



Sidcot  
Live Adventurously

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**Policy Name: Special Educational Needs and Disability**

**Policy Number: 6.4**

**Date: 01.10.2020**

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## **1 Introduction**

1.1 Sidcot School is a mainstream school, offering a supportive environment, where the teaching and learning, achievements, attitudes and well-being of every pupil and student matter. We recognise that pupils and students have different educational needs and abilities and learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities and with some mild special educational needs (SEND). The School also recognises that progress relates to the wider personal and social development of all pupils and students which is a key consideration.

## **2 Responsibilities**

2.1 The School Governors and Senior Leadership Team are committed to ensuring that the School meets its responsibilities under the Equality Act (2010). The School will not discriminate on the basis of protected characteristics including race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, disability or special educational need. The School has an Equal Opportunities policy in place for pupils and students 2.11).

2.2 The School Governors and Senior Leadership Team, in conjunction with the Special Educational Needs Co-ordinator (SENCO), will ultimately ensure that the School takes into account the needs of the ages and aptitudes of all enrolled pupils and students, including those with SEND, and that any requirements of an Education Health Care (EHC) Plan (formerly known as a Statement of Special Needs) where Sidcot School is the agreed named provision are complied with. Day to day responsibility will be delegated to the SENCO in conjunction with the Learning Support Department.

## **3 Scope and Distribution**

3.1 This is a whole school policy. The term "pupils" refers to the Junior School and "students" refers to the Senior School. The terms pupils, students, children and young people may be used interchangeably.

3.2 This policy is available on the School website, and on the staff intranet (Firefly). It is also available free of charge in hard copy form, and wherever possible in different formats upon request.

3.3 Information about the School's SEND offer is available on the School's website

## **4 Aims and Objectives**

4.1 The School has regard to The Special Education Needs and Disability Code 2015 in respect of the children in the Early Years Foundation Stage and is mindful of it throughout the rest of the School. The Code states:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

4.1.1 Achieve their best

4.1.2 Become confident individuals living fulfilling lives, and

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4.1.3 Make a successful transition into adulthood, whether into employment, further or higher education or training

4.2 The aims of our special educational needs and disability policy and practice in our school are:

4.2.1 To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.

4.2.2 To ensure that children and young people with SEND and disabilities engage in the activities of the School alongside those who do not have SEND.

4.2.3 To use our best endeavours to secure special educational provision, for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

4.2.3.1 Communication and interaction.

4.2.3.2 Cognition and learning.

4.2.3.3 Social, mental and emotional health.

4.2.3.4 Sensory/physical.

4.2.4 To request, monitor and respond to the views of parents, carers and students in order to demonstrate high levels of partnership and build confidence

4.2.5 To ensure a high level of staff expertise to meet student need, through well-targeted and ongoing continuing professional development.

4.2.6 To work in cooperative and productive partnership with Local Authorities and other outside agencies, as appropriate, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **5 Special Educational Needs and Disability (SEND)**

5.1 The SEND Code of Practice 2015 states that:

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a ‘mainstream’ setting in England.’

5.2 It is recognised that students with SEND could be affected in a number of ways, for example they may experience difficulties:

5.2.1 In reading, writing, number work or understanding information

5.2.2 In expressing themselves, or understanding what others are saying

5.2.3 In making friends or relating to adults

5.2.4 In behaving properly in school

5.2.5 In organising themselves

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5.2.6 Or have a sensory or physical impairment which may affect them in school.

5.3 The Equality Act 2010 defines disability as: ‘a physical or mental impairment which has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities’

5.4 Some but not all disabled students will have special educational needs. Limitations relating to not having English as a first language do not constitute SEND, but particular care needs to be taken in identifying whether such students do have SEND to establish whether a lack of progress is due to limitations in their command of English, or if it arises from SEND. Gifted and talented students are recognised.

5.5 Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as having SEND. However, these may be indicators of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5.6 The School takes full account of these considerations in framing its SEND provision.

