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Sedbergh
SCHOOL

Special Educational Needs & Disability Policy

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Policy Owner	Senior School Headmaster Prep School Headmistress
Governance	Education Committee
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Introduction and Statutory Framework

Sedbergh School is committed to the equal treatment of all pupils, including those with Special Educational Needs and Disabilities (SEND). This policy sets out the School's responsibilities, guiding principles and procedures to ensure that pupils with SEND are appropriately supported to achieve their potential and participate fully in School life.

This policy has been written with regards to the following legislation, regulations, guidance and professional frameworks, in so far as they apply to the School:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- Independent School Standards Regulations 2014
- Supporting Pupils with Medical Conditions (2014)
- Teachers' Standards (2012)
- Working Together to Safeguard Children
- Current JCQ Access Arrangements and Reasonable Adjustments regulations

The policy should be read alongside the School's Admissions Policy, Equal Opportunities Policy, Accessibility Plan, Word Processing Policy, Behaviour Policy and Child Protection and Safeguarding Policy.

Leadership, Roles and Responsibilities

The Senior School Headmaster is responsible for overseeing all aspects of the School's SEND provision and keeping the Governing Body informed of the implementation and effectiveness of the School's SEND policy.

The Governing Body oversees SEND arrangements and ensures that the School has appropriate arrangements in place to support pupils with SEND and meet its responsibilities under relevant legislation and regulation. This includes monitoring the implementation and effectiveness of the SEND policy and ensuring that pupils with SEND have equal opportunities to participate fully in School life.

The Lead SEND Governor will meet with the Senior School SENDCO to review SEND provision and contribute to plans to develop and enhance provision. SEND provision, impact and relevant developments will form part of the Governing Body's monitoring cycle.

The Lead SEND Governor is Mr Richard Biggs.

The Senior School SENDCO has overall responsibility for the day-to-day operation of this policy and for coordinating SEND provision within the Senior School.

The SENDCO is responsible for:

- maintaining and reviewing the SEND Register;
- coordinating the graduated approach to SEND support;
- coordinating Individual Support Plans (ISPs);
- overseeing additional Learning Support provision;
- coordinating and overseeing examination access arrangements;
- advising staff on adaptive teaching and reasonable adjustments;
- working with pupils and parents to identify appropriate support;
- liaising with external professionals where appropriate;
- providing guidance, training and advice to colleagues;
- maintaining appropriate SEND records;
- supporting effective transition between settings and key stages; and
- monitoring the effectiveness and impact of SEND provision.

The Senior School SENDCO is Mrs Lucy Elliston.

The SENDCO coordinates SEND provision but does not have sole responsibility for meeting the needs of pupils with SEND. All teachers remain responsible for the progress, development and inclusion of pupils with SEND within their classrooms.

All staff share responsibility for identifying and supporting pupils with SEND and for applying this policy in practice.

Subject teachers are responsible for providing high-quality, adaptive teaching and implementing appropriate reasonable adjustments. Tutors, Heads of Year, House staff and other pastoral staff contribute to the identification, monitoring and support of pupils where appropriate.

The School may work with external professionals, including educational psychologists, specialist teachers, speech and language therapists, occupational therapists, medical professionals and other appropriate agencies where their expertise will support a pupil and/or their family.

Policy aims

The School aims to:

- ensure pupils with SEND are not disadvantaged in admissions or learning opportunities;
- maintain high expectations for pupils with SEND while recognising that pupils may require different approaches, reasonable adjustments and additional support to achieve their potential;
- provide high-quality adaptive teaching and reasonable adjustments so pupils with SEND can access the curriculum and wider School life;
- identify additional needs at the earliest appropriate opportunity;
- provide additional support where needs cannot reasonably be met through adaptive teaching and reasonable adjustments alone;
- use a graduated approach to assess, plan, implement and review SEND provision;
- involve pupils and parents in decisions about support;
- promote pupil voice, confidence, self-advocacy and independence;
- develop pupils' ability to understand and communicate their own learning needs;
- prepare pupils for successful transition between key stages and into further education, employment or adult life;
- ensure staff have appropriate knowledge, skills and training to support pupils effectively; and
- monitor the impact of SEND provision and use this information to improve practice.

