



King's College TAUNTON

Learning Strategies Policy

*This policy applies to
King's College Prep School and King's College Taunton*

Policy Date: September 2025

Responsibility

Individual: Deputy Head Academic (KCT)
Deputy Head Academic (KCP)

Review Cycle: (Annual)

Next scheduled review: September 2026

Last interim review: September 2025



The SEND Code of Practice: 0-25 Years (2015) states that:

A pupil has SEND where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support (CoP, 2015, 6.15).

Every school is required to identify and address the SEND of the pupils they support (CoP, 2015, 6.2). The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (CoP, 2015, 6.4). Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff, (CoP, 2015, 6.36).

The four broad areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

King's College and King's College Prep, as independent schools, are not bound by the SEND Code of Practice but operate with close reference to it to ensure best practice.

King' Schools do not regard pupils as having a learning difficulty solely because their first language is different from the language in which they are taught. Please refer to the individual schools' policy on 'English as an Additional Language'.

The Equality Act (2010)

Disability has a broad meaning. It is defined as 'a **physical or mental impairment** that has **substantial** and **long term** adverse effect on the ability to carry out normal day-to-day activities'.

- **Substantial** means more than minor or trivial.
- **Impairment** covers, for example, a physical condition such as asthma or diabetes, a mental impairment includes conditions such as bipolar disorder or depression or a learning or psychological difficulty that affects day-to-day living.
- **Long-term** means for longer than 12 months.

Not all pupils with SEND have a disability.

At King's Schools all pupils under the care of the Learning Strategies Departments are referred to as having a specific learning difficulty (SpLD).

Parents of incoming pupils identified with a SpLD are encouraged to meet with the SENCO prior to starting with King's Schools to discuss concerns, learning requirements and to minimise anxiety of transfer. Parents of pupils transferring between King's College Prep and King's College are also encouraged to meet with the Head of Learning Strategies (herein refereed to as the SENCO) at King's College to ensure a smooth transition.



In addition, where relevant parents will be encouraged to meet with the KCT Exam Access Assessor to help with understanding the requirements for being granted access arrangements and reasonable adjustments.

Reasonable adjustments

King's Schools offer the following arrangements and reasonable adjustments to support pupils who come to King's Schools with identified learning difficulties and for those pupils who are identified as having learning difficulties during their time at King's Schools.

Following The Equality Act 2010 guidelines, King's Schools will make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage compared with their peers (CoP, 2015, p16 xix)

Charging

The school will consider the support required by a pupil, and if any charges are applicable, on a case-by-case basis.

King's Schools Duties and Responsibilities

Identification and provision for pupils with SEND is a matter for all teaching staff, the SENCO, Deputy Head Academic, the Head Teachers and the Governing Body. As stated in the SEND Code of Practice (2015), teaching such pupils is a whole school responsibility requiring a whole-school response. Central to the work of every teacher is a continuous cycle of 'assessment, planning, doing and reviewing' that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and make the expected progress with 'Quality First Teaching'. However, for some pupils with SEND there may be a need to provide an additional level of provision that supports their learning and promotes positive achievement.

Quality First Teaching and a graduated SEND response:

King's Schools expect teaching staff to provide pupils with high quality differentiated teaching. This is the first step in meeting the needs of all pupils. All teachers are made aware of pupils' needs, the support provided and any teaching strategies or approaches that are required via the information on the school Management Information System (iSAMS).

For those pupils who arrive at King's Schools with an identified learning need and those pupils who are later identified as having learning needs the Schools will follow a graduated teaching approach to meeting the needs of pupils with SEND through a cycle of Assess, Plan, Do, Review. To this end, King's Schools will ensure that all teaching staff are responsible and accountable for:

- Identifying pupils in their classes and groups and accessing additional information on such pupils held on the School Management Informational System (iSAMS).
- Anticipating individual learning needs and adapting teaching to respond to the strengths and needs of pupils within their subject classes and groups and monitoring those needs accordingly
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Planning provision for pupils who have SEND to allow them to join in activities of the school alongside pupils who do not have SEND in so far as is reasonably practical and compatible and is not detrimental to the education of the pupils with whom they are educated.
- Monitoring and reviewing the progress of pupils and specific interventions on a regular basis in line with school tracking processes and liaising with tutors, LS staff, SENCO, parents and pupils.



