



Special Educational Needs and Disability and EYFS Policy (SEND) (Whole School)

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1. Introduction

This policy applies to Senior School and Woodbridge School Prep (incorporating Woodbridge School Prep and Pre-Prep (including EYFS)).

Woodbridge School ('the School') 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 the School's 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 the activities of school 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 the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities (Pupils) Policy and Equality Act 2010 Accessibility Plan.

2. 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.

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.

3. 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).

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

4. Governor and Staff Responsibilities

The governing body is responsible for determining school policy and provision for pupils with SEN and disabilities.

The Head and Head of Woodbridge School Prep are responsible for overseeing all aspects of the School's SEN provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

Details for the Assistant Head - Learning Support and Pupil Development can be found in Appendix I to this policy – Glossary of current role holders. Their responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head and governing body
- 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 children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disability

- liaising with the School's medical staff, external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEN 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.

5. Identifying and Supporting Pupils with SEN and Disabilities

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. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers 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, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will be the responsibility of the parents. Where parents wish to request a formal assessment from outside of school, parents are encouraged to discuss this with the School beforehand and the School can recommend appropriate professionals who might be able to help. Consultation with the school is required before the assessment takes place and communication with the school and assessor before the assessment is completed is required. Once the assessments have been completed and final reports received parents must ensure the School is given copies of all advice and reports received. It is not usually possible to have an Ed Psych assessment done prior to Year 4.

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 will always be consulted and kept informed of any action taken to help their child, and of the outcome of this action through informal and formal communication with both the child's teachers and the Assistant Head (Learning Support and Pupil Development), or the Head of Learning Support and Wellbeing (Woodbridge School Prep).

Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: **assess - plan - do - review**:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. Assessment mechanisms may include e.g. Cognitive Ability Tests, internal assessments, outcome of examinations, baseline testing, learning support specific testing, and progress reports. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advice on any support needed. Any specialist advice received will usually be discussed with the child's parents.

- **Plan:** Where it is decided to provide SEN support, the teacher and relevant Learning Support staff 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 the Learning Support database.
- **Do:** Teachers will work closely with the relevant Learning Support staff to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed as agreed between the School and parents. Teachers, working with the relevant Learning Support staff, 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). Parents will be notified if there is a change to the one to one support, and small group work support for children with IEPs (Woodbridge School Prep). However, where changes are made to in-class support it is at the sole discretion of the School's Learning Support department to decide whether contacting parents is necessary.

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.

6. Recording progress of pupils with SEND

The School will record the progress of, and any 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 Individual Education Plan (IEP) at Woodbridge School Prep and via the Learning Support Database and termly support plans/monitoring at the Senior School. This is drawn up in consultation with the pupil's teacher, the Assistant Head (Learning Support and Pupil Development), or the Head of Learning Support and Wellbeing (Woodbridge School Prep), the pupil and their parents and kept on the pupil's learning support file. The IEP contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Date the IEP was drawn up and date for review.

The IEP may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or Assistant Head (Learning Support and Pupil Development), or the Head of Learning Support and Wellbeing (Woodbridge School Prep).

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

Woodbridge School Senior and Prep both maintain a Learning Support Database which contains details about specific learning needs, how teachers can support the student in the classroom and examination access arrangements. The Learning Support Database is displayed in an accessible manner which enables all teaching staff to become fully aware of the learning needs of the students they are teaching. . Class/subject teachers are responsible and accountable for the progress and development of the pupils in their classes, including where students have a specific learning difficulty, so awareness of their needs is key. The information held in the database is regularly reviewed and teaching staff are made aware when there are significant changes or amendments. The database categorises students according to their level of needs and clearly shows the specific area of need the student's difficulties fall within, more details on these can be found in Appendix 2.

7. Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision can be found in Appendix I to this policy – Glossary of current role holders. The child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

8. The School's 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 Assistant Head (Learning Support and Pupil Development), or the Head of Learning Support and Wellbeing (Woodbridge School Prep), and additional one-to-one lessons (which may be charged to parents in exceptional circumstances).

9. Admissions

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

The School will treat every application from an SEN and disabled pupil in a fair, open-minded way. The School does not unlawfully discriminate in any way regarding entry.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties must discuss their child's requirements with the School before the School considers the application for a place and before they sit the School's 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 able 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, and assessment of the pupil (at a taster day or

similar), as appropriate. Non-disclosure or incomplete disclosure of known specific learning difficulties and/or mental disabilities can lead to termination of the Parental Contract.

An offer of a place may not be made if the School determines, following consultation with parents, that we are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy can be found on the School's website or is available from the Admissions department. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

10. Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate, or meet the needs of a pupil with special educational needs (SEN) and/or a disability, 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.

11. 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.

12. Three-year Accessibility Plan

A copy of the School's Accessibility Plan can be found via the school website. 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.

