payers are aware of and comply with this policy;
- ask for feedback on this policy using student consultation;
- monitor the effectiveness of this policy;
- fund materials and resources for additional needs where required;
- agree that the Director of Studies will act as Additional Educational Needs Coordinator (SENCo) if required;
- inform parents or fee payers if it is suspected that their student has additional educational needs, offering to arrange a formal diagnosis with an external professional at the parent or fee payer's expense;
- advise the parents or fee payers that King's ability to meet their student's additional educational needs is compromised, while those needs remain undiagnosed;
- advise the parents or fee payers that the student's place in the school may be under review if their student's additional educational needs disrupts the education of other Kings students;
- advise the parents or fee payers that we may be unable to meet their student's additional educational needs following formal diagnosis;
- monitor the effectiveness of this policy by checking to see if:
 - students with educational needs are making sufficient progress appropriate to their ability
 - school personnel have high expectations of students with educational needs
 - appropriate provision is in place
 - differentiation is put into practice
 - the student tracking system is effective
- meet with the Director of Academic Development and Director of Studies regarding the development of this policy

Role of the Director of Academic Development

The Director of Academic Development will:

- regularly visit the school's Principal, Deputy/Vice Principal and Course Directors to ensure the policy is implemented effectively;
- report back to the Board of Directors

Deputy/Vice Principal & Directors of Studies

The Deputy/Vice Principal & Directors of Studies will:

- lead the development of this policy throughout the school;
- act as Additional Educational Needs Coordinator (SENCo) if required and undertake training to meet this need if necessary;



- help develop (with the support of a relevant professional) an Individual Education Plan (appendix B) for that student;
- review Individual Education Plans regularly;
- track the progress of students with educational needs;
- maintain records of all students with educational needs;
- help provide materials and resources for needs where required;
- undertake training in educational needs if and when necessary;
- consult key professional institutions that support educational needs, if and when necessary;
- work closely with the Principal and the Director of Academic Development;
- ensure that all teaching staff are aware of such students and of their responsibilities in reporting suspected educational needs;
- ensure that teaching staff are aware of their responsibilities to students with educational needs including: teaching skills, methods and resources that will support and develop learning;
- support the provision of lessons which acknowledges a range of learning styles and approaches (see Curriculum Policy)
- identify the barriers to learning and what educational needs provision that a student requires;
- provide guidance and support to all staff;
- provide information on academic reports for a student with educational needs;
- ensure students with educational needs have full access to the curriculum;
- ensure students with educational needs are included in all school activities and events;
- ensure students with educational needs take part in extra-curricular activities;
- provide training for all staff on induction and when the need arises;
- keep up-to-date with new developments and resources;
- review and monitor;
- annually report to the Principal and Director of Academic Development on the success and development of this policy

Role of School Personnel (teachers)

Teachers will:

- aim to provide lessons which acknowledge a range of learning styles and approaches (see Curriculum Policy)
- be responsible and accountable for the progress and development of the students they teach;
- have high expectations of students with educational needs;
- be aware of the school's policy for the identification and assessment of students with educational needs and the provision it makes for them;
- report suspected educational needs to the Director of Studies;
- work closely with the Director of Studies and/or Vice/Deputy Principal (as SENCo);
- provide extra information on academic reports with respect to the student's educational needs;
- be aware of the Individual Education Plan for an AEN student whom they teach;
- implement any advice and teaching strategies given by the Director of Studies and/or Vice/Deputy Principal (as SENCo);
- provide high quality teaching for all students;
- deliver the individual programme for each educational needs student;
- include students with educational needs in all class activities;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all students;
- inform the Director of Studies and/or Vice/Deputy Principal (as SENCo) of any identified barriers to learning and lack of progress of students;
- undertake appropriate training if and when required;

Role of Students

Students will:

- understand that some students may have educational needs;
- be supportive and understanding of the provision required for some AEN students;
- be encouraged to report any concerns or difficulties with their own learning to the teacher

Role of Parents/Fee Payers/Guardian/Parent's representatives

Parents/Fee Payers/Guardians/Parents' representatives must:

- be made aware of this policy;



- be expected to support this policy;
- be expected to inform Kings of any additional educational needs prior to booking a course with Kings;
- be expected to contribute to any costs in relation to formal diagnosis, extra tuition or care;
- be informed of their child's/student's needs through reports;
- work closely with the school in order to develop a partnership that will support educational needs students (see Partnerships);
- be aware of their student's targets and their progress towards them;
- understand that Kings may not be able to meet all educational needs effectively

Admissions

We believe that students have educational needs if they have a learning difficulty, which calls for additional educational provision to be made for them. Once any needs are known, we aim to establish the extent to which we are reasonably able to provide for those needs and whether those needs would be better met by a different educational provider.

