



DAUNTSEY'S SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Note: This policy is designed to fulfil the requirements of the SEND information report as laid out in the updated SEND Code of Practice 2015 section 6.79 and with guidance set out in the 2010 Equalities Act. In addition, it is aligned with Keeping Children Safe in Education (KCSIE) 2026

Introduction: Aims of the School with regard to SEND

The School aims to:

1. Enable pupils with SEND to reach their **personal academic potential**; to be **happy** and to feel **safe** in school. In recognising safeguarding as integral to SEND, staff are alert to additional vulnerabilities (e.g. communication barriers, social isolation, assumptions about behaviour), and to the need for early help, in line with Keeping children Safe in Education (2026_
2. **Identify** those pupils who may be experiencing a learning difficulty or other neurodivergence which is preventing them from making the progress appropriate to their potential in the academic, co-curricular or social spheres.
3. Provide appropriate **assessment**, either from within the Learning Support Department or by outside agencies, of pupils who may be experiencing learning difficulties.
4. Deliver Adaptive Teaching in our mainstream classes which offers and encourages a range of **supportive strategies**, to adapt to all pupils' needs, including those with SEND to **participate** as **fully** and **independently** as possible in a broad and balanced curriculum.
5. Promote amongst **all members of the School community**:
 - a “can do” approach to SEND and those who experience it
 - awareness of both difficulties and celebration of positive aspects of neurodivergence

- understanding of the nature of the various types of learning difficulty
- knowledge of means by which pupils who may experience such a difficulty can best be supported, both inside and outside the classroom.

6. Promote an **environment** in which pupils with specific learning difficulties are fully **integrated** and **supported** within the School community, rather than in any way stigmatised.

The school acknowledges that children with SEND may face heightened online risks (e.g. bullying, grooming, coercion and exposure to misinformation/disinformation); the DSL ensures an inclusive and thoughtfully structured approach to online safety, including curriculum content and staff training.

7. Where possible, work closely with **parents** and **outside agencies** to promote the interests, success and wellbeing of pupils with specific learning difficulties.
8. Involve young people with SEND as fully as possible and appropriate in decisions regarding their education.

A. The kinds of SEND that are provided for

At Dauntsey's, we proudly support a rich and diverse community of learners, each with unique strengths, challenges, and aspirations. We recognise that every pupil deserves access to a high-quality education that meets their individual needs, and we are committed to creating an environment where all students can thrive. We currently support around 30% of our school population through our SEND provision at Wave 2 and Wave 3 levels. These pupils include those with formally diagnosed conditions such as autism, ADHD, dyslexia, dyspraxia, sensory impairments, and physical disabilities. They benefit from adaptive classroom strategies, reasonable adjustments, and access arrangements that enable them to engage fully with their learning. In addition, we support pupils with emerging or less formally identified needs. Our Wave 1 and Wave 0 pupils may require occasional access arrangements such as rest breaks or the use of a word processor, or simply benefit from staff awareness and inclusive teaching practices. These students may experience mild learning difficulties, social or emotional challenges, or slight or specific barriers to learning.

Our approach is holistic and person-centred. We work closely with families, external professionals, and our dedicated staff team to ensure that every pupil receives the support they need to succeed—academically, socially, and emotionally. We believe that inclusion is not just a policy, but a culture, and we are proud to celebrate the individuality and potential of every learner in our care. For all cohorts, safeguarding is considered alongside provision planning, taking account of individual communication profiles and the potential for disguised safeguarding need (e.g. behaviours that could be misattributed to disability), in line with Keeping Children Safe in Education (2026).

Education, Health and Care plans

Parents and the School have the right under section 329(1) of the Education Act 1996 and section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an Education, Health and Care (EHC) plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective student has an EHC plan the School will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. The School will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required. At Dauntsey's, we consider carefully each prospective student and their individual needs to ensure that student can flourish and progress within our educational setting.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and the school is named in Section I of an EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act 2010.

