



## STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

### 1. Policy Statement

Sir William Perkins's School (SWPS), in line with the Independent Schools Standards Regulations (ISSRs) Part 1/Paragraph 2) is committed to ensuring that the aptitude and needs of all students within the school are catered for, including those with special educational needs, including those with an education, health and care plan (EHCP).

In the implementation of this policy, the school uses the following definition of SEN from the [Special Educational Needs and Disability Code of Practice 2014](#) (updated 2015):

*"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 him or her.*

*A child has a learning difficulty if they:*

- have a significantly greater difficulty in learning than the majority of others of the same age, or*
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

A student will NOT be regarded as having a learning difficulty solely because the language of the home is different from the language in which they are taught.

SEND is used to refer to those with special educational needs and/or disabilities.

For students with an Educational, Health and Care Plan, the School adheres to statutory regulations and liaises with local agencies as necessary for guidance and advice in order to meet the needs of individual students.

SWPS is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request form the School office. It should be read in conjunction with the following school documents:

1. Admissions Policy
2. Policy on Students with English as an Additional Language (EAL)
3. Curriculum Policy
4. Exams: Access Arrangements Policy
5. Exams: Disability Policy
6. Accessibility Plan: SENDA

### 2. Aims and objectives

The School will not treat students with SEND less favourably and will take reasonable steps to avoid putting such students at a substantial disadvantage in matters of admissions and education.

The school recognises that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We aim to regularly and carefully review the quality of teaching and learning for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving through INSET and sharing good practice, teachers' understanding of strategies to identify and support vulnerable students, and their knowledge of the SEND most frequently encountered.

The school's aim is to offer support that is predominantly universal, but also targeted and specialist:

- Universal: High quality teaching, differentiated for individual students
- Targeted: Evidenced based interventions often in small groupings
- Specialist: Expert advice and teaching on a 1:1 basis

As part of our aim to meet the needs of all our students, we will identify (assess) and meet (plan, do, review) the special educational needs and/or disabilities of students at SWPS to:

- ensure that all students have equal access to a broad, balanced curriculum which is differentiated to meet individual needs
- maximise the opportunities for students with special educational needs and/or disabilities to become involved in all activities of the School
- provide INSET, support and resources to enable staff to meet the aims above with confidence
- acknowledge that any student may encounter difficulties in school at some stage
- seek the views of the student (and the parents/ carers) and take them into account
- draw on the knowledge and expertise of parents/ carers concerning the student
- promote understanding and knowledge of individuals, and to stress positive achievement, together with reinforcement of success.

The procedures in this policy will contribute to meeting these objectives by ensuring that provision for students with SEND is a matter for the whole School and is a part of the continuous cycle of assessment, monitoring and review.

### **3. Key Personnel**

The Personalised Learning Department (SEND/Personalised Learning) consists of:

- Head of Personalised Learning: Ms A Clarke (SENDCo),
- Specialist teacher Mrs C Briggs
- SEN and Geography Teacher Ms C Tytherleigh
- Personalised Learning Assistants: Mrs C Woods and Mrs McJannet

### **4. The Personalised Learning Department**

Staff can be contacted via e-mail: [personalisedlearning@swps.org.uk](mailto:personalisedlearning@swps.org.uk), or in person in rooms 123, 124 or 218. Staff may refer students of concern to the department via a SEND Referral Form, which can be found in the SEND folder on SharePoint and via Personalised Learning pages on Firefly.

The Head of Personalised Learning is a qualified Special Education Needs Co-ordinator (SENCo), overseeing and coordinating the work of the department and often the first contact for Heads of Year, subject teachers, students and parents/carers. The Head of Personalised Learning is also qualified Assessor who can assess candidates for Access Arrangements for public examinations and explore possible areas of specific difficulty such as speed of working or literacy, advising staff and parents further if necessary.