Definitions of SEND

Special Educational Needs (SEND)

A pupil has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil may have SEND where they:

- have significantly greater difficulty in learning than the majority of others of the same age; or

- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

SEND may arise from a range of needs and may be temporary, long-term or change over time.

The School recognises four broad areas of need:

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

These categories are not intended to be rigid or mutually exclusive. A pupil may have needs across more than one area and their needs may change over time.

Disability
Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Not all pupils with SEND are disabled and not all disabled pupils have SEND.

Support for pupils whose primary need relates to English as an additional language is addressed through the School's EAL provision, although a pupil may have both EAL and SEND.

Accessibility
The School's Accessibility Plan underpins its commitment to equality and inclusion and supports pupils with disabilities to access all aspects of School life.

The Accessibility Plan sets out how the School will:

- increase opportunities for pupils with disabilities to participate fully in the curriculum;
- improve the physical environment to support access to education and facilities; and
- improve the accessibility of information.

Admissions
The School welcomes applications from pupils with disabilities and/or SEND.

The School will make reasonable adjustments in accordance with the Equality Act 2010 to ensure fair access to education where it is reasonably able to cater for a pupil's needs.

Parents are asked to provide relevant and accurate information about any identified SEND, disability or medical condition at registration, including relevant professional reports where these are available. This information enables the School to consider whether appropriate provision and reasonable adjustments can be put in place before entry.

All applications are considered fairly and without prejudice.

Where, following appropriate assessment and consultation, the School concludes that it is unable to meet a pupil's needs despite reasonable adjustments and appropriate support, the School will discuss this with the pupil and parents and consider appropriate next steps. Any decision regarding a pupil's continued placement will be made in accordance with the School's relevant procedures, contractual arrangements and equality legislation.

Identifying and Supporting Pupils with SEND

The School follows the definition of SEN and disability in the SEND Code of Practice (2015) and the Equality Act (2010). The School's curriculum is designed to be accessible to pupils with a range of needs. Teachers use adaptive teaching approaches and reasonable adjustments to reduce barriers to learning.

Progress and attainment are monitored through the whole-School tracking and reporting system, together with information from subject teachers, Tutors, Heads of Year, House staff and the Learning Support Department.

Identification may be informed by:

- information from previous schools;
- admissions information;
- teacher observations and concerns;
- parent concerns;
- pupil concerns or self-referral;
- attainment and progress data;
- screening and diagnostic assessments;
- external professional reports;
- examination access arrangement assessments; and
- evidence from Learning Support provision.

Wider factors such as attendance, family circumstances, disadvantage, EAL and other contextual factors are also considered when identifying potential barriers to learning.

The School recognises that behaviours such as withdrawal, avoidance, disengagement or disruption may sometimes indicate an underlying learning, communication, emotional or other need and should be considered carefully rather than automatically attributed to poor behaviour.

Adaptive Teaching and Reasonable Adjustments

The first response to identified need is normally through high-quality teaching, adaptive teaching and reasonable adjustments within the classroom.

Reasonable adjustments are considered on an individual basis and may be required under the Equality Act 2010 for pupils with a disability.

Where a pupil's needs cannot reasonably be met through adaptive teaching and reasonable adjustments alone, additional SEND provision may be considered.

SEND Report

The School records key information about pupils with SEND on the School's information system (iSAMS).

The SEND Report may include:

- an overview of the pupil's identified needs;
- recommended teaching strategies and reasonable adjustments;
- relevant specialist involvement;
- Learning Support provision;
- examination access arrangements;
- relevant diagnostic and screening information; and
- other information required to support effective teaching and pastoral care.

