

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This policy covers all pupils, including the Early Years Foundation Stage (EYFS).

Introduction

The main purpose of this document is to provide clear guidance about our approach to supporting pupils with Special Educational Needs and/or Disabilities (SEND). It explains our procedures so that all staff, parents, pupils and external agencies can work in partnership to meet the needs of our pupils.

This policy complies with the most recent statutory requirements of the following:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010, including the duty to make *reasonable adjustments* and the requirements of Schedule 10
- Education (Independent School Standards) Regulations 2014
- ISI Inspection Framework
- Keeping Children Safe in Education (KCSIE)

St David's is committed to providing a high-quality education for all pupils and strives to meet individual needs wherever possible. While there are some services provided through local authorities that may not be available to us as an independent school, we will always support parents to access these services privately or through their local authority.

We believe that every pupil should be equally valued and given the opportunity to flourish and feel safe. Our teaching and learning consider pupils' different backgrounds, experiences, interests and strengths.

We recognise that all pupils learn at different rates and may face difficulties at some stage in their school life. These needs may be long-term or temporary, our role is to identify them early and respond appropriately so that every pupil achieves their full potential.

Our Commitment

- St David's will make all reasonable adjustments to ensure that pupils with SEND can access the curriculum, facilities and wider school life without disadvantage.
- The voice of the child and the views of their parents/carers will always be central to decision-making.
- Staff will be equipped through regular training to understand and support the needs of pupils with SEND.
- The governing body will systematically monitor the quality and effectiveness of SEND provision to ensure compliance and continuous improvement.

Keeping Children Safe in Education

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

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

All safeguarding concerns are referred to the Designated Safeguarding Lead (DSL) following our Child Protection and Safeguarding Policy. Secure written records will be kept where there are concerns about the welfare of a pupil with SEND, even when no immediate referral is made.

Staff receive regular training on safeguarding issues specific to SEND, including communication barriers and recognising signs of abuse.

Aims and Objectives

Our aims are to:

- Follow best practice set out in the SEND Code of Practice (2015), enabling pupils with SEND to participate fully in the life of the school
- Identify and assess pupils with SEND as early as possible and provide timely intervention
- Ensure pupils have access to a broad, balanced and differentiated curriculum which is appropriate to their needs
- Provide additional or different provision, whether in class, small group work, or individual sessions
- Educate pupils within their class group wherever possible, withdrawing them only for specialist teaching where essential
- Ensure that pupils and their families are actively involved in decisions about support and progress
- Build strong relationships with external agencies and professionals to enhance provision for pupils with SEND
- Ensure all staff understand their responsibilities for SEND and receive ongoing training
- Monitor and evaluate the progress of pupils with SEND to continually improve provision
- Promote equality and eliminate discrimination in line with our duties under the Equality Act 2010 and the Public Sector Equality Duty

Educational Inclusion

We respect that pupils:

- Have different educational, behavioural and social-emotional needs
- Require different strategies for learning
- Acquire and communicate information at different rates
- Benefit from a variety of teaching approaches

Teachers respond to these needs by:

- Providing structured support for communication, language and literacy
- Helping pupils manage behaviour and emotions so that they can learn safely and effectively
- Using supportive practices and strategies for self-regulation

Admissions

Our Admissions Policy is designed to ensure equality of opportunity.

Parents are asked to disclose any SEND needs, including diagnostic assessments, reports, individual support plans/pupil passports or Education Health and Care Plans (EHC Plans).

The Head Teacher and SENDCo will assess whether the school can reasonably meet the pupil's needs without adversely affecting the learning or safety of others.

If needs emerge after admission, we will work closely with parents to identify appropriate provision. If we cannot reasonably provide the necessary support, we will support families to seek alternative arrangements.

Roles and Responsibilities

Governors:

- Monitor the effectiveness of SEND provision.
- Ensure SEND is part of the School Development Plan.
- Appoint a named SEND governor to liaise with the SENDCo.

Head Teacher:

- Holds overall responsibility for SEND.

- Ensures resources and training are in place.
- Reports to governors on SEND matters.

SENDCo:

- Manages day-to-day SEND provision and maintains the SEND register.
- Oversees assessment, provision planning and record-keeping.
- Liaises with staff, parents and external agencies.
- Ensures smooth transitions between year groups and schools.

Teachers and Staff:

- “Every teacher is a teacher of SEND” – all staff must provide Quality First Teaching and understand pupils’ needs.
- Implement strategies agreed with the SENDCo and parents.

Identification of Special Educational Need and Graduated Response

At St David’s we aim to identify any additional area of need as early as possible. A pupil has SEND when their learning difficulty or disability means they have *significantly greater difficulty in learning than the majority of others of the same age* or the difficulty prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

The four broad areas of SEND as identified in the SEND Code of Practice (2015) are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

We recognise that a range of learning support needs, learning, social-emotional, behavioural, physical or sensory disabilities needs exist in this school.

This could mean that the pupil requires provision which is different from or additional to, that of their peers. Some additional needs become more apparent as a pupil becomes older.

The progress made by all pupils is regularly monitored and reviewed as part of high-quality, differentiated teaching. Where concerns are raised about a pupil’s progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher.

