

Special Educational Needs and Disabilities (SEND) Policy



WYCOMBE
ABBEY

1. Introduction

Wycombe Abbey is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access our educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in activities alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to Wycombe Abbey):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Mental Health and behaviour in schools (Nov 2018)
- Keeping Children Safe in Education (2022)
- Education (Independent School Standards) Regulations 2014

This policy should be read in conjunction with our Admissions Policy, Equal Opportunities for Pupils Policy, Accessibility Plan, Pupil Behaviour, Rewards and Sanctions and Wellbeing and Mental Health – Pupils Policy.

2. Definition of special educational needs

A pupil 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.

Pupils 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. Our support for those pupils whose first language is not English is set out in our English as an Additional Language Policy (EAL).

3. Definition of disability

A pupil 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).

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

4. Staff responsibilities

The Deputy Head (Academic) is responsible for overseeing all aspects of the SEN provision and for keeping Council informed of the implementation of the policy in practice.

The Head of Learning Enhancement's responsibilities include:

- determining the strategic development of the SEN and disability policy and provision, together with the Headmistress and Deputy Head (Academic)
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to pupils with SEN and approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a pupil's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered to support their child's SEN and disability
- liaising with Health Centre staff, external professionals and agencies, as appropriate
- ensuring records of all pupils with SEN up to date.

The Learning Enhancement Department consists of specialist dyslexia teachers, English as an Additional Language (EAL) specialists, as well as a Specialist Teacher.

Consistent with the Teaching Standards (TS5) all teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All teaching and pastoral staff are expected to understand this policy so that they can identify, assess and make provision to meet those needs.

5. Identifying and supporting pupils with SEN and disabilities

The curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. Pupil progress is regularly reviewed to help monitor whether pupils are making expected progress. Slow progress and low attainment do not necessarily mean that a pupil has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where it is reasonably considered that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed.

A request for parents to obtain a formal assessment of their child (such as by an educational psychologist) may be made, the cost of which will usually be borne by the parents. A specialist who has a working relationship with the School, as per the Joint Council for Qualifications (JCQ), regulations, must carry out any formal assessments.

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, consult with parents and keep them 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.

Arrangements for special educational provision and support are made through a graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the pupil's needs so that support can be matched to need. All pupils are assessed on entry using an on-line dyslexia screener. Results of English spelling tests, school tests, examinations and teacher recommendation also informs the assessment. If not already done so, the School may recommend, in consultation with parents, that external agencies and professionals are engaged to help assess the pupil's needs and to advise on any support needed. Any specialist advice received will usually be discussed with the pupil and the pupil's parents.
- **Plan:** Where it is decided to provide SEN support the Head of Learning Enhancement will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on iSAMS.
- **Do:** Teachers will work closely with the Head of Learning Enhancement to assess and monitor the targeted plan of support and the impact of support and interventions in place for the pupil.
- **Review:** The effectiveness of any support and its impact on the pupil's progress will be reviewed as agreed between the School and parents at the Learning Enhancement parent/teachers meeting. Teachers, working with the Head of Learning Enhancement, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

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

6. Recording progress of pupils with SEND

Progress and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan, is recorded. This will be recorded by way of an individual pupil profile, known as a Yellow Form. Yellow Forms are drawn up in consultation with teachers, Head of Learning Enhancement and the Housemistress. The Yellow Form contains key information such as:

- Teaching strategies
- The additional or different provision of support in place
- Information about the pupil, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them

Yellow Forms are under constant review and are updated as required.

Tracking records informs progress and attainment levels. The School measures the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers.

The pupil, together with their teachers, sets their own targets in academic lessons.

7. SEN provision

The School's SEN provision currently includes: in-class differentiation, learning support (in and out of class), additional specialist teaching, support from the Head of Learning Enhancement, additional one-to-one lessons (usually charged to parents). Drop-in sessions are also available to all pupils.

8. Further aspects relating to SEND provision

8.1 Admissions

The School is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in a caring environment. The Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

Every application from a SEN and disabled pupil will be treated in a fair, open-minded way. However, all pupils are assessed for admission on the basis of a standard selection criteria.

The School endeavours to ensure that the needs of all prospective pupils are fully supported. Parents of pupils with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before they sit the entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is possible to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, if the needs of the pupil cannot be met or provided for. The School will always consider its obligations under the Equality Act 2010.

The Admissions Policy can be found on the website. It applies equally to all prospective pupils and details how applicants with SEN and/or a disability are supported.

8.2 Withdrawal

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

8.3 Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEN will be met effectively through SEN support. However, where the pupil 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 we can deliver the provision specified in the EHC Plan. 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 Wycombe Abbey is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to our obligations under the Equality Act 2010. We co-operate with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

8.4 Three-year accessibility plan

A copy of our Accessibility Plan can be provided upon request by writing to the Bursar. This sets out the School's plan to increase the extent to which disabled pupils can participate in the curriculum; improve the physical environment 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; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

8.5 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 Wellbeing lessons, General Studies and Chapel the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The behaviour and anti-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 disabled pupils or those with SEN may be particularly vulnerable to being bullied. The Anti-bullying strategy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that pupils with SEN and disabilities 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 SEN and disabilities 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 Safeguarding and Child Protection Policy will be followed if there are any safeguarding concerns relating to a pupil.

8.6 Entitlements to additional time and/or support in external assessments

Pupils who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak to the Head of Learning Enhancement with regard to any application for additional support as soon as reasonably practicable. The Head of Learning Enhancement will process applications for appropriate examination access in conjunction with the Housemistress, Exams Office, Head of Sections and Deputy Head (Academic).

8.7 Staff Training

Teaching staff receive regular training on the learning needs of pupils with SEND and also on identifying pupils with possible difficulties. Teachers are trained to differentiate within the curriculum and to take into account pupils' learning difficulties. The Head of Learning Enhancement liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND. The Learning

Enhancement Department provides information, accessed through iSAMS, which summarise for teachers the difficulties a pupil faces with their learning and suggests useful strategies. In addition to this, the Learning Enhancement staff offer individual advice to teachers.

8.8 Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by pupils themselves. Parents must notify their child's Housemistress or Head of Learning Enhancement if their child's progress or behaviour gives cause for concern.

8.9 Review

This policy will be reviewed on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

8.10 Storing Information

All data will be stored in line with the Data Retention Policy and Data Protection Policy. Please see the Privacy Notice for Pupils for further information.

Member of staff	Deputy Head (Academic)
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Related Policies

Accessibility Plan
Equal Opportunities for Pupils
English as an Additional Language
Wellbeing and Mental Health – Pupils Policy
Anti-bullying Strategy
Safeguarding and Child Protection Policy
Data Protection Policy
Admissions Policy