

The King's School
Canterbury



V A T T A N A C V I L L E

Individualised learning,
Special educational needs and disability policy
2023 - 2024

Reviewed: May 2024

Review Frequency: 2 years

Next Review: May 2026

Governor sign off: Yes/No

WHAT IS INDIVIDUALISED LEARNING?

Individualised learning refers to instruction that is tailored to meet the needs of an individual. High-quality individualised learning relies on knowing each pupil well and identifying a clear progression pathway for them. At The King's School, Vattanacville ('the School'), our experienced teachers build close relationships with all of the pupils in their care, determining their learning profile, identifying their interests, recognising what motivates each one, and conducting ongoing assessments in order to determine each pupil's individual skill levels, abilities, needs, and the appropriate progression pathway for them.

We encourage our pupils to be proactive in taking responsibility for their learning. We model ways in which we can build learning 'momentum' to continue moving forward. Our mission is to support each child in understanding what they need to do to meet their targets, noting each of our learners has a unique learning profile. In our classrooms, individualised instruction involves:

- Setting clear and specific goals
- Balancing challenging goals with attainable next steps
- Making goals dynamic and regularly reviewing those targets
- Encouraging pupils to 'own' their progress
- Involving parents and carers in the learning process

The School is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

LEGISLATION AND REGULATION

As a Great British international school, in drawing up this policy, the School has had regard to the following guidance and advice (insofar as they apply in Cambodia):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

- Children and Families Act 2014
- Equality Act 2010
- The Data Protection Act 1998
- Updates to the above legislation

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

The school assesses each pupil and, wherever possible, makes the appropriate provision based on a pupil's identified needs. Where school personnel believe the guidance of additional specialists is required in order to support the child to fulfill their potential, parents/carers will be advised and guided in relation to accessing appropriate additional specialist support. Peripatetic personnel are welcomed to the School and will be provided with appropriate safeguarding (and any other relevant checks and training) prior to working with pupils.

DEFINITION OF DISABILITY

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

DEFINITION OF ADDITIONAL EDUCATIONAL NEEDS

This refers to children or young people who for a variety of reasons may face additional barriers to their education and learning. This makes it difficult for them to achieve their full potential.

HIGH LEARNING POTENTIAL

High Learning Potential refers to children with high ability, i.e. children who are ‘more able’. The School recognises that there is a difference between ability and attainment.

Ability refers to a child’s potential, whereas attainment shows how well a child is using their ability.

The following characteristics may indicate a child with High Learning Potential:

<ul style="list-style-type: none">• Able to learn quickly• Has a rich vocabulary• Has an excellent memory• Has a long attention span• Is an early or avid reader• Perseveres when interested• Has a wide range of interests• Is good at puzzles• Reasons well• Shows ability with numbers• Shows compassion• Is a perfectionist• Is intense• Is morally sensitive• Has a vivid imagination	<ul style="list-style-type: none">• Has strong curiosity• Is emotionally sensitive• Has a high level of energy• Prefers older companions or adults• Has a quirky or grown-up sense of humour• Is concerned with justice and fairness• Tends to question authority• Makes judgements that are mature for their age at times• Is highly creative• Is a keen observer
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AIMS

The School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We have a fundamental belief in high quality teaching and high expectations for all children and young people and ensuring children are always progressing in their learning. Our aims are to:

- ensure that we recognise and support the needs of all our pupils through the creation of an environment that meets the needs of each, ensuring reasonable adjustments as necessary.
- enable pupils to develop to their full potential.
- offer pupils opportunities to generate their own learning.
- ensure that we challenge and extend the pupils through the work that we set them.
- encourage children to think and work independently.
- provide advice, guidance and ongoing CPD to academic and pastoral staff so that they are able to support all pupils to make progress.
- make explicit the expectations for all partners in the process.
- identify the roles and responsibilities of staff in providing for pupils’ additional educational needs so that pupils attain their potential.

- ensure that parents/carers are involved in supporting their child's education.
- ensure that pupils have a voice in their learning journey.

OBJECTIVES

- To identify, at the earliest opportunity, barriers to learning and participation for all pupils through assessment, screening and graduated provision.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To value and encourage the contribution of all pupils in the life of the school.
- To work in partnership with parents/carers so that they take an active role in their child's education.
- To involve pupils in the decision-making process regarding their education.
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to pupil attainment.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to advice, training and professional development to support quality teaching and learning for all pupils
- To ensure all staff know where to find SEND/EAL information on pupils on Engage

CURRICULUM

The English National Curriculum, supplemented by IPC units of study, is our starting point for planning a curriculum that meets the specific needs of all pupils. We meet individual needs through:

- setting suitable learning challenges.
- responding to children's diverse learning needs.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- employing an Individualised Learning Teacher who provides advice, support and materials.
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals. (This may include facilitating the provision of speech and language therapy, OT, ABA, counselling, or other additional peripatetic services.)