- Seeking further guidance where applicable from LS staff for those pupils with possible SEND if the pupil appears to be underperforming.
- Aiming to provide an education that is suitable to the needs of the individual pupil and promotes positive achievement.
- Supplying evidence of differentiation/special arrangements in order to paint a 'picture of need' and evidence of normal way of working (NWOW) to support access arrangements for examinations.

The role of the SENCOs

The SENCOs play a key role in helping determine the strategic development of the SEND policy and provision in the schools to raise the achievement of pupils with SEND. King's Schools will also ensure that the SENCOs oversee the guidance and co-ordination of a pupil's additional educational provision by working closely with teachers, LS staff, tutors, houseparents, subject teachers and specialists from outside the schools that are involved where appropriate.

The key responsibilities of the SENCOs

The SENCOs will liaise together on all matters of SEND

- Overseeing of the day-to-day operation of the schools' SEND policy.
- Liaising with and advising fellow teachers on SEND matters.
- Managing the team of LS teachers.
- Co-ordinating provision for pupils with SEND.
- Overseeing the planning and delivery of exam access arrangements for internal and external examinations, although this is the direct responsibility of the Exam Access Assessor.
- Overseeing and ensuring that pupil SEND information on iSAMS is updated as necessary.
- Overseeing the records on all pupils with SEND.
- Reading and summarising Educational Psychologist's reports and changing SEND provision as necessary.
- Liaising with parents of pupils with SEND.
- Contributing to the in-service training of staff, using outside providers where appropriate.
- Liaising with external agencies including LEAs support and Educational Psychologists.

Pupil-parent-school partnerships

All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education. King's Schools will ensure that parents are involved in the decision making of additional educational provision is being proposed for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. King's Schools recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best way of supporting them.

Young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education and this will be taken into consideration. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes in an age appropriate manner.

Screening and assessment

All new pupils undertake literacy and cognitive screening tests prior to and/or on entry to King's Schools.

- King's College Prep – Assessments:Y2-6 Primary Insight



- Y7-9 MidYIS Lucid Exact Lucid Recall

King's College - Screening Assessments:

- Year 9 – MidYIS, Lucid Recall and Exact
- Year 10 – YELLIS, Lucid Recall and Exact
- Lower Sixth – ALIS, Lucid Recall and Exact

Parents of pupils unidentified with learning difficulties are contacted if the results of the above tests are a cause for concern and further assessment or monitoring is recommended.

At King's College it is likely a recommendation for a reduced curriculum will be suggested if a pupil is receiving 1.1 support or has a SpLD.

Identification and referral of pupils with SEND to the Learning Strategies department

If a teacher feels that a pupil is making insufficient progress they will follow the Learning Strategies Referral process:

Is the pupil already on the SEND register?

YES:

- refer to the Pupil Profile/ Summary of the Educational Psychologist's assessment report on iSAMS for further advice or guidance.
- Seek advice from the pupil's designated LS teacher or the SENCO.

NO:

STAGE 1

- Advise your HOD, pupil's tutor and HP
- Employ additional classroom strategies for at least four weeks to help motivate the pupil concerned.
- King's College Prep Teacher's to fill in 'New Registration of Concern Form'.
- Keep a record of any strategies used

STAGE 2

- Consult further with the SENCO via e-mail detailing your concerns and strategies employed.

STAGE 3

- Plan of action agreed and implemented
- Inform all relevant people i.e. parents, HP, tutor
- Seek further professional advice

STAGE 4

- Assessment by Educational Psychologist (who currently works alongside King's Schools as per JCQ regulations).



