



SENDA Policy

This Policy addresses ISI Regulatory Requirements (Effective from January 2015) Part 1: Part 1: The quality of education provided by the school.

The Special Educational Needs and Disability Act became law in the UK on 11 May 2001. The new act was introduced to bring education within the remit of the Disability Discrimination Act 1995 and to amend Part 4 of the Education Act 1996; to make further provision against discrimination, on grounds of disability, in schools and other educational establishments; and for connected purposes.

In addition, schedule 10 of the Equality Act 2010, requires schools to have a three year accessibility plan.

The act defines disability as a physical or mental impairment which has a “substantial and long term adverse effect on (the individual’s) ability to carry out normal day to day activities”. This has some overlap with the definition of ‘special educational needs’ in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils.

The act itself requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs. Whilst King’s College is not governed by UK laws and acts, as a school which prides itself on delivering the best British curriculum education for its pupils, including a comprehensive pastoral care system, we are wholly guided by the principles of the act in planning and designing our educational provision and remain committed to ensuring that all pupils have equal access to learning and to the curriculum.



Documents in support of this policy include:

- Admissions Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- SEN Policy

Admissions

The aim of our Admissions Procedure is to ensure that pupils who join the College are able to be happy, successful and secure within our academic, cultural and pastoral environment. We are an academically high-achieving school but we do not believe in selection upon academic criteria alone. Our co-educational boarding facility offers wonderful opportunities to young people but also makes certain demands: readiness to live as a boarder within a tight-knit community is key to prospects of success. We also recognise the central value of Art, Drama, Music, Service and Sport and look to encourage enthusiasm for these fields. We look for pupils who are prepared to make the most of the opportunities on offer at King's College.

We do not discriminate on grounds of race or creed: those looking to join King's College must, however, be comfortable with the demands set by our RE curriculum and character. We seek to operate our Admissions procedures fairly and sensitively. We value historic and family connections with the College but are also keen to foster new associations and links.

Pupils and their parents must be prepared to work with us for the good of the school community. They should understand our ethos, values, rules and aspirations and be prepared to work with us in order to follow and achieve them.

Admission to the College depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the College aspires. The College must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career



and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. Subject to the Standard Terms and Conditions of Entry these criteria must continue to be met throughout the pupil's time at the College.

The College's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of his or her disability.

The College's Admissions process makes provision for the disclosure of disability and special needs and at all times the commitment of the school to deal appropriately and supportively in the admissions assessment procedure is emphasized to parents. The College asks parents to complete a form in respect of prospective pupils by no later than confirmation of registration. In assessing any pupil or prospective pupil, the College may take such advice and require such assessments as it regards appropriate. Subject to this, the College will be sensitive to any requests for confidentiality.

Appointment of Staff

King's College declares itself to be an Equal Opportunities Employer and is opposed to any form of discrimination against its staff or potential staff on the grounds of their race, colour, nationality, ethnic or national origins, sex or marital status, disability, sexual orientation, age or religious beliefs and practices. The College will ensure that, whenever practicable, physical handicap or disability is in itself no bar to recruitment, promotion or training.

The College expects and places an obligation upon all its managers and staff to respect and act in accordance with both the letter and the spirit of the policy.

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

1. curriculum
2. teaching and learning
3. timetabling, classroom and school organization and setting



4. serving of school meals
5. interaction with peers, societies and activities
6. assessment and exam arrangements
7. school discipline
8. exclusion/suspension procedures
9. preparation of pupils for their next phase of education

All of these are bound by the limits of reasonable adjustment as detailed in the DDA 2005.

King's College Special Educational Needs curriculum, assessment, and examination provision is the responsibility of the Director of Studies and is described fully in the Learning Support Policy Document. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum in response to the needs of an individual's learning profile.

Curriculum Activities

The Curriculum at King's is designed to help pupils to discover and develop their talents in the broadest sense. Rigorous academic programmes and high quality teaching will, it is hoped, instil a love of learning for its own sake amongst pupils.