MOMENTUM (EVERY CHILD MOVING FORWARD)

We achieve momentum by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?

- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting harmony and preparing pupils to live in a global society?

Teachers support all children to build momentum at the School by working to ensure they:

- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.
- take responsibility for their own actions.
- are taught in groupings, and with scaffolded provision, that allows them all to experience success.
- use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- have a common curriculum experience.
- have challenging targets that enable them to succeed.
- participate fully, regardless of disabilities or medical needs.

REASONABLE ADJUSTMENTS

The School will make different kinds of adjustments to meet pupil needs in many different areas. Such adjustments will be aimed at supporting a pupil's:

- Learning
- Personal care or medical needs
- Participation in all school activities
- Communication
- Social inclusion

Such adjustments may include, but are not limited to:

- Tailoring the teaching approach
 - Choosing activities for the whole class with a particular pupil's needs in mind
 - Breaking down information into smaller chunks
 - Writing down instructions rather than giving them verbally
 - Asking a series of questions to test knowledge
 - Modifying the amount or complexity of a task
 - Allowing a pupil to complete the task in a different way from the rest of the class
 - Giving more time to complete a task
 - Using a Teaching Assistant to help a pupil stay on-task
- Meeting access needs
 - Providing information in large print

- Providing coloured overlays
- Providing supportive seating, including on the floor
- Using pencil grips or slanted boards
- Making changes to the premises, e.g. handrails

- Supporting self-regulation
 - Providing movement breaks
 - Having quiet spaces
 - Providing visual timetables
 - Supporting the wearing of headphones

- Supporting a pupil's communication and care
 - Providing access to communication devices
 - Training for teachers and support staff in how to use communication devices
 - Training for staff around a pupil's personal care or medical needs
 - Providing toileting support as needed

- Modifying assessment tasks
 - Allowing use of assistive technology
 - Asking a series of questions rather than requiring a written response
 - Additional time for assignments or exams
 - Rest breaks and quiet rooms for exams

- Involving therapists
 - Consulting with a pupil's speech pathologists, occupational therapists, physiotherapists, and psychologists etc.
 - Having therapists provide training to school staff

- Supporting social inclusion
 - Using tools and strategies to encourage all pupils to communicate effectively
 - Teaching pupils the social skills they need to include each other in play
 - Providing supervised or structured activities at break and lunch time

- Supporting positive student behaviour
 - Explicitly teaching behaviour skills
 - Developing Behaviour Support Plans to identify underlying causes and put in place supportive strategies

To help determine if an adjustment is reasonable, the School may consider:

- how a child's disability affects their ability to take part in education
- the type of assistance needed
- relevant reports from allied health and/or medical practitioners

to determine whether the adjustment will allow a child to:

- achieve their learning outcomes
- take part in programmes
- increase their independence

Further considerations include:

- how the adjustment might affect the School, their staff and other pupils
- the cost and benefit of making the adjustment.

GOVERNOR AND STAFF RESPONSIBILITIES

The Board is responsible for determining school policy and provision for pupils with SEN and disabilities.

The Principal is responsible for overseeing all aspects of the School's SEN provision and keeping the Board fully informed of the implementation of the School's policy in practice.

The Individualised Learning Teacher's responsibilities include:

- determining the strategic development of the Individualised Learning, SEN and Disability Policy and provision in the School, together with the Principal and governing body.
- having overall day-to-day responsibility for the operation of this policy.
- coordinating specific provision for children with SEN and disabilities.
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN.
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate.
- provide professional guidance to staff to ensure Quality First Teaching.
- in consultation with the pupil concerned (as appropriate), parents/carers and teachers, writing Individualised Learning Plans (ILPs).
- ensuring parental insights are considered by the School to support their child's SEN and disability.
- liaising with medical staff, external professionals and agencies, as appropriate.
- ensuring that the School keeps records of all pupils with SEND up to date.
- keeping up to date with SEND information and developments.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet needs.