Information is shared with relevant staff on a need-to-know basis.

The SEND Report is updated as required and parents may request a copy of relevant information relating to their child.

Individual Support Plans (ISPs)

Pupils who require additional support beyond the adaptive teaching and reasonable adjustments routinely provided within the classroom will normally have an Individual Support Plan (ISP).

The purpose of an ISP is to provide staff with a clear, concise and accessible overview of the pupil's individual strengths, needs and recommended support. The ISP is intended to support consistency across subjects and ensure that staff understand how best to remove barriers to learning.

The information used to inform an ISP may include diagnostic and specialist reports, EAA assessments, information from the pupil's previous school, teacher observations, attainment and progress data, pupil and parent/carer views, Learning Support assessments and information from relevant external professionals.

The ISP will identify the pupil's strengths and areas of difficulty, together with appropriate classroom strategies, reasonable adjustments, assistive technology, relevant EAA and any specific intervention targets.

ISPs are written at the beginning of the academic year and are reviewed mid-year. They may also be amended at any point during the year where a pupil's needs or provision change.

Pupils are encouraged to contribute to their ISP through planned refection sessions with a member of staff from the Learning Support department. Parents may also contribute

information about their child's strengths, difficulties and strategies that they find helpful through the Learning Support parent/ teacher meeting.

An ISP is a working document and does not replace the professional judgement of teachers or the requirement to adapt teaching in response to the pupil's current needs.

The Graduated Response

Where it is clear that a pupil requires support beyond that which can reasonably be provided through adaptive teaching and reasonable adjustments, the School will provide additional SEND support.

Where appropriate, the pupil will be placed on the SEND Register and an Individual Support Plan will be developed.

Support is managed through a four-part graduated response:

Assess

- A review is carried out, involving teaching staff, Housemaster or Housemistress, Tutor, parents, the pupil, and (where appropriate) external professionals such as speech and language therapists, educational psychologists, or specialist teachers.
- The SENDCo may also use diagnostic assessments to identify key areas of difficulty.
- Needs are considered against the four broad categories: communication and interaction, cognition and learning, social/emotional/mental health, and sensory/physical. The School recognises that needs often overlap and may change over time.

Plan

- Recommendations and reasonable adjustments are drawn up, recorded on the School's information system (ISAMS) and the SEND Report.
- Reasonable adjustments are outcome-focused, outlining interventions, strategies, and roles of staff and external agencies (if applicable).
- Recommendations and reasonable adjustments suggest and/or confirm appropriate exam access arrangements.
- Plans are shared with teachers, House staff (where appropriate), and support staff. Parents may request a copy at any time.

Do

- Subject teachers remain responsible for delivering high-quality adaptive teaching and implementing agreed reasonable adjustments.
- Additional Learning Support staff provide targeted support where required and liaise with subject teachers to promote the transfer of strategies and skills across the curriculum.

Review

- Progress and outcomes are reviewed as per the whole-School tracking and reporting schedule, or more frequently as agreed, in consultation with relevant staff or professionals.
- Reviews consider impact, with adjustments made where necessary.

- Where progress remains limited, further assessments or specialist referrals may be arranged with parental consent.
- The School monitors outcomes for pupils with SEND at key transition points, including GCSE and A level, to ensure progress is in line with expectations.

Provision may be increased, reduced, adapted or withdrawn according to the pupil's needs and progress.

Learning Support is not necessarily a permanent provision. Where a pupil has developed greater independence, achieved the intended outcomes or no longer requires additional provision, support may be reduced or withdrawn following appropriate review.

Additional Learning Support

Learning Support is an additional provision for pupils whose identified needs require support beyond that which can reasonably be provided through high-quality adaptive teaching and reasonable adjustments.

Learning Support may take place individually or in small groups and may focus on areas such as:

- literacy and numeracy skills;
- study and revision skills;
- organisation and independent learning;
- exam technique;
- assistive technology;
- reading and writing strategies;
- subject consolidation;
- essay planning and writing;
- preparation for examinations; and
- developing confidence and self-advocacy.