13. 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 the curriculum and PSHCEE the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's 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 School's Anti-bullying Policy 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 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 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 Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

14. Entitlements to additional time and/or support in external assessments

Children 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 with the specific staff at the Prep or Senior School as relevant with regard to any application for additional support as soon as reasonably practicable. The School will process applications for appropriate examination access in conjunction with the child's teacher and the Head or Head of Woodbridge School Prep. The School has a dedicated 'Access to exams procedure' which details the procedures in place to help ensure students have access to the specific arrangements required and a Word Processor (Exams) policy.

15. Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's teacher, the Assistant Head (Learning Support and Pupil Development)/Head of Learning Support and Wellbeing (Woodbridge School Prep), the Head of Woodbridge School Prep or Head of the Senior School if their child's progress or behaviour gives cause for concern.

16. Compliance, Monitoring and Review arrangements

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

This policy will also be subject to a thorough review process including consideration at the Education Committee on an annual basis. This will ensure that practice across the whole school (including EYFS) is in line with this policy, the Complaints procedure and with current guidance and legislation.

Appendix I - GLOSSARY OF CURRENT ROLE HOLDERS

The following roles referred to in this policy are currently held by:

Head – Shona Norman

Deputy Head (Pastoral) – Ben Capjon

Assistant Head (Learning Support and Pupil Development) – Chris Patten

Head of Woodbridge School Prep – Nicola Mitchell

Head of Learning Support and Wellbeing (Woodbridge School Prep) – Louise Brown

Learning Support Database – category definitions

<p>1. Pupils of Concern:</p> <p>Students who have been highlighted due to either academic or pastoral concerns from themselves, parents, or teachers and the Learning Support department are investigating whether there is an underlying specific learning need or additional learning needs that need supporting.</p>	
<p>2a. Teacher Support:</p> <p>Students are identified on the learning support database, so their teachers are aware of their learning needs and to allow for teacher awareness, knowledge and adaptive teaching enabling the student to access the curriculum successfully.</p> <p>Adaptations may include, coloured paper, text being read aloud, specific seating arrangement, use of specific learning aids/resources and examination access arrangements.</p>	<p>2b. Diagnosed Learning Difficulty – Teacher Support</p> <p>Students who have an official diagnosis of a specific learning difficulty or additional need(s).</p> <p>As with 1. Teacher Support information is provided to teaching staff about their needs which can be met through high-quality teaching that is adapted appropriately to enable access to the curriculum successfully.</p> <p>Adaptations may include, coloured paper, text being read aloud, specific seating arrangement, use of specific learning aids/resources and examination access arrangements.</p> <p>All students in this category will be monitored by the Learning Support Department on a termly basis.</p>
<p>3a. Learning Support:</p> <p>Students who require an additional layer of support to that of in-class, high-quality teaching. In essence, adapted teaching is not enough by itself and a form of additional support is required to help aid progress and to allow a student access to learning.</p> <p>Support at this level may include specific learning support lessons/sessions outside of the classroom, regular in-class support, and interventions which are envisaged to be in place for longer than one term.</p> <p>All students in this category will be monitored by the Learning Support Department on a termly basis.</p>	<p>3b. Diagnosed Learning Difficulty – Learning Support</p> <p>Students who have an official diagnosis of a specific learning difficulty or additional need(s).</p> <p>As with 2a. Learning Support information is provided to teaching staff about their needs for support to be implemented in the classroom, but this adapted teaching is not enough by itself to support the student. A form of additional support is required to help aid progress and to allow a student access to learning.</p> <p>Support at this level may include specific learning support lessons/sessions outside of the classroom, regular in-class support, and interventions which are envisaged to be in place for longer than one term.</p> <p>All students in this category will be monitored by the Learning Support Department on a termly basis.</p>

4. Complex Learning Needs:

A student who has complex and/or significant learning needs which require regular, specialist involvement from external agencies. Significant adjustments and interventions are required within school to support a pupil's learning and overall development.

A student who is working at a level that is a key stage behind their chronological age could expect to be considered in this level of need. As a result, specific interventions will be in place and expected to be in place on a long-term basis.

A pupil with an EHC Plan will fall into this category. Pupils who don't have an EHC Plan but who fall into this category, nonetheless, will follow EHCP guidelines, for example, termly IEP meetings.

Thrive (Prep School only):

Students who are presenting social, emotional, or mental health concerns are supported using the 'Thrive approach' which focuses on their individual emotional needs to help them learn about their emotions and how to regulate their own behaviours.

Areas of Need

	Definition/examples
Communication and Interaction (C+I)	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.</p>
Cognition and Learning (C+L)	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social Emotional and Mental	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
Sensory and/or physical needs (S and/or P)	<p>Some children and young people require special educational provisions because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>
Additional Learning Needs (ALN)	<p>Children with no formal diagnosis of a specific learning difficulty or disability but additional support/awareness is needed to support learning. Support for ALN may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Areas of concern could relate to the following areas:</p> <ul style="list-style-type: none"> - Reading speed/fluency/comprehension - Writing speed/legibility - Concentration and focus difficulties - Spelling - Working memory - Information processing

