



## SEDBERGH SCHOOL & CASTERTON, SEDBERGH PREPARATORY SCHOOL

<b>Special Educational Needs &amp; Disability Policy</b>	
Version	2021.3
Effective from	November 2021
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Policy Owner	Senior & Prep Headmasters
Governor	Dr Emma Waring
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### **Introduction**

Sedbergh School and Casterton, Sedbergh Prep School ("the School") are committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND).

This Special Educational Needs and Disability (SEND) Policy is a key document to support the inclusive practice in our School.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their full potential and best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015).

This policy has been written with regard to the following guidance and advice (in so far as they apply to the School):

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Teachers Standards 2012
- Children and Families Act 2014
- Statutory Framework for EYFS (April 2017)
- Working together to safeguard Children (2018)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunity Policy, Accessibility Plan, Word Processing Policy and Safeguarding Policy.

Our Special Educational Needs Coordinators (SENDCO) take overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENDCOs also contribute to the strategic development of SEND provision.

#### **Governor Responsibility** (both schools)

The Governor with particular oversight of this policy is Dr Emma Waring.

#### **Senior School**

The SENDCO is **Mrs Lucy Elliston** and she can be contacted via email ([lje@sedberghschool.org](mailto:lje@sedberghschool.org)) or through the School Office: 015396 20535.

#### **Prep School**

The SENDCO is **Mr Mathew Foxwell** and he can be contacted via email ([mwf@sedberghschool.org](mailto:mwf@sedberghschool.org)) or through the School Office: 015242 79200.

Reception (EYFS) - Key person – Deborah Baines ([deb@sedberghprep.org](mailto:deb@sedberghprep.org))

This policy was created by the schools SENDCO in liaison with the SEN Governor and senior leadership team. This policy was also co-produced with the support of parents and families at Sedbergh Preparatory School.

### **OUR VALUES AND VISION IN RELATION TO SPECIAL EDUCATIONAL NEEDS AND DISABILITY PROVISION**

This policy reflects and builds on the three principles identified in the SEND code of practice:

- The views, wishes and feeling of the young person and his or her parents.
- The importance of the child or young person and his or her parents participating as fully as possible in decisions and being provided with the information and support necessary to enable them to participate in those decisions.
- The need to support the child or young person and his or her parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

### **Aims of this policy**

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole School provision and are not put at a substantial disadvantage in matters of admission and education.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those children with a disability so that they have good access to the curriculum and wider School learning environment.
- To work in close partnership with parents and other key agencies so that the needs and strengths of each pupil are fully understood and there is a collaborative and coordinated approach to planning and reviewing provision.
- To ensure a high level of staff expertise to meet pupils' needs so that they are beginning to build the skills necessary for successful transition to senior school (where appropriate) and then on into adulthood.
- To ensure all children at the School have a voice and that they are confident and able to use that voice to state their feelings, thoughts and needs.
- To ensure that parents' views are taken into account.

### **Definition of Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be 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. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

### **Definition of Disability**

A child or young person is disabled 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 (as defined by the Equality Act 2010).

'Substantial' is more than minor or trivial, 'long-term' means 12 months or more.

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

**Three-year Accessibility Plan**

The School's Accessibility Plan is available on the School website, or a copy can be provided upon request by writing to the Bursary. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

**Admissions**

The School is inclusive and welcomes applicants with disabilities and special educational needs. The School currently has limited facilities, physical and otherwise, for the disabled and those with special educational needs but it will do all that is reasonable to comply with its legal and moral responsibilities under the *Equality Act 2010* and the *Special Educational Needs and Disability Act 2001* in order to accommodate the needs of applicants who have disabilities and special educational needs for which, with reasonable adjustments, the School can cater adequately.

Parents of a child who has any disability or special educational need should provide the School with full details on registration and discuss their child's requirements with the School before he or she sits the entrance exam so that reasonable adjustments can be made as necessary. Parents should provide a copy of an Educational Psychologist's, a specialist assessors' report or a medical report to support their request, for example for extra time or other special arrangements.

The School shall determine the reasonable adjustments that are required for the applicant based on the information provided, in accordance with the School's obligations under equality legislation. The School will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child to ensure that the admissions procedure is accessible for him/her and that the School can cater adequately for him/her if he/she becomes a pupil.

The SENDCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the School.

The School will treat every application from a SEND pupil in a fair, open-minded way.