Learning Support is not intended to replace subject-specific teaching. Where appropriate, Learning Support staff liaise with subject teachers to support pupils in applying strategies and skills across the curriculum.

The frequency and nature of Learning Support will be determined according to individual need and reviewed regularly.

Pupil Voice

The School recognises that pupils are central to decisions about their education and support.

Pupils are encouraged to contribute to assessments, ISPs, reviews and decisions about reasonable adjustments and additional provision.

Pupils are supported to develop an understanding of their own strengths, areas of difficulty and strategies which help them to learn effectively.

Exam Access Arrangements

Exam Access Arrangements are pre-examination adjustments for pupils with SEND, disabilities or temporary conditions where the relevant criteria are met.

They are granted only where there is:

- clear evidence of need;
- evidence that the arrangement reflects the pupil's normal way of working; and
- full compliance with the criteria set out in the current JCQ Access Arrangements and Reasonable Adjustments regulations.

The School employs a qualified assessor whose qualifications are verified and who undertakes appropriate annual training to remain compliant with JCQ requirements.

The exam access arrangements process is a whole-School responsibility.

Arrangements are individual-needs-led rather than diagnosis-led.

The purpose of access arrangements is to remove or reduce barriers to assessment without compromising the integrity or demands of the assessment.

Where appropriate, the School promotes the use of assistive technology as part of everyday learning and assessment.

Identification and Application Process

Where a teacher, pupil or parent believes that a pupil may require an access arrangement, they should contact the Learning Support Department.

The SENCO coordinates assessments, gathers evidence of normal way of working and determines whether the relevant JCQ criteria are met.

If parents wish to use an external assessor, the assessor must contact the School before undertaking an assessment for examination access arrangements. The assessor must liaise with the School and be approved by the Headmaster or the SENCO in accordance with current JCQ requirements.

The School will provide the relevant information required by JCQ before an external assessment takes place, including Form 8 Part 1 where applicable.

External recommendations will be considered carefully but do not automatically result in an access arrangement. The School is responsible for determining whether the JCQ criteria are met and whether the arrangement reflects the pupil's normal way of working.

Access arrangements are applied consistently in internal examinations and assessments to ensure that pupils are familiar with arrangements that may subsequently be used in public examinations.

Normal Way of Working

Access arrangements must reflect the pupil's normal way of working within the School.

Evidence may include:

- classroom practice;
- internal assessments;
- mock examinations;
- teacher feedback;
- Learning Support provision;
- use of assistive technology;
- internal examination arrangements; and
- other relevant School-based evidence.

Evidence of Need

Evidence of need must be comprehensive and demonstrate both the candidate's current difficulties and the justification for the requested arrangement.

Evidence may include subject teacher feedback, teacher observations, details of strategies and interventions used, screening and formal assessment results, tracking information, records of arrangements used in internal assessments and examination scripts or workbook evidence where appropriate.

Together, this evidence ensures that access arrangements are applied fairly, consistently and only where there is a genuine and demonstrable need.

Review of Arrangements

Access arrangements will be reviewed at key transition points, including progression from GCSE to A Levels and BTECs, to ensure that they remain appropriate, current and reflective of the candidate's normal way of working.

Where permitted by JCQ regulations, existing evidence and documentation may be carried forward.

The School will review arrangements whenever there is a significant change in a pupil's needs or circumstances.

The School has a Word Processing Policy, aligned with current JCQ regulations, which sets out when pupils may use word processors and other assistive technology in assessments.

Special Considerations

Where illness, injury or unforeseen circumstances affect examination performance, the School may apply for Special Consideration in accordance with current JCQ regulations.

Higher Education and Disability Students' Allowance (DSA)

The School does not undertake diagnostic assessments specifically for university applications or Disabled Students' Allowance.