On-going internal identification

There is a continual system for identifying pupils who may not be making the progress we would expect. The referral system looks at the following throughout a pupil's time at King's Schools:

- Evidence from teacher observations and assessments
- Pupils' performance against their predicted grades
- Results from standardised literacy and numeracy tests
- Pupils' performance against expected grades following assessments: MidYIS/YELLIS/ALIs/Primary Insight

Adequate progress can be defined in a number of ways. It might for instance be progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline but less than the majority of the peers
- Matches or better shapes the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrate an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour
- Is likely to lead to participation in further education, training and/or employment

English as an additional language (EAL)

The identification and assessment of SEND in pupils whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of the pupil's performance in different subjects to establish whether the problems individual pupils have in the classroom are due to limitations in their command of English Language or arise from a SEND. An assessment is usually recommended after a period of close monitoring. The EAL Specialist teacher and the Head of Learning Strategies liaise to discuss the most appropriate programmes for EAL pupils with SEND.

External specialist(s)

There are a range of external specialists that work closely with the King's Schools. The Head of Learning Strategies will be able to advise on specialists for a variety of needs.

Assessments which are used as evidence for application of Exam Access Arrangements (EAA) must be carried out by one of our approved assessors and are arranged after permission has been sought from parents, by the Exam Access Assessor. It is not possible to use evidence provided by other Educational Psychologists to support these applications.

At King's College Prep, Exam Access Arrangements (EAA) are at the discretion of the Exam Access Assessor, after a pupil has been assessed and learning difficulties taken into consideration. These arrangements are Centre Delegated Access Arrangements and as such do not confirm that a pupil will be entitled to an EAA for an external examination.

When a pupil is in Year 9, a formal EAA assessment will be sought through an approved Educational Psychologist at a cost to parents.



The SEND list and levels of support

Identification

Pupils' needs generally fall within a number of broad areas

- Communication and interaction (speech and language disorders)
- Cognition and learning (general and specific learning difficulties)
- Behaviour, emotional and social development
- Sensory and/or physical development

Assessment, Monitoring and Review

King's Schools follow the SEND Code of practice 2015 0-25 years' graduated approach with regard to identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: The SENCO, along with the form tutor, subject tutors and in the Prep department, The Deputy Head Academic should clearly analyse a pupil's needs before identifying a child as needing SEN support.

Plan: Parents must be notified wherever it is decided that a pupil is to be provided with SEN support. An IEP should be drawn up, outlining a summary of difficulties, teaching and classroom strategies, a focus for the team and SMART targets to be achieved.

Do: The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve 1:1 teaching away from the main teacher, he/she retains responsibility for that pupil's learning.

Review: The effectiveness of the support should be reviewed in line with an agreed date. Parent review meetings are held annually towards the end of the Summer Term or as deemed necessary.

A pupil's needs may become apparent through:

- admission procedures or documentation from another school or agency
- teacher observation or concerns
- whole school assessment and screening procedures which include annual Standardised Progress Tests (Years 1-8) and screening tests for Specific Learning Difficulties (Years 4 and 6) and screening for Exam Access Arrangements (EAA) (Years 7 and 8).
- through parental or a pupil's own concerns
- by investigating behavioural difficulties which may be caused by educational difficulties

Specialist assessments undertaken by the Head of Learning Support (HoLS) may highlight areas of weakness that can be addressed either in the class situation or by a specialist teacher in the Learning Strategies department.

More formal assessments by an Educational Psychologist, Speech and Language Therapist or Occupational Therapist may be advised and if it is the parents wish, arrangements for these tests can be made through the school.

When a pupil is identified as having SEND, the pupil's name is added to the SEND list. King's Schools use a system of flags or stars to indicate the level of functional need. This is outlined below.

Monitored (Blue star on iSAMS)



A pupil placed on the list with blue star suggests this pupil is being monitored for possible or previous difficulties. This includes pupils who have been referred to Learning Strategies, pending on an assessment decision or outcome, pupils whose outcome on the referral process suggests no SEND but who continue to be monitored for a period of time and pupils who previously appeared on the SEND list but were felt to no longer be identified as having SEND.

Pupils who are 'Listed' will continue to be monitored, coordinated by the Head of LS (HoLS) and the form tutor (FT) in the following way:

- Pupils who have been referred will follow a process of assessment and review with the LS staff as part of the referral process;
- Pupils who have been referred, assessed and deemed not to have SEND or who have been removed from the list, will be monitored by their tutor.
- Pupils who have been removed from the SEND list will be monitored closely. If concerns are received after a period of time and it is deemed necessary, then the review process will begin again and the pupil's needs will be considered.