B. Policies for identifying children and young people with SEND and assessing their needs

1. Identification

The School uses a graduated approach to identify SEND pupils. We operate a graduated response. Staff use data, observation and professional curiosity to identify barriers to progress and to consider early help where appropriate, particularly for pupils with SEND, disabilities or health conditions. [KCSIE 2026] The following paths to identification exist:

- a) **Evidence** (e.g. report of assessment by Educational Psychologist (EP) or other professional) submitted by parents at time of registration at Dauntsey's.
- b) **Statement of concern**¹ from one or more of a pupil's classroom teachers or pastoral staff. All teaching staff have been given advice about how to identify SEND. (Appendix 1). Staff can fill in a referral form (in Microsoft Forms) which alerts the Head of Inclusion to their concern. (See Appendix 4 for the questions asked in the Form)

¹ "Concern" in this procedure will usually be to the effect that a child does not appear to be fulfilling his/her potential as measured by MidYIS or as expected by a teacher on the basis of his/her informed and experienced perception/intuition.

- c) Learning Support conducts **literacy screening** assessments (Lucid EXACT) for all new pupils joining the School in September each year and identifies those whose standards of literacy attainment give cause for concern.
- d) Comment or **statement of concern by parents.**
- e) **Self-referral** by pupil direct to tutor or other teachers.

2. **Assessment**

a) **Initial Assessment**

At this point, the pupil will be referred to the Head of Inclusion, who will ask the pupil's tutor to consult the pupil's classroom teachers and, where appropriate, parents. Two broad types of outcome from this process are possible:

1. limited evidence of need, perhaps from very limited number of teachers. Here, one or both of the following might be recommended:
 - a period of monitoring progress
 - closer examination of why there appear to be difficulties in one or two particular subjects (possibly followed by appropriate action).
2. a pattern of need or difficulty across a number of subjects. Here, the Head of Inclusion will normally meet the pupil at the earliest reasonable opportunity and discuss with their parents or guardians the next best steps. Further action might involve some or all of the following:
 - further, more formal assessment by a specialist teacher of the pupil's cognitive profile, EP or other appropriate professional. It may also be recommended that arrangements be made for a pupil's sight and hearing to be tested.
 - if a specific learning difficulty is identified, inclusion of the pupil on the Individual Needs Register.
 - suggestions to/consultation with colleagues on how best to further the progress of the pupil.
 - no further action for the present: continued monitoring.

b) Further Assessment

This will usually be by one of the following:

- Specialist Teacher within School who can assess for Access Arrangements
- Educational Psychologist

Such assessments will often provide clear evidence of a specific learning difficulty, with memory, processing and/or phonological difficulties as key factors in causing literacy skills to be weak by comparison with more general intellectual capacity. On the strength of such an assessment, it is normally possible to proceed to providing appropriate support for the pupil.

In certain cases, however, the Specialist Teacher may wish to refer the pupil for further assessment by an EP or other suitable professional (e.g. Speech and Language Therapist, Occupational Therapist, paediatrician, optometrist). The EP may also recommend referral to such services. Such cases might include those in which a strong emotional component is suspected, or where difficulties such as ADHD or autistic spectrum disorder are suspected.

In cases where no significant difficulty is identified or suspected, the pupil's progress will be monitored by the pupil's tutor and teachers, nonetheless.

Assessments are paid for by parents/guardians to cover the cost of the time with the Specialist Teacher and following write up of the report and administration. Summary reports are provided and, wherever possible, the outcome of all assessments, both internal and external, is discussed with parents. It is almost always the case that parents need help in understanding the results and significance of testing procedures.

Copies of all relevant reports and records are kept confidentially in pupils' electronic files in Learning Support Communications in SharePoint, which is available to teaching colleagues, tutors and house staff. Members of the Department are available to help colleagues to interpret and understand assessment reports; the Department has in the past provided INSET on this to colleagues.

