



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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Related external documents:	Equality Act, 2010; JCQ adjustments for candidates with disabilities and learning difficulties, 2023; IB access and inclusion policy, 2022.

## Policy Overview

This policy is:

- To ensure that reasonable adjustments are made to meet the needs of all pupils identified with special educational needs and disabilities (SEND).
- To ensure that systems and procedures are in place for the reasonable adjustments to be made for pupils who require additional support or arrangements.
- To ensure that the teaching staff and Governors of the School are aware of their responsibilities in identifying and providing for those with SEND.
- To help parents and guardians of pupils with SEND to understand their role in supporting the needs of their children.

The policy has due regard to the statutory guidance contained in the Special Educational Needs and Disability Code of Practice [2015] and the statute law of the Families Act [2014], and adheres to the philosophy underlying the Equalities Act [2010]. The School is committed to observing the principles of the Act and does not discriminate on any grounds.

As an independent school, St Edward's School does not have a statutory obligation to comply with the SEN Code of Practice (2015). In keeping with the Equality Act 2010, the School makes all reasonable adjustments where necessary to support pupils with identified learning needs or disabilities.

Electronic copies of this document are available on the website. Relevant staff are notified of any significant policy changes.

## Definitions

The Special Educational Needs and Disability Code of Practice [updated 2015] and the Families Act [2014] define a Special Educational Need or Disability as a child or young person who has 'a learning difficulty or disability which calls for special educational provision to be made for him or her'.

A child with a learning difficulty 'has a significantly greater difficulty in learning than the majority of others of the same age'.

A child with a disability 'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Children are not 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.

## Vision

St Edward's school is an inclusive institution, committed to equal opportunities for all. The School welcomes pupils who meet the admissions criteria, including those who have special educational needs and disabilities (SEND). The School recognises its duty to make reasonable adjustments for pupils who have SEND. Pupils who are identified as having SEND will, like all others, be entitled to access the full school curriculum and be encouraged to take advantage of the opportunities on offer in all areas of school life.

All members of the teaching staff are committed to understanding and providing for pupils who have SEND. With due regard to the Code of Practice, St Edward's School acknowledges that all teachers are responsible and accountable for the progress and development of the pupils in their subjects. The School is committed to providing support to pupils identified with additional needs or requirements, be that on entry or during their time at St Edwards, to the extent that it is reasonably able, so that pupils are enabled to become confident young adults and independent, successful learners.

### Roles and Responsibilities

The **Education Sub-Committee** of the Governing Body are responsible for the approval and oversight of this policy and its effective implementation by means of termly reports from the Sub-Warden Academic and the Head of Learning Support.

The **Head of Learning Support** is responsible for creating, implementing and maintaining the policy and all associated operational matters and monitors the academic progress of all pupils identified with SEND. Termly reports are provided by the Head of Learning Support to the Sub-Warden Academic which then form part of the report to the Education Sub-Committee of the Governing Body.

The **Sub-Warden Academic** supports the implementation of the policy in all departments including for identified training needs. Teaching staff carry out their role with support from the Head of Learning Support.

The **Deputy Head Pastoral** ensures that all Housemasters and Housemistresses understand the policy and its effective implementation to support pupils in boarding.

The **Sub-Warden** will use information from the Head of Learning Support as part of their regular reporting to the Safeguarding Committee of the Governing Body.

### Admissions Arrangements

Admission to St Edward's School is in accordance with the Admission's policy. This includes a pupil's prior academic performance, their character and personality, and evidence of their willingness to make the most of the opportunities offered by the School.

The selection process takes into full account all assessments (e.g., the ISEB Common Pre-Test, Common Entrance, the Pre-Senior School Baccalaureate and GCSE examinations, or equivalent) together with the reported findings of any chartered educational psychologist, medical or allied professional who has been consulted with regards to an applicant's additional needs.

The School aims to support pupils with a wide range of SEND. Parents are required to inform the School at the time of registration of any special learning needs of their child or of any other additional medical or psychological needs. Feeder schools are required to disclose details of a pupil's specific needs and requirements in written references. At all points of entry, all historic and current documentation, including educational psychologist reports, medical documentation and school reports, should be submitted to the Registry.

The Registrar will then liaise with the Head of Learning Support to assess whether the School is able to meet a pupil's needs and, if so, to ensure that reasonable adjustments within the School's capabilities and resources, in line with the duties outlined in the Equality Act 2010, are put into place.

It is important to note that St Edward's has a small specialist SEND team. The School does not have the facilities to offer highly specialised and intensive support. Physical access to some areas of the site is limited because of the historic nature of the campus. Please refer to the School Disability Access Plan for more information.

### Meeting the needs of St Edward's Learners

Provision for pupils with SEND is led by the Head of Learning Support, who manages a small team of specialist teachers within the Learning Support department. The team works in close partnership with Housemasters and Housemistresses, subject teachers, the rest of the school community and parents to ensure that pupils' needs are holistically understood and met during their time at St Edward's. The voice of individual pupils is considered integral to the provision.

Working in partnership with parents is at the heart of our Learning Support provision at St Edward's. The views of parents are warmly welcomed, encouraged and sought at regular stages of their child's time at St Edward's.

Pupils with SEND are included on the register, held by the Head of Learning Support, which is formally reviewed each term and is regularly updated in line with pupils' needs or diagnoses. There is regular communication about the needs of pupils who have SEND as detailed below. Within subject departments, teachers familiarise themselves with the information about pupils they teach to inform their teaching and learning in the classroom.