**Withdrawal**

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

### **Roles and Responsibilities**

The senior school and prep school Headmasters are responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

SENDCOs:

Senior School – Mrs Lucy Elliston

Prep School and EYFS (excluding the Mulberry Bush Nursery) – Mr Matthew Foxwell

SEND Responsibility:

EYFS Key Person (excluding the Mulberry Bush Nursery) – Mrs Deborah Baines

The SENDCO:

- has the day to day responsibility for the operation of the SEND Policy and the provision in School. This includes the role of supporting the Senior Leadership Team (SLT) to line manage teaching assistants who give support to individual and groups of pupils with SEND;
- provides guidance and support to all staff in relation to meeting the needs of pupils with SEND;
- has a key role in developing positive partnerships with parents and other external agencies including the School's medical staff to fully address the needs and support progress for pupils with SEND;
- will also take a key role in supporting the transition of pupils with SEND to different settings; and
- will ensure that the School keeps records of all pupils with SEND up to date.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

The Governing Body:

The Code of Practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the School's arrangements for SEND. At Sedbergh this Lead Governor is Dr Emma Waring.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the School alongside pupils with no SEND.

The Governing Body will ensure the School meets all its statutory duties and the views of parents and pupils are fully considered.

The Lead Governor will meet regularly with the SENCO to review and evaluate effectiveness of the School's SEND provision and contribute to plans to develop and enhance this provision.

The Lead Governor will also ensure that updates on the quality and impact of SEND provision are regular items on the governing body's cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include outside agencies such as educational psychologists, CAMHS, speech and language therapists, specialist teachers, etc, who will be used when their input and expertise will support the pupil and/or their parent.

### **Identifying and Supporting Pupils with SEN and Disabilities**

The School uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. The School recognises the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of School, the School requests copies of all advice and reports received.

This process of early identification is supported by:

- Review/examination of skills and attainment when pupils join the School, taking account of information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by teachers, parents or the pupil themselves.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action by the SEND. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills. In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- attendance
- English as an additional language
- family circumstances
- economic disadvantage

The School acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional support, the SENDCO and the class teacher(s) and Housemaster/mistress (where appropriate) will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

#### Early Years Foundation Stage (EYFS)

The School monitors the progress of all pupils in EYFS. The designated teacher responsible for coordinating SEND provision in EYFS will discuss with parents any concerns they may have about the pupil's needs and or progress in accordance with this policy in discussion with the SENDCO for the prep school.

#### Learning Support Report

The School will monitor the progress of and support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of an entry on the Learning Support Report on ISMAS. This information is drawn up from consultation with the pupil's teacher(s), Housemaster/mistress (where appropriate), the SENDCO, the pupil and their parents. Information is also referred to from external professional reports and specialist assessments, including Exam Access Arrangements. The entry on the Learning Support Report contains key information (age and ability appropriate) such as:

- An overview of the pupil's additional needs
- Teaching strategies, recommendations and reasonable adjustments
- A record and summary of any specialist or professional involvement
- A record of needing additional Learning Support lessons
- Exam Access Arrangements (where appropriate)
- Information pupils would like to share about themselves

The Learning Support Report may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO.

The pupil (subject to their age and understanding), together with their parents, normally during parent consultation meetings, are able to review and amend the Learning Support report.

Parents may request a copy of their child's Learning Support Reports at any time.

## **A Graduated Approach to SEND Support**

**See Appendix 1 for School's Support Plan flow diagram.**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching the School we will offer additional support.

Parents will be formally notified that their child will receive this additional support and placed on the SEND register where his/her progress and provision can be monitored closely.

The **SEND Register** is a register which provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of pupils with SEND can be more closely monitored;
- there is an overview of the range and level of need across the School; and
- School provision reflects and is responsive to current profile of need

Close monitoring of this Register also provides evidence to show impact of the School provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive a planned package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND code of Practice. It will enable a growing understanding of the pupils' needs and the positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

### **The Graduated Response:**

#### **ASSESS:**

- Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapists, specialist teacher or educational psychologists. Information may be gained from the parent or the pupil about themselves, eg strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them.

The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties. Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The School recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need and that needs may change over time.



**PLAN:**

The School will use the information from external professional reports, previous school reports and the assessment (where appropriate) to draw up a plan to show the support that will be offered. These will be recorded on the school information system (ISMAS).

The plan will:

- be outcome focused with the desired benefit or difference from any intervention to be clearly identified. This will support the evaluation of the impact of the provision
- outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- highlights the ways parents can be involved to reinforce and contribute to progress outside of School.
- give details of the role and input of external agencies when they are involved with a pupil.
- be recorded on the Learning Support Report (ISAMS).
- be shared with all key teachers, Housemaster/mistress (if appropriate) and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.
- ensure pupils receive appropriate access arrangements

Parents are able to request a copy of the Learning Support Report.