IDENTIFYING AND SUPPORTING PUPILS WITH SEN AND DISABILITIES

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place, taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

To understand the learning needs of pupils, we apply the four broad categories of need as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

- **Communication and interaction:** pupils who experience difficulty with speech, language and communication.
- **Cognition and Learning:** pupils who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes pupils with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.
- **Social, Mental and Emotional Health:** pupils' needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Pupils who have difficulty paying attention, or forming attachments with adults also fall into this category.
- **Sensory and/or Physical:** pupils who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. e.g. Cognitive Ability Tests, formative teacher assessments, progress reports, ILT reports, liaison with parents, external agency assessments, termly TAC (Team Around the Child) meetings. The School may request parents engage external agencies and professionals to help assess the child's needs and advise on any support needed.
- **Plan:** Where it is decided to provide SEN support, the teacher and the ILT will agree in consultation with parents and the pupil (as appropriate) the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the School's information system.
- **Do:** Teachers will work closely with the ILT to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed termly or as agreed between the School and parents. Teachers, working with the ILT, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

CATEGORISATION OF THE SCHOOL'S SEN PROVISION

The School's adopts a tiered approach to SEN provision.

Tier 1	Tier 2	Tier 3
Universal Support	Targeted Support	Specialist Support
<p>It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND.</p> <p>At this level, we share strategies for teachers to deliver quality first teaching, differentiated for flagged individual pupils. We review the progress of all pupils throughout the</p>	<p>We provide targeted support when we consider it appropriate to make additional special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up.</p> <p>Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support when we consider it necessary to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high-quality teaching and targeted intervention.</p> <p>This may include assessment (cost to be borne by parents) and/or support from: an Educational Psychologist, a Clinical Psychologist, a Speech and Language Therapist, Dyslexia Specialist, Specialist, Sensory Advisory Teachers (for pupils with hearing or visual</p>

year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach.		impairments); an Occupational Therapist; a Physiotherapist; a Counsellor.
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LEARNING SUPPORT REGISTER CATEGORIES

Pupils are identified by need descriptors:

- SpLD: Specific learning Difficulty eg. Dyslexia
- SLCN: Speech, Language and Communication Needs
- SEMH: Social, Emotional & Mental Health issues
- ADHD: Attention Deficit Hyperactive Disorder
- ASD: Autism Spectrum Disorder
- DCD: Developmental Coordination Disorder (Dyspraxia)
- DLD: Developmental Language Disorder
- Other

RECORDING PROGRESS FOR PUPILS WITH SEN

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities. This will be recorded by way of pupil ILPs. These are drawn up in consultation with the pupil's teacher, the ILT, the pupils and their parent/carers and registered on the School's information management system. The pupil ILP contains key information such as:

- Progress and attainment level.
- Outcome sought.
- Teaching strategies.
- The additional or different provision in place.
- Involvement of any specialists or professionals.
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them.
- Date the pupil ILP was drawn up and date for review.

The ILP may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or ILT. The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress of pupils with SEN at the end of the various key stages to see how much progress they make compared with that of their peers.

FURTHER ASPECTS RELATING TO SEND PROVISION

ADMISSIONS

The School caters for those with potential and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

Prior to being offered a place, all children are invited for assessment with a view to ensuring their needs can be met. The School will treat every placement application in a fair, open-minded way; however, the School will assess all pupils for admission on the basis of its standard selection criteria. The School will ensure that the curriculum, site and facilities are as accessible to pupils as possible, within the constraints of a 4th/5th floor location and diverse pupil profiles.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a place and before they sit the School's entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support any alternative arrangement requests, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Provision may include:

- Improving access to the site and facilities as far as is reasonable.
- Appropriate and effective classroom management, with planning and differentiation to meet the individual pupil's needs.
- On-going consultation with parents and pupils to establish an appropriate programme of support.
- Establishing, developing and maintaining of links with external agencies.

- Alerting all staff to the needs of the child or young person.
- Providing appropriate guidance with training and/or literature.
- Ensuring that the pupil is able to develop appropriate practices for the recording of information e.g. laptop use, dictation software, text reading technology.

WORKING WITH PARENTS/FAMILIES OF LEARNERS WITH SEND

The King's School, Vattancville believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND, leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision.

Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's ILT can be contacted in relation to any SEND matters arising.

TRANSITION

This can be challenging for many children, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning needs.
- The ILT will contact the previous school (where possible). Admissions departments may be able to assist with this.
- Where children with SEND leave the school, the ILT will work cooperatively with the receiving school to provide information about the pupil, (where possible).

WITHDRAWAL

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

BULLYING AND BEHAVIOURAL ISSUES

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

ENTITLEMENTS TO ADDITIONAL TIME AND/OR SUPPORT IN EXTERNAL ASSESSMENTS

Pupils who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with their child's Tutor or the Individualised Learning Teacher (ILT) with regard to any application for additional support as soon as reasonably practicable. The ILT will process applications for appropriate examination access.

CONCERNS

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's teacher if their child's progress or behaviour gives cause for concern.

COMPLAINTS

All complaints should be dealt with via the school's Complaints Procedure.