### Routes to identify needs

St Edward's School recognises the benefit of identifying pupils who have SEND at the earliest possible point in their St Edward's careers. This process begins before the pupil arrives at the School, where we expect and welcome information-sharing between a pupil's parents, their previous school and the St Edward's admissions team to support a positive transition. Early identification is important to ensure that pupils with additional needs receive the appropriate support. Identification may occur through one of these routes:

#### Before entry

The school requests SEND information in the Confidential Reference form completed by the previous education setting, as well as from parents in the registration form and the medical form in the New Pupils' Information Pack and the Parents' Contract. The pupil's previous school must also complete the ISEB SEND Report form requesting access arrangements, and should outline the nature of any support received, the pupil's usual way of working and any anticipated needs for support upon transition.

In the case of those pupils arriving with a history of learning needs and provision, the Head of Learning Support will review the pupil's needs and their name will be added to the school's SEND Register. Where appropriate, bespoke strategies for teaching and learning will be detailed on the pupil's entry on the SEND register to support differentiation in the classroom. Depending on the pupil's particular needs and requirements, further support may also be put in place.

## Through screening

All pupils undergo baseline testing and screening for access arrangements in their first term at the school. The Sub-Warden Academic and the Head of Learning Support will use this data to identify pupils with potential learning difficulties and thereafter further investigation, support and assessment will be considered.

## During a pupil's time at the School

For some pupils, their additional learning needs will become apparent during their time in school. Where no previous additional needs have been identified, teachers have responsibility for noting a pupil's possible SEND and referring them to the Learning Support department. Parents, too, may highlight concerns about possible SEND but should discuss this first with the pupil's Tutor before the Head of Learning Support is contacted.

## Charging Model for Assessment and Other Provision

In line with guidance from the Department for Education and in compliance with the Equalities Act 2010, we will provide support lessons free of charge to those with identified and documented learning needs and disabilities.

For some pupils, a full diagnostic assessment, other SEND assessment or specialist provision may be necessary in order to inform teaching and learning strategies. All pupils who transfer to the School with existing access arrangements will require an updated assessment for a continuation of those arrangements to be considered. The Head of Learning Support will discuss the pupil's requirements on a case-by-case basis with parents. By agreement, any necessary additional assessments and provision will be charged to parents.

Where a pupil is receiving means-tested bursary support, proportionate financial support can be provided by the school.

## Assessments and Additional Provision

Although pupils may transfer to the School with existing diagnoses and assessments, pupils may also be referred to the SEND team for assessment at any point during their time at St Edward's. Through referral from Housemaster or Housemistress, Head of Department, tutor, parent or indeed the pupil themselves, the School can arrange for pupils to be assessed for dyslexia and other conditions that may impact on learning. Additional costs for diagnostic assessments will be agreed with and met by parents. Professional recommendations for specialist provision (i.e. physical or practical aids) may be met within or outside the School. Again, any additional costs will be agreed with and met by parents.

## Learning needs

Whilst most pupils with SEND will have their needs met in the classroom, the School may also provide individual or small group sessions. Provision is carefully considered on a needs-led basis for each pupil and, where necessary, a bespoke plan of support is established. The actual nature of the support will vary according to the needs of the pupil. This may include strategies being communicated to teachers to support their teaching of a pupil, individual or group lessons, extra assistance in the classroom or additional help with prep or study skills. Lessons take place around the demands of a pupil's normal

academic timetable and co-curricular activities. If a pupil is considered to have needs that require more support than can ordinarily be provided, their timetable may be adjusted to ensure their special educational needs are met.

### Partnership Working

For pupils who have SEND and additional health conditions, provision is planned and delivered in a co-ordinated way with parents and colleagues in school on a need-to-know basis. The SEND team, the School's Senior Nurse and the Pastoral Steering Group share information as required and work together to meet individual pupil's needs. The SEND team works in close collaboration with external medical and other professionals, where required. The team are aware of the need to maintain parents' and pupils' wishes for confidentiality. Unless asked specifically not to do so, information provided to the School will be shared on a 'need-to-know' basis so that individual pupils' needs can be met, monitored and reviewed.

### SEND Monitoring

The progress of pupils who have identified SEND needs will be monitored in lessons and at least termly through the School's reporting systems such as grade cards, reports, work scrutiny and tutor meetings. Conversations with pupils, parents and the Learning Support team will take place as required. Feedback is formally sought through the use of a questionnaire at least annually to ascertain the effectiveness of a pupil's access arrangements.

### Alternative Arrangements

After making reasonable adjustments and exhausting appropriate strategies, the School reserves the right, following consultation with parents/guardians, to ask for the withdrawal of a pupil from the school if:

- Information has been withheld from the School which, had the information been provided, would have made a significant difference to the School's management of the pupil's difficulties; and/or
- The pupil's special educational needs and/or disabilities require a level of support which, in the professional judgement of the Warden, the School is unable to provide, manage or arrange.

In such circumstances, St Edward's School will do what is reasonable to help find an alternative placement that will provide the pupil with the appropriate level and type of teaching and support.

### Access Arrangements

All aspects of access arrangements are covered within the Access Arrangements Policy.

### Reviews

The Head of Learning Support, the Sub-Warden Academic and the Health & Safety Manager regularly review this policy to ensure it remains effective, operational and compliant. Any changes will be recorded with a new policy issued.

A formal evaluation of the policy takes place every two years in co-ordination with the Head of Learning Support, the SEND Governor and the allocated member of SMT (the Sub-Warden Academic).

The implementation of this policy is monitored by the Head of Learning Support supported by the Sub-Warden Academic and the Health & Safety Manager. If necessary, an internal or external audit is undertaken to assess formally the policy's implementation.