**DO:**

Class/subject teachers, Learning Support teachers and LS support staff, with the support of the SENDCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

**REVIEW:**

The impact of any additional support offered will be reviewed annually or as agreed between School and parents. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general School cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting may be arranged so that all key parties can contribute.

At the review the following will be considered:

- impact of each element of the intervention towards the identified outcomes;

- the pupil's response to the support and view of their progress where this is applicable;
- views of parents and specialist agencies; and
- next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCO may make a referral to a specialist agency. The School will measure the overall progress of pupils with SEND at the end of the various stages such as GCSE and A level to see how much progress they make compared with that of their peers.

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

### Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Appropriate access arrangements for exams will be given where pupils meet the criteria laid out by JQC in the current online 'Access Arrangements and Reasonable Adjustments document'.

The School has a qualified assessor, who attends annual training on the JCQ regulations and so has up to date knowledge of current arrangements.

Where a teacher or parent feels that a pupil might require access arrangements, they should contact the Learning Support Department. The School cannot accept external recommendations for access arrangements unless appropriate consultation has taken place with the SENDCO prior to the assessment, as outlined in the JCQ regulations. However, if an external report recommends access arrangements, the Learning Support Department will investigate the pupil's needs to see if they meet the JCQ regulations.

Although the JCQ regulations only apply to external examinations, the School applies the guidelines set out in the regulations for internal examinations and assessments for pupils of all ages to ensure that they are not unfairly disadvantaged in any way.

The School has a separate Word Processor Policy, in line with JCQ regulations.

### Access Arrangements and resources for higher Education

The School is not responsible for writing full diagnostic reports required for access arrangements and resources in higher education. Universities may require pupils who wish to continue their exam access arrangements at university and/or who intend to apply for a Disability Students Allowance (DSA) to commission an external professional, such as an educational psychologist or specialist teacher, to provide a full diagnostic report. This should be done after consultation with the university, as different universities require different evidence. Commission of this report is a private arrangement between the parent and external professional. The School will make access arrangements paperwork from the pupil's time at the School available on request.

### **Removal from the SEND register**

If a pupil makes good progress they no longer require additional SEND support his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

### **The School's SEN Provision**

The School's SEN provision currently includes: in-class differentiation / reasonable adjustments, and specialist teaching from the Learning Support Department (for which there is a charge). If appropriate a Teaching Assistant may be employed and this will be paid for by the parents if the pupil does not have EHCP funding.

### **Further aspects relating to SEND provision**

#### **Pupils with an Education Health Care Plan ('EHC Plan')**

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

#### **Bullying and Behavioural Issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through PSHE the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's Behaviour and Counter Bullying Policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that SEND pupils may be particularly vulnerable to being bullied. The School's Counter-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection & Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

#### Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of School life and achieve their academic potential.

These arrangements are set out in Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- produced through collaboration with parents, pupil as appropriate, and health professionals including the School Nurse;
- shared with all relevant staff; and
- reviewed at termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND the plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have a responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

#### Transition Arrangements

The School will make appropriate arrangements to support pupils with SEND moving to the senior school or to a different school.

The prep school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENDCO.

For pupils joining the prep school in the Reception class the SENDCO and /or key person will make every possible opportunity to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHC plan.

For pupils moving to senior school or to a different school, the Admissions Team and SENDCO (where appropriate) will make contact with the new school to share relevant information. As above, where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity the range and level of support offered.

### **Training**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and the skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the School's approach to supporting pupils with SEND.

### **Monitoring and evaluating SEND Provision**

The School undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the School will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

### **Dealing with Concerns**

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher or Housemaster/mistress (if appropriate) with further discussions with the SENDCO as required.

Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be an educational psychologist or other external professional.

### **Disability Access Arrangements**

In compliance with the duties set out in the Equalities Act 2010 the School has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils.

This includes actions to:

- increase participation in the curriculum;

- make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities wherever possible; and
- improve access to a range of information.

### **Review**

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEND.

### **Storing Information**

All data will be stored in line with the Data Protection Policy.

D J Harrison  
Headmaster  
Sedbergh School

W R Newman  
Headmaster  
Casterton, Sedbergh Prep School

November 2021

Appendix 1: - Support Plan flow diagram

# SEND Support