## **6 The Learning Support Department and Special Educational Needs Co-ordinator (SENCO)**

6.1 The Learning Support Department is staffed by fully qualified specialist teachers and assessors and is also an accredited dyslexia unit (CReSTeD). The Junior School Learning Support Teacher is based in the Junior School and reports to the SENCO. All teachers throughout the School are expected to be fully conversant with the needs of students with SEND. Where it is decided that provision that is additional to, or different from, classroom differentiation is required (special educational provision), specialist learning support teachers may work with a student on a 1:1, or small group basis outside the classroom, usually 1 – 2 sessions per week. The school caters for a range of mild to moderate, specific learning difficulties including dyslexia, dyspraxia, dyscalculia, ASD, and some emotional needs. However Sidcot School is not a special school, and therefore does not have the facilities, expertise or staffing levels to adequately support a child with severe or complex special needs including some personal care needs – for example toileting. The needs of each student are considered on an individual basis to ensure that the School can accommodate them.

6.2 Differentiation is embedded in the teaching and learning across the School (Quality First Teaching) and the Learning Support Department works closely with class teachers to assess student need and innovative ways of supporting teaching and learning. This might include use of laptop computers, or other ICT in class, use of coloured paper or tinted overlays if required, or any other adjustment that can reasonably be made. This does not include, the provision of teaching assistants to support individual students.

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6.3 The School's SENCO is the teacher responsible for co-ordinating SEND provision at the School and liaises with students and parents. The identity of the current SENCO in Sidcot may be found at Appendix 1 to this policy.

6.4 The SENCO works closely with the Deputy Head (Academic), Assistant Head (Teaching and Learning), Assistant Head (Pastoral), Head of Sixth Form, Year Heads, Junior Head, Junior School Learning Support teacher, and other pastoral staff. He/she plays a key role in determining the strategic development of the SEND policy and provision in the School in order to cater for the individual needs of students with SEND.

6.5 The SENCO and Learning Support department provides advice, guidance and training for teaching staff on meeting the needs of students with SEND. The SENCO and junior school learning support teacher liaise with the teaching staff about the most appropriate means of meeting the needs of students with SEND and learning difficulties. The SENCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or advising on special arrangements for exams and assessments.

6.6 The SENCO is also the key point of contact with external agencies and professionals, including the local authority and its support services.

## **7 SEND and Admissions**

7.1 The School is not academically selective beyond an expectation that each student has a willingness to learn and is able to access the school's curriculum as a whole, subject to reasonable adjustments being made.

7.2 The School's admissions procedure in relation to SEND students is set out in Policy Number 3.1.

7.3 Parents must inform the School when making an initial inquiry of any special circumstances relating to their child which may affect their child's performance during the admissions process, or ability to fully participate in the education provided by the School. They must keep the School apprised of any changes.

7.4 If a pupil or student's disability becomes apparent after admission, the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow the child to continue at the School. If, after reasonable adjustments have been considered, the School is unable to adequately cater for and meet the needs of the student, the Headmaster may request parents to withdraw their child. Please refer to paragraph 4.8 of the admissions policy.

## **8 Identification and Ongoing Assessment**

8.1 A pupil or student's additional learning needs may be identified through:

8.1.1 Information from the student's previous school

8.1.2 Information directly from the student

8.1.3 Parental concerns

8.1.4 Class teacher concerns through ongoing teacher assessments and observations

8.1.5 Concerns raised at year group or faculty meetings

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8.1.6 Formal assessment

8.1.7 Referral to the Learning Support Department for formal assessment or screening

8.1.8 Screening, such as that completed on entry, CAT testing, or whole year group assessment indicating a gap in knowledge and/or skills

8.2 Class and subject teachers, supported by the Senior Leadership Team, undertake regular assessments of progress for all students which identify those pupils or students making less than expected progress given their age and individual circumstances.

8.3 Less than expected progress for a pupil or student can be characterised by progress which:

8.3.1 Is significantly slower than that of their peers starting from the same baseline

8.3.2 Fails to match or better the student's previous rate of progress

8.3.3 Fails to close the attainment gap between the student and their peers

8.3.4 Widens the attainment gap

8.4 All teachers are alert to emerging difficulties and respond early, listening to parental concerns and those from students themselves. It is possible for previously undiagnosed learning issues to arise at any stage in a pupil or student's school life.