Wave 1 (Grey star on iSAMS)

Pupils in this category will not have a Specific Learning Difficulty (SpLD) and, but will have some educational, social-emotional or medical need, which requires knowledge and action by the class teacher.

Pupils in this category may have centre-delegated exam access arrangements (EAA) for example:

- Use of a laptop, due to illegible handwriting;
- Rest breaks due to documented health needs;
- Colours labelled due to colour blindness.

Once approved, access arrangements will be listed on iSAMS.

Pupils in this category will be subject to monitoring by the HoLS, who will oversee and coordinate the process of gathering evidence, ensuring pupils receive training in EAA and organise such EAA at exam and assessment times.

All known SEND pupils are reviewed individually in L6 during the Michaelmas term, to discuss and amend the IEP, to update and reapply for any exam access arrangements and to assess any support they might benefit from. Parents will be contacted to discuss any findings and to confirm whether or not 1:1 lessons will continue, if they have previously been in place.

All new pupils joining King's will have an initial screening assessment and this will be then be periodically conducted from time to time.

Wave 2 (Yellow Star on iSAMS)

Pupils will be placed on the SEND register with a Yellow Star, if they have been identified SpLD but their needs can be met through quality first teaching and differentiation. Their progress will be monitored through *Pupil Progress Meetings* or monitoring e-mails sent to tutors and HoDs. Where problems arise, which suggest a need for further support, tutors will make contact with the HoLS for further help or advice and pupils may be offered further support and/or an adjustment to their academic programme. Pupils may attend small booster groups to help develop skills. LS staff in Prep School help support pupils in Numeracy and Literacy lessons.

The pupil:



- May be considered for exam access arrangements, for which a further diagnostic assessment may be advised;
- May have access to LS support and workshops/booster groups
- May have an Individual Education Plan (IEP) on iSAMS, which includes teaching and classroom strategies;
- May have access arrangements for exams, which will be listed on iSAMS and on an IEP.

Pupils will be placed on the SEND register with a yellow star if they have an identified SpLD and they attend timetabled study support. This programme of support will be put into place through discussion with HoLS, teachers, parents/house parents, the pupil and any external agencies involved. In most cases, a pupil will qualify for exam access arrangements, for which they will require further assessment from the King's School approved independent Educational Psychologist.

The pupil:

- may have a diagnostic assessment
- may have an IEP on iSAMS which includes useful teaching and classroom strategies;
- a recommendation will be made for individual 1.1 LS sessions at an additional charge
- may meet JCQ criteria for exam access arrangements.

Wave 3 Red star on iSAMS

All pupils indicated on iSAMS have a significant and identified SpLD and require a higher level of support and differentiation. Diagnostic assessments carried out will have indicated that a high level of intervention and support is needed in the classroom. This includes but is not limited to pupils with an Educational Health Care Plan (EHCP). It is not usual for the Head Teachers to accept pupils with an EHCP.

The pupil:

- Will have an IEP on iSAMS with a key LS support teacher;
- Maybe referred to an external specialist, such as SaLT or Occupational Therapist
- Will receive 1.1 LS sessions with a qualified specialist teacher at an additional charge
- Will have access to LS support as deemed necessary
- May meet the JCQ requirements for exam access arrangements
- If a recommendation for specialist software is made to enable a pupil to access the curriculum - the additional cost of such software will be borne by the pupil's parents

All pupils who attend LS will have targets set as part of the LS Action Plan. Progress against targets will be monitored and tracked by a pupil's LS teacher and updated on a regular basis.

If a pupil, who is already at one of the King's Schools, is making inadequate progress, even with additional specialist interventions, then King's Schools may, after consultation with both pupils and parents, approach the pupil's Local Authority (LA) for a statutory assessment. The LA must respond to the request for assessment within 6 weeks. After an assessment has been completed the LA may, in a small minority of cases, issue an EHC plan to meet the child or young person's education, health and care needs.



Internal Examinations

Kings Schools acknowledges the specific needs of individual pupils. In internal examinations, the school will provide special arrangements that are similar to those required for Public examinations for those pupils who have learning support needs and specific learning difficulties.