Staff plan and deliver 1:1 and group sessions tailored to specific needs, primarily with a focus on study skills and literacy. They participate in all Parents' Evenings and liaise with parents/carers, students, subject teachers and the Pastoral team to ensure that all students are supported

according to their individual needs. The Personalised Learning Assistants specialise in Social Communication, Emotional and Mental Health needs and support students in 1:1 and group sessions as appropriate. All members of the team can carry out targeted student observation as appropriate and give appropriate feedback. They share responsibility for arranging and conducting Personalised Learning Reviews and ensuring that students' Personalised Learning Profiles are up-dated regularly. They assist with screening programmes, the maintenance of accurate data and providing supporting evidence for Access Arrangements.

## **5. Roles and responsibilities**

Provision for students with SEND is not just a matter for the Personalised Learning Department, it is a matter for the School as a whole. In addition to the governing body, the Head, the Head of Personalised Learning, who is a qualified Special Education Needs Co-ordinator (SENCo), and all other members of staff have important day to day responsibilities. All teachers are teachers of students with special educational needs and disabilities and teaching such students is therefore a whole school responsibility.

### **a) The Governing Body**

The Governing body seeks to ensure that the needs of all students are met and that the provision made for students with SEND, both with and without formal diagnoses or Education Health and Care Plans is adequate and secure. One of the nominated governors holds a special responsibility for SEND. The current Governor with this responsibility is Kathryn Krynicki.

### **b) The Head**

The Head has responsibility for the day-to-day management of all aspects of the School's work including provision for students with SEND. The Head keeps the governing body informed.

### **c) The Deputy Head (Pastoral) and Designated Safeguarding Lead** is the line manager of the Head of Personalised Learning, with whom they meet regularly, and is responsible for overseeing their work and the implementation of the SEND policy on a day-to day basis. The Personalised Learning Department work closely with the Pastoral Team and Designated Safeguarding Leads as students with SEND may be more susceptible to safeguarding risks.

### **d) Teaching and Pastoral Staff**

Teaching and Pastoral staff are responsible for checking students' SEND status via the SEND Register and alerting the Head of Personalised Learning and appropriate member of the Personalised Learning Department to any information which may relate to the student.

It is the subject teacher's responsibility to meet the needs of all students in their class through classroom organisation, teaching materials, teaching style and differentiation. However, if the student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness then the student may be identified as having special educational needs and/or disabilities. Further strategies may be put in place to support the student's learning in some or all subjects and to support the subject teacher to this end.

### **e) Training**

(i) The Head of Personalised Learning, who is also the school's Access Arrangements Assessor will attend an annual update regarding JCQ Regulations for Access Arrangements and Reasonable Adjustments updating staff, school policies and procedures as appropriate to ensure compliance.

(ii) Members of the Personalised Learning Department will attend courses on specific needs,

where this is applicable to the School's intake, and they will disseminate as appropriate information and strategies to staff.

## **6. Admissions**

Sir William Perkins's School is a selective academic school with admission by examination and interview. For such examinations, students with documented SEND may have extra time where appropriate, or other access arrangements e.g. a prompter or use of a word processor. Students with special educational needs or disability are admitted to our school according to the same criteria as other students provided that admission is compatible with:

- i. the provision of appropriate education for the student concerned
- ii. the provision of efficient education for the students with whom they will be educated
- iii. the efficient use of resources.

Parents/carers of students with SEND wishing to gain entry to the School via entrance examination are encouraged to contact the School well in advance of the examination to discuss how appropriate accommodation for particular needs may be made.

Students who satisfy the requirements of the examination have generally been high achievers in their previous schools despite physical disabilities or Specific Learning Difficulties; the latter have sometimes been undetected thus far or have not hampered academic success unduly. Sometimes an increase in pace at secondary level or the introduction of a second or third language brings to light issues or problems which have not arisen or have been easily surmountable before.

There are some special facilities at the School for those who are physically disabled e.g. lift, ramps and toilets. The School is committed to the integration of students with a wide range of needs and their involvement in the whole life of the School.

## **7. Identification and assessment of students with SEND**

The importance of early identification, assessment and provision for any student who may have special educational needs and/or disabilities cannot be over-emphasised. The earlier action is taken, the more responsive the student is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a process in line with 'Assess, Plan, Do, Review'.