This information will be shared with parents in order that they are kept up-to-date. Where concerns are raised about a pupil’s progress, despite support and high-quality teaching, the class teacher will seek advice from the SENDCo. Slow progress and low attainment will not automatically mean a pupil has SEND. However, where the School reasonably considers that a pupil may have a learning difficulty or disability, for example where there are early indicators that a pupil is not making expected progress, the School will do all that it reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

The School may recommend engaging external agencies and professionals to help assess the pupil’s needs and advise on appropriate support, the cost of which must be borne by the parents, or by the local authority in the context of an education, health and care needs assessment. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Where a pupil is identified as having SEND, or there are significant emerging concerns, the SENDCo and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place, considering any advice from relevant external agencies and professionals.

This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – Assess, Plan, Do, Review.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Parents will be notified where their child is receiving SEND Support and the School will share with them the provision that is being put in place. This will be regularly reviewed including termly (three times per year) meetings with parents.

Graduated Approach

We use the Assess, Plan, Do, Review (APDR) cycle to identify and support SEND needs. The ADPR process is a continuous cycle used to support pupils with Special Educational Needs and Disabilities (SEND). First, the pupil's needs are assessed through observations, assessments and discussions with teachers, parents and the pupil. Based on this, a plan is created outlining the support, strategies and desired outcomes. The plan is then implemented (do), with teachers and support staff putting interventions into practice. Finally, progress is reviewed regularly to evaluate the impact of the support and decide on next steps, ensuring that interventions are adapted as needed to meet the pupil's evolving needs. This cycle promotes a structured, collaborative and responsive approach to SEND support.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high-quality and differentiated teaching, they will no longer be seen as requiring SEND support. At this point, through discussion with parents/carers, the pupil will be removed from the School's SEND register.

The School recognises that some pupils with a SEND may also have a physical disability and the School will do all that is reasonable in order to meet the needs of pupils with disabilities.

SEND Provision

The St David's graduated response to individual needs is carried out across a three-wave response system.

Wave 1 – Quality First Teaching

- Differentiated teaching within the classroom.
- Monitoring pupils whose progress is a concern.
- Initial parental involvement and record-keeping.

Wave 2 – Targeted Support

- Short-term interventions, small group work, or individual 1:1 support.
- Creation of a Pupil Passport, reviewed termly.
- Parents and pupils involved in the process.

Wave 3 – Specialist Support

- Specialist assessments or interventions such as speech therapy, or occupational therapy (funded by parents unless part of a reasonable adjustment).
- Collaboration with external professionals and, where appropriate, the local authority.

Education, Health and Care Plans (EHC Plans)

Where a pupil has significant needs, we will work with parents and the local authority to request statutory assessment for an EHC Plan.

We will:

- Participate in and support annual reviews.
- Ensure provision matches the plan's requirements.
- Work with local authorities where they are funding placements.

Medical Conditions

At St. David's we aim to fully support any pupil with a medical condition so that they have full access to the curriculum and school life. Where a medical need is identified, the class teacher will meet with parents and the School Office staff to discuss how to best support the pupil. We seek to make any reasonable adjustment to enable the pupil to fully access school opportunities. Any pupil with medical needs may also have SEND in which case the SENDCo will assist classroom staff in making sure that their needs are met.

Assessment and Recording

GL Assessment papers in Maths and English and CAT assessments are used to indicate ability levels and to compare these with other standardised tests. The school recognises that there is a need for school-based assessment too. These tests need to reflect the work covered in the differentiated programmes designed to meet the needs of all its pupils and matching objectives to the wide range of abilities. These tests can monitor progress but can also be used for future teacher planning – ‘assessment for learning’.

Exam/Assessment Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At St David’s we ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENDCo works closely with all teaching staff in assessing pupils, applying Access Arrangements for school assessments and liaising with future schools. Access arrangements are provided in line with JCQ regulations.

Access arrangements may include extra time, rest breaks, use of a word processor, a scribe or a reader. These arrangements will usually apply to pupils on the school’s Learning Support register but may be applied to a pupil with a temporary physical condition, such as a broken arm, or an emotional condition, such as anxiety.

Transition

To support smooth transitions:

- The SENDCo liaises with previous and receiving schools.
- Records, including Pupil Passports, are transferred securely.
- Transition plans are put in place where needed, particularly for pupils with EHC Plans.

Evaluating Success

We monitor effectiveness through:

- Termly reviews of Pupil Passports,
- Pupil progress tracking,
- Parent and pupil feedback,
- Governor SEND reports,
- Annual review of this policy and provision against the ISI framework.

Complaints

- Concerns should first be raised with the SENDCo.
- If unresolved, parents may follow the school’s Complaints Policy.
- Formal complaints will be acknowledged within 10 working days.

This policy is in compliance with the current version of ‘Keeping Children Safe in Education’ (DFE) and is to be read in conjunction with the following related policies:

Accessibility Plan	Differentiation
Admissions	English as an Additional Language (EAL)
Assessment, Recording & Reporting	Equality
Child Protection and Safeguarding	EYFS Policies
Complaints	Gifted & Talented
Curriculum	Inclusion

Policy reviewed by	J Mitchell	June 2025
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Next Review (every two years)		June 2027