If the school makes concessions for internal exams this does not guarantee that exam boards will also award concessions for public exams.

Special arrangements are not made for informal classroom-based tests; however, teachers are required to be sensitive to pupils with learning difficulties and to take these into account when assessing and reporting on pupils' progress.

Only of those pupils who have diagnosed difficulties with handwriting or speed of processing will be allowed access to a word processor in public exams if this is deemed appropriate by the Head of Learning Strategies and if it is the pupil normal way of working (NWOW). Judgements are based on pupils needs rather than preferences.

External Examinations

Kings College prepares pupils to sit public examinations for the first language English General Certificate of Secondary Education (GCSE), first language International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE A level) and the Pearson BTEC diploma and extended diploma.

We are an examination centre for the Cambridge suite of International examinations and UK national examinations. We follow the regulations and guidance relating to candidates' access arrangements, as specified by the Joint Council for Qualifications (JCQ).

Special exam access arrangements (extra time, use of scribe) etc. for prospective pupils with specific difficulties in taking entrance exam examinations at 11+ and 13+ are made only on professional recommendation with appropriate evidence of need.

To achieve concessions in external exams King's Schools are obliged to provide historical evidence of the candidate's needs and will also be required to show how these needs have been recognised and met during the pupil's school career. The Head of Learning Strategies works with the school examination officer to make the necessary arrangements with exam boards for extra time in special circumstances consideration.

Parents of pupils who may require special arrangements will be required to agree to and submit their son/daughter to a formal assessment by a recognised practitioner external to the school, qualifications are recognised as valid for the purposes of the assessment by JCQ. It is a requirement that the assessor has an established professional relationship with King's schools.

The written report from the Educational Psychologist must be made available to the school and be valid at the time of the examination (not conducted before the start of year nine) for which special arrangements are being claimed. Assessment reports needed to be submitted to the respective Head of Learning Strategies at the earliest opportunity so that the pupil has a sufficient time to adapt to their method of working over the course in accordance with the recommendations.

Special arrangements for the candidates with physical disabilities or medical conditions may also be provided to the school receiving a recent report from a specialist or consultant physician. The pupils and



parents are responsible for acquiring the report and submitting it to the respective Head of Learning Strategies at the earliest opportunity.

Individual LS Support

For some pupils, an individual lesson with one of our LS team of teachers is possible if the HoLS feels that a pupil will benefit further from this support. The LS teacher agrees targets with pupils, their LS teachers and any other key staff at the beginning of every term. They keep a weekly log of work completed and report back to parents at the end of each term through the termly report. LS teachers work closely with each other and subject or form teachers to ensure pupils receive a 'joined up' programme.

Provision in Pre-Prep

For children with SEND at the Early Years Foundation Stage (i.e. Nursery and Reception children age 3-5 years old) who are in receipt of funding we follow the framework governing the interpretation of the SEN Code of Practice within Somerset, and the Local Offer.

There are close links when necessary, with outside agencies for assessment and advice on planning, delivering and monitoring appropriate programmes. Individual IEPs are set in place and support is given within the classroom or in small groups with the Learning Strategies teacher as needed. This support is part of the EYFS provision. Mrs. Hannah Hammond is Early Years SENCo and works alongside Prep Head of Learning Strategies, having regular meetings.

For children with SEND at Key Stage 1 (Years 1 and 2 in pre-prep) there are strands of action which may be taken to meet additional needs within the teaching environment. The table (see appendix 1) taken from the SEND Code of practice Tool Kit, outlines the range of possible responses. The Head of Pre-Prep may work with small groups and individuals giving support to children as necessary and as part of the provision in the Pre-Prep. Should a child require individual or further support e.g. 1:1 Learning Facilitator, this should be charged to the parents in addition to the fees.

Provision in the Prep

King's College Prep is an independent IAPS preparatory school and all pupils are working towards Common Entrance or Scholarship exam in Year 8. Year groups can be set for some subjects and/or streamed from Year 6 upwards so pupils with SEN follow the main curriculum within their ability group.