We may be limited in our ability to fully cater for students who experience difficulties in: -

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- some sensory and/or physical and medical conditions

Parents, fee payers, guardians, parent's representatives and those booking courses with Kings are expected to inform Kings of any educational, medical or physical needs of students prior to booking a course. We will then assess our ability to cater for the need based on current provision and facilities, staff expertise and training, the level of care and additional staffing required, and seeking advice from professionals where necessary.

Kings will consider all applications equally and carefully, however, we reserve the right to not admit students to whom we feel we cannot offer adequate provision.

Where additional provision is required for an individual student, parents or fee payers are required to cover any additional costs.

Graduated approach

We feel it is vital that students with educational needs are identified at an early stage. Every teacher in this school is responsible for identifying students with educational needs.

We will inform parents or fee payers at the earliest opportunity of the school's concerns and work in partnership with them to establish the support the student's needs.

We will adopt a graduated approach coordinated by the Director of Studies and/or Vice/Deputy Principal (as SENCo); and using the following four stages of action: **Assess, Plan, Do and Review.**

Parents or fee payers will be kept well informed of and involved in all four stages.

Assess

- The Director of Studies and/or Vice/Deputy Principal (as SENCo) in cooperation with the student's parents or fee payers, will arrange for an analysis of the student's needs to be undertaken by an external specialist to identify what AEN support is required;
- At this stage the school will assess whether they are suitably able to support and cater for the AEN identified with the resources available to them;
- If the school assess that the student would be better supported at another educational institution the parents or fee payers and their representatives will be informed and all parties will work together to manage the transition in the best interests of the student;
- If the school is able to cater for the needs of the student, support is put into place and is reviewed regularly to ensure that the support is matched to need;
- More specialist assessment will take place if there is no improvement in the student's progress;
- This will be organised by the Director of Studies and/or Vice/Deputy Principal (as SENCo) with the agreement of the parents or fee payers



Plan

- When it has been decided to provide AEN support all parties will decide:
 - the expected outcomes
 - the interventions and support that are required
 - the expected impact on progress, development or behaviour
 - on a review date
- An Individual Education Plan will be devised (see section below)
- Plans will take into account the views of the student.

Do

- The Director of Studies and/or Vice/Deputy Principal (as SENCo) oversee the implementation of the interventions as part of the agreed AEN support;
- Class teachers and Group Tutors, supported by the Director of Studies and/or Vice/Deputy Principal (as SENCo) assess the student's response to the action taken;
- The Director of Studies and/or Vice/Deputy Principal (as SENCo) offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the student's progress is discussed at the review meeting which is attended by the Director of Studies and/or Vice/Deputy Principal (as SENCo), the Welfare Officer and the student's guardian (if one is in place);
- Parents or fee payers and their representatives will be consulted and informed of the outcomes of review meetings;
- The views of the student are also taken into consideration at this meeting;
- In light of the student's progress and development, changes to the outcomes and support will be agreed by all concerned;
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.;
- All parties will agree to any specialist involvement if a student continues to make less than expected progress;
- Detail records will be maintained by the Director of Studies and/or Vice/Deputy Principal (as SENCo) which will be available to the student's parents or fee payers.

Individual Education Plans

Individual Education Plans (appendix B) for AEN students should:

- Include short-term SMARTER targets (specific, measurable, achievable, realistic, time-bound, evaluated and reviewed)
 - Teaching strategies
 - Provision made
 - Date for Review
 - Success and/or exit criteria
 - The outcomes recorded at review
- be reviewed termly or at least twice a year;
- record the extent to which targets have been met;
- set new targets, outline new strategies and the provision to be made

The Individual Education Plan Review

The review will: -

- assess the progress of the student in relation to the Individual Education Plan targets
- review the provision made for the student
- consider ending, continuing or amending the existing Plan
- set new targets for the following year

After prior agreement from parents or fee payers, the school will arrange on-going diagnostic assessments and standardised tests by external professionals. The cost will be met by parents or fee payers.



Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of student progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made under AEN support
- details of the involvement of specialists
- evidence of involvement with parents or fee payers
- evidence that shows a rigorous approach to the monitoring and evaluation of any AEN support provided

Partnerships

We believe that regular and clear communication with parents or fee payers will enable students to progress. Parents have a key role to play in the partnership between home and school as they may have a role to play in the provision needed for the student.

Students with AEN will benefit from the school's working relationship with an external professional or agency, who will be contacted to offer advice and support.