The College's curriculum broadly follows and extends the National Curriculum to allow for a proper combination of breadth and specialisation. It is designed to stimulate, challenge and support all pupils. The curriculum is inclusive, and fosters development of the key competencies: speaking, listening, literacy and numeracy.

The King's College curriculum is designed to ensure that every individual maximises their potential. There is a clear focus placed upon success in public examinations, but the College also takes seriously its responsibility in preparing pupils to succeed beyond the College, at university, and in their subsequent careers.

The organization of the educational provision for any pupil with a special educational need is detailed in the Learning Support Policy document.



In the delivery of the curriculum allowances are made for disabled pupils (e.g. by allowing additional time); access to computer technology appropriate to pupils with disabilities is available and all pupils are encouraged to take part in music, drama and physical activities. In general, there are high expectations of all pupils and staff seek to remove all barriers to learning and participation.

Co-curricular Activities

The range of sporting activities offered by the College ensures that there are a number of activities particularly suited to disabled pupils (e.g. swimming) while others (e.g. Rugby) may be inherently inappropriate. The College will endeavour to ensure that all disabled pupils are able to participate in some sporting activity.

The range of co-curricular activities is sufficiently extensive and varied to ensure that disabled pupils are able to participate fully in the College's extra-curricular programme. School visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment.

King's College will wherever possible make reasonable adjustment to allow SEN/disabled pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the school also has to consider:

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

In the event that a pupil's co-curricular or recreational activities are limited by their SEN profile, alternative opportunities will be made available wherever possible.



Accessibility: Building and Site

Under SENDA the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the School's plans for future development. King's College considers the implications of a large site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made for individuals if possible, the site may not be suitable for certain children with severe physical impairments or disabilities.

Access to some areas of the school/some buildings could be difficult for pupils with a physical disability. It is not always possible to make a reasonable adjustment to the structure or facilities but every effort is made on an individual basis to support and accommodate any pupil for whom these issues are identified as challenging.

SENDA Review (See Appendix A)

The College reviews SENDA arrangements through the College, Academic and Pastoral Leadership Group bodies with the aim of ensuring all the objectives are met and that accessibility, in its widest sense, continues to improve for all members of the community: pupils, staff and parents.

Awareness and Observance of the Policy

The College will take steps to ensure awareness and observance of this policy by publishing the policy in the Staff Handbook and the Houseparents' Handbook. Existing policies (e.g. Equal Opportunities) will be reviewed and amended as necessary to ensure that due recognition is given to the needs of the disabled. Opportunities will be sought to raise awareness of this policy and its implications through staff training. As appropriate, further written guidance will be issued to staff and contractors.

Claims of Unlawful Discrimination

Any claim for unlawful discrimination under SENDA must come from the parent not the child. In the first instance the complaint should be made to the school following the published document entitled 'Complaints Procedures for Parents and Guardians'.



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Gifted and Talented Pupils

The school recognizes gifted and talented pupils as having special educational needs, and individual teachers and tutors differentiate their work in response to the needs of this group. These pupils are recognised in a number of ways, for instance as scholarship award holders or as members of specific departmental societies and groups.



Appendix A

SENDA Review

The College regularly reviews its policies related to disabilities of all types through the College Leadership Group which consists of:

Headmaster
Deputy Headmaster
Head of Secondary
Head of Primary
Director of Studies
Head of Admissions

This group may co-opt additional members whose expertise in any field they feel would be of assistance. The review terms of reference are:

- (i) To review the College's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- (ii) To make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments; to plan for the future and to prepare this Disability Policy
- (iii) To prepare the College's Accessibility Plan
- (iv) To review such plans and policies as necessary and at least every three years.

The following are considered by the Committee:

Admissions
Physical layout of the College and its boarding facilities
The Curriculum
Extra-curricular activities
Sporting Activities
Welfare
Awareness and Observance of the Policy



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Written by: MT October 2016	Reviewed: October 2016 (MT/AM)
Approved: EB	Next review: August 2018