Pupils requiring learning support within the prep school may receive between one and five 30-minute individual lessons each week. They will not be withdrawn from core curriculum subjects. Their individual preferences and strengths are considered in addition to the advice of the staff and parental requests. Pupils may be withdrawn from part of the weekly lesson in assemblies, break times, art, music or technology. In some circumstances a pupil may also be withdrawn from French or TPR. We aim for minimum disruption to a pupil's timetable. In Year 3 and Year 4 an additional hour of phonics and spelling is taught by an LS Specialist teacher. In year 5, where Spanish is offered to the majority, a small group of pupils is given an extra half hour of Literacy with a specialist teacher. In Year 6, where Classic Civilisations is offered to the majority, a small group is given an extra half hour of Literacy with a specialist teacher.

In the Prep school specialist 1:1 lessons are charged to parents at the beginning of each term. The fee includes some additional specialist support in the classroom as well as the individual lesson every week.



The Learning Strategies Departments

The departments are currently staffed by the Head of Learning Strategies Mrs. Victoria Kukor Morgan, King's College and Mrs. Antonia Cheeseman, King's College Prep. Both are full-time and work together with a team of specialist teachers. Mrs. Hannah Hammond is the EYFS SENCo. Members of the Learning Strategies team are experienced and well qualified in remedial and special education to teach pupils with Special Educational Needs (SEN), including pre-prep children.

Responsibilities of the Learning Strategies Departments

The schools' Head of Learning Strategies are responsible for the day-to-day implementation of the SEND policy for King's Schools, working closely with staff, parents and carers and other agencies. The HoLS also provided professional guidance to colleagues to secure quality first teaching for pupils with SEND. The HoLS along with the Heads and governing body, play an important role in determining the strategic development of SEND policy and provision in the school. The HoLS works in close association with the Deputy Heads (Academic) and Heads. They also liaise with a designated member of the Board of Governors. This responsibility is currently held by Mrs CA Cavaghan-Pack.

Responsibilities of the Head of Learning Strategies and Learning Strategies department

- Support classroom/subject teachers to identify and make provision, through normal classroom differentiation and support, for pupils with SEND from Nursery right through to King's College;
- Support classroom/subject teachers to provide intervention for pupils with SEND
- Plan and implement interventions following advice from outside agencies for SEND pupils receiving external help.
- Provide specialist teaching, appropriately planned, structured and evaluated, to groups or individuals, in response to identified needs.
- Keep Individual Education Plans (IEPs) under review and evaluate, liaising with class/subject teachers, parents and pupil.
- Maintain SEND records so that they are accessible to all relevant staff.
- Provide information on all children with SEND to all members of staff who may be involved with them.
- Liaise with parents at all stages and involve them in decision making.
- Seek and respond to the views of the children themselves at all stages.
- Ensure that suitable exam access arrangements are made for pupils in line with JCQ guidelines.
- Contribute to INSET programmes for both the Learning Strategies staff and mainstream staff.
- Provide support for staff so that pupils' needs can be met and pupils can be integrated in the mainstream classroom.

Management of SEND

- The Heads of Learning Strategies are in regular contact regarding pupils with SEND.
- Close links have been forged to ensure that pupils transferring from Pre-prep to Prep and Prep to Senior school are as smooth as possible and that all documentation accompanies them.
- Pupils with SEND who are planning to transfer to King's College will meet the Head of Learning Strategies to familiarise themselves with the department and answer any questions they may have.
- The Heads of Learning Strategies have contact with other professionals in other schools and meets with them to exchange ideas and for mutual support.



- The LS Departments hold membership of the Somerset Dyslexia Association and regularly attend SDA conferences.
- King's Schools are a member of the Monmouth Group and attend annual SEND conferences.
- The schools maintain a list of Educational Psychologists to whom the parents may take their children to for assessment.
- At Foundation stage we have access to Somerset Support Services and the Foundation Stage Advisory team.
- Good relationships have been established with Speech Therapists responsible for early years. They will visit school to monitor a child's progress and give advice on teaching strategies and programmes. King's Schools also has contact with the Occupational Therapy Department and a Behavioural Optometrist.
- The LS Departments run inset for staff on SEND to ensure whole King's School approach to SEND teaching.