8.5 All pupils and students' attainments are tracked through regular grades and reports. If pupils and students are making less than the expected levels of progress, they may be referred to the Learning Support Department for assessment.

8.6 In the event of a concern that a special educational need is emerging, early discussions will take place with the pupil or student and their parents and assistance provided as per section 10 of this policy. Agreed outcomes will be identified and a note of these early discussions will be added to the pupil's or student's record. Where appropriate, specialist assessment will be offered in the Learning Support department to determine if a special educational need is present, and the School will consider putting in place extra teaching or other rigorous interventions, designed to secure better progress, without delay.

8.7 Junior School:

8.7.1 If a teacher has concerns about a child who doesn't have a pre-diagnosed difficulty; the teacher should raise the concern with the Junior School Head in the first instance. The Junior School Head will contact the parents and agree for the Learning support department to undertake appropriate testing and offer advice as to next steps. The next steps might involve suggesting some additional booster lessons or an educational psychologist's report, if a specific difficulty is suspected.

8.8 Senior School:

8.8.1 If a teacher has concerns about a child who doesn't have a pre-diagnosed difficulty; the teacher should raise concern with the SENCO in the first instance. The SENCO will contact parents and agree for the Learning Support Department to undertake appropriate testing and offer advice as to the next steps. The next

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steps might involve suggesting some additional booster lessons or an educational psychologist's report, if a specific difficulty is suspected.

8.9 Regular assessments are conducted for those pupils and students working with the Learning Support Department to aid the tracking of student progress, acting as a baseline against which progress can be measured.

8.10 In appropriate cases, if progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice may be sought from and referrals made to external agencies in consultation with parents, as deemed appropriate. This may include:

8.10.1 Special Educational Needs and Disabilities Support Services.

8.10.2 Autism and Sensory Support

8.10.3 Educational Psychologists

8.10.4 Speech and Language Therapists

8.10.5 Social Care

8.10.6 School Nurse/School Counsellor.

8.10.7 Child & Adolescent Mental Health Service (CAMHS).

8.10.8 Local Authority support services

8.11 Unless child protection concerns apply, parental permission will be sought before a referral to an external agency is made.

## **9 Parental Involvement**

9.1 If parents have concerns relating to their child's progress, learning or a disability, or have information they feel could impact on their child's progress, then we would ask that this is discussed with the child's class teacher/subject teacher/form tutor. Parents may also contact the SENCO directly if they feel this is more appropriate. All parents will be listened to and their views taken into account during the process of assessment and agreement of provision. In exceptional circumstances, the School may ask for professional assessment by outside agencies, as detailed in paragraph 8.10 above, before considering the next step.

9.2 Progress towards the identified outcomes will be shared with parents on a regular basis through the school reporting system, parents' consultations, and bi-annual Individual Education Plan (IEP) reviews.

## **10 How will the School Support a Student with SEND?**

10.1 The School adopts the Graduated Approach to Learning – namely the “Assess plan, do and review” model. Please see Appendix 2.

10.2 When a student has been identified as having SEND, the parents and student or pupil will be informed. For many students with SEND, differentiation in the classroom (Quality First Teaching) will be sufficient to meet their needs. The curriculum and learning environment will be adapted as is reasonable by the class teacher/subject teacher to reduce barriers to learning and enable them to access learning more easily.



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10.3 Senior School: Pupil profiles are created for each student known to have additional needs to support mainstream teachers in meeting the needs of these students. Pupil profiles provide a summary of a student's learning strengths and relative learning weaknesses, along with guidelines on appropriate teaching and learning strategies for each student relevant to their mainstream lessons.

10.3 Junior School: Following initial testing, meetings are held between class teachers and the Junior School Learning support teacher to identify the pupil's learning strengths and relative learning weaknesses, along with offering advice as to appropriate teaching and learning strategies to support each individual.