We may seek advice and support from the following external specialists for students with Additional Educational Needs:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- hearing impairment specialists
- vision impairment specialists
- multi-sensory impairment specialists
- speech and language therapists

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Student Handbook
- the school website
- the Staff Handbook
- meetings with school and personnel

Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Forum/ Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or and social issues)
- Open Class discussion (on a variety of matters relating to the school and/or and social issues)
- Suggestion Box (allowing anonymity if desired)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.

A separate policy exists for student consultation which explains these processes in more detail.

Monitoring the Effectiveness of the Policy



The practical application of this policy will be reviewed annually or when the need arises by the Health and Safety Officer, the Principal and the Director of Operations.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Board of Directors for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

- Kings Curriculum Policy
- Kings Assessment Policy
- Kings Sickness and Medicines Policy
- Kings Admissions Register and Attendance Policy

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

| This policy affects or is likely to affect the following members of the school community (✓) | | Students | School Personnel | Parents/ carers | Directors | School Visitors | Wider School Community | | |
|--|---|------------|------------------|-----------------|------------------------|-----------------|------------------------|--------------------|---|
| | | ✓ | ✓ | ✓ | | | | | |
| Question | Protected Characteristics | | | | | | | Conclusion | |
| Does or could this policy have a negative impact on any of the following? | Age | Disability | Gender | Gender identity | Pregnancy or maternity | Race | Religion or belief | Sexual orientation | Undertake a full EIA if the answer is 'yes' or 'not sure' |
| YES | | | | | | | | | Yes No |
| NO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| UNSURE | | | | | | | | | ✓ |
| Does or could this policy help promote equality for any of the following? | Age | Disability | Gender | Gender identity | Pregnancy or maternity | Race | Religion or belief | Sexual orientation | Undertake a full EIA if the answer is 'no' or 'not sure' |
| YES | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Yes No |
| NO | | | | | | | | | |
| UNSURE | | | | | | | | | ✓ |
| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. | | | | | | | | |



| Review Date | Primary Reviewer Name (Policy Coordinator) |
|--------------------|---|
| | |

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

| | |
|--|---------------|
| Date of Last Review: | |
| Date of Next Review: | |
| Number of enrolled students with pre-diagnosed Additional Needs: | |
| Number of enrolled students recommended for formal diagnosis post arrival: | |
| Number of students whose parents or fee payers agreed to external diagnosis: | |
| Number of enrolled students formally diagnosed, where an Individual Education Plan was agreed for continued education at Kings: | |
| Please state type of Need(s) diagnosed for these students: | |
| | |
| Please state the types of resources or skills (to be) provided for these AEN students: | |
| | |
| Number of enrolled students formally diagnosed, for whom Kings considered it could not adequately provide for the student's learning needs: | |
| Please state type of Additional Need(s) diagnosed for these students: | |
| | |
| Please state the types of resources or skills that could not be provided for these AEN students: | |
| | |
| Please state the names of any professionals used for diagnosis, and their organisations: | |
| | |
| All Individual Education Plans for AEN students have been reviewed at least twice a year. | YES/NO |



| | |
|--|---------------|
| Parents or fee payers of students requiring diagnosis were requested to bear the cost of the diagnosis. | YES/NO |
| All teaching staff receive appropriate training in identifying signs of Additional Educational Needs, and types of provision for them. | YES/NO |
| Is this policy being implemented fully, with all outlined procedures followed as prescribed? | YES/NO |
| If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change... | |
| | |
| How are staff made aware of this policy? | |
| | |
| Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done? | |
| | |
| Monitoring the Effectiveness of the Policy | |
| The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors. | |
| Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement... | |
| | |

| | | | |
|-------------------------------------|-----------------|--------------|--|
| Coordinator: | | Date: | |
| Principal: | | Date: | |
| Chair of Board of Directors: | <i>Nigel...</i> | Date: | |
| Name of School: | | | |
| Next Review Date: | | | |





INDIVIDUAL EDUCATION PLAN

Student's Name

Date set

Date to be reviewed

Student's Strengths/Can Do's.....

| Student's targets | How to do it | Who will do it | How often | Resources needed | Success Criteria and/or Exit Criteria | Outcome (to be completed for review meeting) |
|-------------------|--------------|----------------|-----------|------------------|---------------------------------------|--|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |

Date agreed:..... Signed by Director of Studies:..... Signed by Welfare Officer: Parents or fee payers Informed YES/NO

IEP Review Notes:

Review date:..... Signed by Director of Studies:..... Signed by Welfare Officer: Parents or fee payers Informed YES/NO