

Whole School Special Educational Needs and Disability (SEND) Policy Statement	2e
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Responsible for Initiating Review of Policy	SLT
Committee to Review	SLT
Last Review Date	August 2026
Review Period	Annually
Approved by (Committee and Date)	SLT August 2026
Approved by Board of Governors	August 2026
Effective Date of Policy	August 2026
Next Review Date	August 2027
Related Policies	2e (i) SEND Policy (EYFS) 2e (ii) SEND Policy (Prep School) 2e (iii) SEND Policy (Senior School and Sixth Form) 2a (i) Curriculum Policy Statement – Prep School and EYFS 2a(i) Curriculum Policy Statement – Senior School and Sixth Form 4c External Examination Policy 17b Accessibility Policy 17b (i) Accessibility Plan Additional learning Support – process and charges

We believe that every child is an individual therefore it is our policy to provide appropriate specific support for all children in our care in order that they may achieve their potential both academically and in terms of personal development and to maximise their talents and strengths. However, we recognise that some children will have a specific learning difficulty or disability which calls for specific educational provision in addition to classroom differentiation.

Differing needs of individual children are taken into account within the classroom and provision is tailored to suit the needs of the individual. This includes identifying learning needs and responding quickly to any difficulties; working together with parents to establish the support needed and, if appropriate, with other agencies to provide the best learning opportunities for each and every child.

Special educational needs or disability (SEND)

A child or young person has SEND if they have a learning need, difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning need or disability if they:

- have a 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 of a kind generally provided for others of the same age

A disability is defined as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

If a child has a known specific need, be it educational, social communication or physical, we will use our best endeavours to meet that need. Our phase-specific EYFS, Preparatory and Senior School SEND procedures are underpinned by the requirements of the

'Disability Discrimination Act' together with the 'Code of Practice 2014' to help any child with a disability access our curriculum. The School has restricted facilities and access for physically disabled children. Reasonable adjustments will be considered in every individual case. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers. Our best endeavours will be to make all reasonable adjustments to provide equal access and opportunity.

Areas of individual need are identified through practitioner/teacher awareness, quality first teaching, and regular observations/assessments which identify children making less than expected progress or exceeding expected progress given their age and individual circumstances. Staff will be alert to the fact that for some children difficulties become evident only as they develop and that sometimes other events can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Professional Responsibilities

- Teachers and practitioners are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Special Educational Needs Coordinator (SENCo) should support the class teacher/subject teacher in problem-solving and advising with regard to the child's particular strengths and weaknesses and the effective implementation of support.
- Quality first teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Teachers and practitioners must regularly and carefully review the quality of teaching for all children. This includes reviewing, and where necessary improving their own understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.
- The School will ensure that all staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching

strategies or approaches that are required.

- The teacher / practitioner working with the SENCO will revise the support in light of the child's progress and development, deciding on any changes to the support in consultation with the parent and child.
- The School recognises that pupils with SEND may also be recognised as able and talented and benefit from the wide range of extension and enrichment activities that we encourage all our pupils to pursue. It is the School's belief that all our pupils have abilities and talents to be nurtured and developed.

SENCOs

- Have an important role to play with the Head, senior leadership team and governing body, in supporting and advising regarding the strategic development of SEND policy and provision in the school.
- Oversee the day-to-day operation of the SEND policy – Prep and EYFS, SEND Policy – Senior School and Sixth Form and assist teachers with coordinating provision for children with SEND including advising on the graduated approach to providing SEND support.
- Support the Head and SLT to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements including keeping records of all children with SEND up to date.
- Provide professional guidance to colleagues and will work closely with staff, parents and other agencies.