10.4 The Early Years Foundation Stage (EYFS): The EYFS has regard to the SEND Code of Practice 2015; this means that:

10.4.1 We have a named co-ordinator who liaises with external specialists as and when appropriate. Identification is through observation and assessment comparisons to the EYFS development stages. Next steps set after first half term and reviewed termly in liaison with parents.

10.1.2 There is monitoring of progress throughout the early years. Assessment is ongoing with termly formal cross referencing to the EYFS stages of development, looking at the 'best fit' for each child

10.1.3 Where a child appears to be behind expected levels, the methodology outlined in the SEND Code 2015 for gathering information and seeking Early Help is adopted. The cycle of action; assess/ plan / do / review is used to create a graduated response to needs

10.1.4 Guidelines are given for seeking external help of specialists or requesting an EHC statement

10.1.5 Decisions to involve external specialists are taken in discussion with parents, and parents are informed if their child is receiving learning support.

10.5 – Whole School:

10.5.1 If it is considered appropriate, and if resources allow, pupils and students may be provided with specialised equipment or resources to support their needs in the classroom.

10.5.2 Where it is decided that provision that is additional to, or different from, classroom differentiation is required (special educational provision), specialist learning support teachers may work with a student on a 1:1, or small group basis outside the classroom, usually 1 – 2 sessions per week. After consultation with the parent and the pupil or student, an IEP will be drawn up detailing specific and achievable short-term targets, along with teaching methods and resources to be employed. IEPs are reviewed twice annually in consultation with parents and pupils and students.

10.5.3 In the Senior School access arrangements for public examinations will be applied, where appropriate, to provide young people with additional time or other support in examinations. Qualification for access arrangements will be determined by our specialist teachers who are qualified assessors. Assessments completed

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by external professionals, such as registered educational psychologists, will only be accepted for this purpose in exceptional circumstances. In the Junior School, pupils with additional needs are given extra time or a reader/scribe for end of year assessments. The individuals to whom this applies is decided in consultation with the Junior School Learning support teacher. In the case of IB students, the IB Co-ordinator works with the SENCO in order to complete Form D2 on IBIS.

10.5.4 The School will support children with medical conditions and disabilities in line with policy 4.2.

## **11 Other Factors Affecting Student Learning**

11.1 It is acknowledged that external factors may contribute to a student's lack of progress, for example home circumstances, being bullied, or wider mental health issues. The School recognises this, and has robust anti-bullying procedures and an excellent pastoral system including school nurses. The School works with parents to minimise the impact of such factors.

## **12 EHC Plans (Formerly known as Statements of Special Needs)**

12.1 In cases where, despite the School having taken relevant and purposeful action to identify, assess and meet a pupil or student's special educational needs, the student has not made expected progress, the parents should consider requesting an Education, Health and Care Plan from the Local Authority.

12.2 In the event that the Local Authority offers such a plan, it will liaise with the parents as to which School they would wish to designate. Sidcot School may decline to be named in the plan if it is of the view that it would not be in the best interests of the student or the School Community taking into account the needs of the particular child and the School's ability to meet them. Sidcot School is not an "independent special school" within the meaning of S41 of the, S41 of the Children and Families Act 2014 and therefore is not under a duty to admit any student with an EHC plan.

12.3 Students and pupils with statements or EHC plans from their local authorities where Sidcot School has been agreed as an appropriate provision to meet their needs are welcome. If a pupil or student with a statement or EHC plan requires a dedicated carer in school, for example, to assist with personal care, writing, etc. this can be accommodated by the appointment of a suitable person by the parents who comply with the required safeguarding checks, including an enhanced DBS check arranged by the School. The School's child protection measures must also be complied with including attending the child protection training given to all new members of staff. The cost for this appointment would be met by agreement with the local authority.

12.4 A pupil or student's dedicated carer is not a school employee and any qualifying student's parents would be asked to provide the School with a written undertaking indemnifying the School from any legal responsibility or cost connected with the provision of their services to their child.