Where an updated diagnostic assessment or specialist evidence is required, families may need to arrange this independently. Requirements vary between institutions and funding bodies.

The School will provide appropriate existing evidence of need, provision and examination access arrangements, where relevant and appropriate, to support applications.

Education, Heath and Care Plan (EHCP)

If a pupil continues to experience significant difficulties despite receiving appropriate SEND support, the School or parents may request an Education, Health and Care (EHC) needs assessment from the relevant Local Authority.

The School will cooperate with the Local Authority during the assessment process and provide relevant educational information, evidence and observations.

Where a pupil has an EHC Plan, the School will work with the pupil, parents, Local Authority and other relevant professionals to implement the provision specified within the plan.

The School will participate in annual reviews and provide appropriate information about the pupil's progress, provision and changing needs.

Bullying and Behavioural Issues

The School is committed to ensuring that all pupils learn in a safe and supportive environment.

Pupils with SEND may be particularly vulnerable to bullying, discrimination or victimisation. Staff will remain alert to signs that a pupil may be experiencing difficulties which they are unable or unwilling to communicate directly.

Where SEND has an impact on behaviour, the School will consider whether reasonable adjustments or additional support are required. This does not mean that SEND removes behavioural expectations or the need for appropriate boundaries.

Where difficulties persist despite appropriate support and reasonable adjustments, the School's Behaviour Policy will apply.

All safeguarding concerns will be managed in accordance with the School's Child Protection and Safeguarding Policy.

Meeting the needs of pupils with medical conditions

The School ensures that pupils with medical conditions can participate fully in School life and access education. Support is detailed in Individual Healthcare Plans where appropriate.

Where a pupil has both a medical condition and SEND or disability, the School will coordinate health, SEND and accessibility provision wherever appropriate.

Staff responsible for supporting pupils with medical needs, including administering medication, receive appropriate training.

Transition Arrangements

The School will make appropriate arrangements to support pupils with SEND moving to and from the Senior School and between key stages.

Transition information may be gathered from:

- previous schools;
- pupils and parents;
- admissions information;
- external professionals;
- existing diagnostic reports; and
- relevant educational records.

Where appropriate, transition meetings will take place between relevant staff and schools.

For pupils with significant needs or an EHCP, a formal transition meeting may be arranged involving parents, pupils, representatives from the relevant schools and other professionals where appropriate.

Training

The School provides ongoing training and support to ensure that teachers and support staff have the skills to differentiate and scaffold learning for pupils with SEND in everyday teaching. Induction programmes ensure that new staff and newly qualified teachers understand the School's approach to SEND support.

Monitoring and Evaluating SEND provision

The School reviews and improves SEND provision, through a range of evidence including pupil achievement compared to national standards, case studies, intervention monitoring, and feedback from parents and pupils.

Dealing with concerns

Parents are encouraged to raise concerns promptly.

In the first instance, concerns may be discussed with the relevant subject teacher, Tutor or Housemaster/Housemistress. Where appropriate, concerns can then be referred to the SENCO.

The School will seek to resolve concerns through open communication and collaborative discussion with pupils and parents.

The School's formal complaints procedure remains available where a concern cannot be resolved informally.

Disability Access Arrangements

In line with the Equality Act 2010, the School's Accessibility Plan aims to:

- increase participation in the curriculum;

- improve access to the physical environment and School facilities;
- improve access to extracurricular activities; and
- improve access to information for pupils with disabilities.

Reasonable adjustments will be considered on an individual basis and implemented where reasonable and practicable.

Storing SEND information

SEND information will be stored securely and handled in accordance with the School's Data Protection Policy and applicable data protection legislation.

Information will be shared with relevant staff where this is necessary to support the pupil's education, welfare, safety or reasonable adjustments.

Review

This policy will be reviewed annually to ensure that it remains consistent with current legislation, statutory guidance, JCQ requirements and the needs of pupils within the Senior School.