All students are screened in year 7 and/or year 9. The parents/carers of those whose profiles suggest there is a learning difficulty will be contacted with a view to discussing what action would be beneficial. Diagnostic tests may be carried out in school or where appropriate, parents/carers may be advised to explore further assessment by another appropriate professional to establish the nature of the difficulty.

This screening, examined alongside the MidYis scores and other assessment data can sometimes flag up issues, along with information that accompanies students from their previous schools. In addition, teachers may notice indicators of SEND and can alert the Personalised Learning Department via the PL Referral and Access Arrangements form in SharePoint.

Any teacher or parent/carer with a concern about the progress and related behaviour of a student may bring it to the attention of the pastoral team or Personalised Learning. Wider feedback will be sought from teachers to gain an overview of a student's strengths and possible areas of difficulty. If the concern persists, the Head of Personalised Learning will undertake the necessary follow up e.g. discussing the best way forward with the student, completing diagnostic assessment, advise their parents/ carers, a short-term intervention with a member of the Personalised Department.

## **8. Provision for students with SEND**

### **(i) SEND Register**

Students who have a formal diagnosis or are receiving support from the Personalised Learning Department are placed on the SEND Register and a Personalised Learning Profile (PLP) is drawn up with the student. If applicable, it will include recommendations from any assessment reports (i.e. by an Educational Psychologist). Teaching and Pastoral staff are responsible for checking students' SEND status via the SEND Register and can access the PLP in SharePoint. If a student does not have a formal diagnosis and makes progress, no longer receiving support, they may be removed from the SEND Register and placed on the Monitoring register.

### **(i) Specific Learning Difficulties/ADHD/ASD**

If an assessment report from a suitably qualified professional is available key recommendations are communicated to all teaching staff for general implementation via a Learning Profile. The Learning Profile is made available to all relevant staff via the PIN (Pupil Individual Needs register) on SharePoint. A copy of the student's Learning Profile is made available to the parents/carers when it is drawn up and feedback invited. The PIN summarises the learning needs of a student as well as any access arrangements; in addition, the Learning Profile lists some suggestions on how to support the student in lessons. The LP is updated as often as needed.

The Head of Personalised Learning will authorise extra time providing there is sufficient evidence of need and in accordance with JCQ regulations. This information will be passed to the examinations officer for public examinations. Extra time is granted also in all internal school examinations and formal assessments (where appropriate) if this is stated on the PIN.

The Personalised Learning Department may also provide one-to-one help once a particular need is identified to suit individual needs for a defined period (usually half a term) after which a review will take place. If these lessons are deemed necessary by the School then they will not incur any additional charge. It is noted that some students have tuition with specialist tutors outside school.

### **(ii) Physical disabilities**

Students with physical disabilities may or may not require a Learning Profile. The Head of Personalised Learning should be kept fully informed of any temporary or long-term physical impairment which could impact on a student's performance day to day in lessons and/or in examinations.

They will liaise with advisors for visual, hearing, physical or speech impairment as necessary and communicate their recommendations to members of staff, liaising with parents/ carers as required. An advisor may be invited to speak to teachers about the needs of a particular student.

To ensure appropriate provision is made for students with SEND, it is important that all staff alert the Personalised Learning Department to any information which may relate to a student with SEND.

## **9. Laptop/ Computers**

Laptops/ computers may be used as a word processor in examinations if, and only if it is the usual method of the student's written communication and has been monitored and agreed by the Head

of Personalised Learning. This is likely to apply to students who have/have had a severe handwriting difficulty i.e. illegible writing and/or slow handwriting speed, or a physical need.

### **10. Monitoring and Review**

This policy document will be reviewed and updated annually by the Head of Personalised Learning or as events or legislation requires.

Next scheduled review date: Sept 2025	Last reviewed: Sept 2024
Key updates in this version:	<ul style="list-style-type: none"><li>• Update to staffing</li><li>• Update of key terms, such as Personalised Learning and PIN register</li><li>• Clarification of processes for referral and screening in relation to JCQ regulations</li><li>• Removal of out-of-date resources</li></ul>