12.5 All EHC plans/statements must be reviewed annually by the Local Authority supported by the school.

12.6 In the event of a full or partial closure, the school will consider the needs of all students. Those with SEND needs will remain in contact with their designated

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support teacher and the SENCO will ensure that the needs of any students with an EHCP are taken into account. Students and parents will be consulted and additional support and adjustments to provision will be made on an individual basis: both during closure and to facilitate return to school.

### **13 Records of Learning Support**

13.1 The SENCO and Junior School Head will maintain confidential records of SEND students and pupils which will contain:

13.1.1 Information from parents/carers including records of meetings.

13.1.2 Information from previous schools.

13.1.3 Information on progress and behaviour.

13.1.4 Information from external agencies/professionals.

13.1.5 Regular assessment tracking data.

13.1.6 Individual Education Plans and Pupil Profiles, which will be made available to relevant teaching staff.

13.1.7 Information on qualification for access arrangements for examinations.

13.2 All hard copies of records will be kept in locked cabinets. Sensitive electronic data is kept securely in line with the School's Digital Security policy.

### **14 Transition**

14.1 The SENCO, in conjunction with the Learning Support Department, will support planning and preparation for transitions between schools and phases of education. Where a pupil or student transfers to another school, college or other setting, parents and students will be consulted on the information to be shared, before any requests to provide SEND information are met.

### **15 Physical Disability**

15.1 Parents of current and prospective pupils or students with disabilities may wish to obtain copies of the School's accessibility plan from the School Business Management office. This outlines how the School plans to make reasonable adjustments to the fabric of the School and campus, to ensure accessibility to disabled students, parents and visitors.

### **16 Charging**

16.1 A decision as to whether or not it is appropriate to levy any further fees for additional support for individual students with SEND, or for adjustments for disabled students, will be considered on a case-by-case basis, on the basis of what is reasonable. In most cases where a student requires 1:1 tuition, there will be an additional charge, but small group lessons will be available in some circumstances without additional fees.

### **17 Behaviour and Discipline**

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17.1 The School recognises that where challenging behaviour is related to a pupil or student's special educational needs or disability as a secondary problem, use of positive discipline and reward methods may enable the School to manage the student's behaviour more effectively and improve their educational outcomes. However, the need to balance the learning needs of each class as a whole will be taken into account during the admissions process. Whether a student is willing to learn, is a key consideration in the admissions process.

17.2 When considering sanctions, the needs of pupils and students with special educational needs or any disability will be taken into account.

17.3 The School recognises that children who have special educational needs or disabilities are particularly vulnerable to being bullied. The School recognises that such children can face additional safeguarding challenges. They may not show outward signs of distress, or possible indicators of abuse may be misunderstood as being related to their disability.

## **18 Complaints**

18.1 The School's hope is that all parents will feel able to share any concerns about their child with staff, in order that a healthy partnership for the care of their child can be developed. The SENCO, other pastoral staff, tutors, teaching and medical staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always communicate with a parent if they feel that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there is a specific concern.

18.2 However, should they feel it necessary, parents may follow the School's complaints policy and procedure (policy 2.6) which is available on the School's website and in hard copy form upon request.

## **19 Monitoring and Review**

19.1 This policy is subject to review every year by the SENCO in conjunction with the Junior Head and Board of Governors.

19.2 The Governor with special responsibility for Special Educational Needs and disability is identified in Appendix 1 of this policy.

19.3 The School involves parents and students in planning and reviewing progress and this may inform changes to the policy as appropriate

## **20 Statutory Guidance, Regulations and References**

The Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

The Equality Act 2010

0-25 Special Educational Needs and Disability Code of Practice 2015

Handbook for the Inspection of Schools – Commentary on the Regulatory Requirements 2018

The Early Years Foundation Stage

Keeping Children Safe in Education 2018

'Working together to Safeguard Children', DfE, 2018

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## 21 Related Policies

- 2.1 Safeguarding and child protection policy
- 2.11 Equal Opportunities Policy (children)
- 3.1 Admissions
- 4.2 Supporting students with medical conditions and disabilities
- 4.4 Mental Health and Wellbeing policy
- 5.4 Anti- bullying
- 5.1, 5.1a, 5.1b, 5.1c – Behaviour policies
- 6.2 Assessment Policy – Academic
- 6.10 Gifted and Talented
- 6.13 English as an Additional Language
- 12.1 Digital Safety Policy
- 12.2 Digital Security Policy
- 3 Year Accessibility Plan

## 22 Document Change History

| Date of change | Detail significant changes and any new legislation / guidance taken into account   |
|----------------|--|
| 20.01.2017     | Board adopted senior school policy which was rewritten to incorporate SEN and learning support policy (6.4a), and updates to practice.   |
| 25.03.2017     | Board adopts revised policy to incorporate Junior School (including EYFS). Replaces policy 10.28 (Special Educational Needs in Practice – Junior School).  |
| 30.01.2018     | Reviewed by the SENCO. Appendix 1 updated to reflect staff changes.<br>Minor change to wording at page 11 section 18 – “ask to see” replaced with “communicate with.”  |
| 06.10. 2018    | Reviewed and adopted by Board<br>1.1 “mainstream” included and “mild to moderate” SEND<br>2.2 insertion of words “where Sidcot School is the agreed provision” to the EHC plan<br>6.1 Paragraph reworded<br>6.2 Wording added, “This does not include, the provision of teaching assistants to support individual students.”<br>7.1 Insertion of “willingness to learn.” |

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|            | <p>7.4 Deletion of “Fees in lieu will not be payable in these circumstances”</p> <p>8.7.1 Paragraph moved from below 10.3.1</p> <p>Paragraph 8.8 Reworded</p> <p>Para 8.9 “Regular” replaces “A range of bi-annual” assessments</p> <p>Para 10.3.3 deleted</p> <p>Para 10.4. – deletion of paragraph “The School plan for the four areas of need.”</p> <p>Para 10.5.2 – insertion of “specialist” learning support and “teachers may work with a student.....usually 1-2 sessions per week.”</p> <p>Para 12 EHC plans – reworded</p> <p>Para 13.1 – insertion of the “Junior School Head”</p> <p>Para 17 insertion of “secondary problem” and “However, the need to balance the learning needs of each class as a whole will be taken into account during the admissions process. Whether a student is willing to learn, is a key consideration in the admissions process.”</p> |
| 27.02.2019 | Reviewed – no significant changes.  |
| 01.10.2020 | <p>Reviewed – para 12 added</p> <p>In the event of a full or partial closure, the school will consider the needs of all students. Those with SEND needs will remain in contact with their designated support teacher and the SENCO will ensure that the needs of any students with an EHCP are taken into account. Students and parents will be consulted and additional support and adjustments to provision will be made on an individual basis: both during closure and to facilitate return to school.</p>  |

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## **Appendix 1 - Responsible Persons**

Iain Kilpatrick – Headmaster

Matthew Williams – Deputy Head

Christian Hughes – Deputy Head Academic

Claire Lilley – Junior School Head

Rosemary Carr – Governor with responsibility for SEND

Sarah Bates – Head of Learning Support and SENCO

Julie Betenson – Junior School Learning Support Teacher

Hannah Farnie - EYFS Co-ordinator

Graham Hartley – IB co-ordinator

## **Appendix 2 - The Assess, Plan, Do and Review Model**

Action relating to SEND support will follow an “assess, plan, do and review” model

- **Assess:** The major responsibility for ongoing assessment of students’ progress lies with the class teacher, in line with the School’s assessment policy (6.2). In addition, for those students with SEND, the Learning Support Department may also carry out more detailed assessments, as appropriate for diagnostic purposes, as well as a bi-annual cycle of standardised assessments in order to track student progress.
- **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved, including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by specialist teachers, with advice from the SENCO or information gained from external assessments.
- **Do:** SEND support will be recorded on IEP/ Pupil Profile in the form of a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents’ views. The parents and the student will also be consulted on the action they can take to support attainment of realistic desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the student, and support arrangements reviewed accordingly. It is the responsibility of the Local Authority to review Statements/EHC plans annually