Arrangements for consulting parents of children with SEND and involving them in their child's education

Parents are consulted in a number of ways:

- the Head of Inclusion is available by email or telephone to all parents. The Head of Inclusion can also be consulted by prospective parents, usually following a request to the Admissions Department
- parents can arrange to meet their child's tutor, house staff or Learning Support teacher in school
- the Head of Inclusion is available to be consulted at all Parents' Meetings and Open Days
- parents are consulted at various points in the process of identifying and assessing SEND – see section B above

C. Arrangements for consulting young people with SEND and involving them in their education

1. Identification and assessment - see Section B above

- pupils who are experiencing what may seem to them to be undue difficulty in their studies can (and do) self-refer to their tutor, classroom teacher or the Learning Support Department.
- the Learning Support Department liaises with the DSL to ensure coordinated support and information sharing. [KCSIE 2026]
- When creating Pupil Profiles (Appendix 4), there is a section entitled: Pupil Views. This section includes 4 questions to ensure that pupils feel 'heard' and involved in their provision:

“I would like you to know...”

“I find it difficult to...”

“It would help if you could...”

“I will help myself by...”

2. Personal Pupil Goals

For those pupils who take lessons in the Learning Support Department, Learning Support teachers will, where appropriate, agree informal Pupil Goals with individual pupils. These are noted in the 'Pupil Views' Section of the Learner Profile under the heading: 'What I will do to help myself'. These usually:

- are cross-curricular

- are entered by the teacher onto the Learner Profile so that classroom teachers can be aware of what targets are being addressed in Learning Support lessons.

Goals for pupils who have individual needs but do not choose to have individual support lessons in the Learning Support Department can be developed with their tutor in consultation with the Learning Support Department. These are recorded on a Learner Profile document (Appendix 3)

Teacher and tutorial support

In common with all pupils, pupils with SEND will consult with their tutors concerning their progress and needs. They may also consult on an individual *ad hoc* basis with their mainstream classroom teachers concerning their progress and/or their classroom needs.

3. Pupils in the third form and above attend Parents' Meetings. Pupils often also attend individual *ad hoc* meetings between parents and Learning Support teachers and/or tutors.

D. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

Assessment of progress is ongoing via termly grades and reports. Success is measured by improvement in a pupil's reports and results, and also by intangibles such as the general level of confidence and competence displayed by a pupil. Reviews consider whether any safeguarding factors are present or emerging (e.g. absence patterns, online harms, contextual risks) and whether early help or referrals are indicated. [KCSIE 2026]

All pupil data is analysed and tracked. Comparisons are made between progress and value-added data of pupils who are on the Individual Needs Register and those who are not. This is done throughout the year and after public examinations. The Waves of Need in ISAMS (See below) are used to track the data of specific groups of pupils with SEND and to communicate levels of need to teachers.

Pupils in receipt of regular lessons in the Learning Support Department:

- review their progress in relation to their goals on an ongoing basis (see section D)
- receive written reports on their Learning Support lessons at the same time as other mainstream subjects. This makes reference to what pupils have covered during the

term and how readily and effectively they have responded to the help that they have been receiving.

- The Learning Support Department tracks progress towards individual targets that are focused on in Learning Support lessons. This progress is reviewed every term.

All reports and grades are shared with parents. Learning Support teachers are available for consultation at Parents' Evenings or on an *ad hoc* basis by e mail or telephone. Parents can also request *ad hoc* meetings with, or feedback from, their child's tutor or Learning Support teacher.

E. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

1. Transition into the School

The Head of Inclusion and Admissions Departments liaise with a pupil's parents and previous school to ascertain the nature of a pupil's difficulty and the nature and extent of support that is likely to be required. In some cases, arrangements may be made for pupils to spend some time in the School (up to one day) in the term before entry; this enables the pupil to acclimatise and the School to assess need more accurately.

Careful consideration is given to subject choices, particularly at the end of third and fifth form. The Learning Support Department is available for consultation at these times. Wherever possible, the approach of the Department is to seek to support the pupil in overcoming possible difficulties in the study of their chosen subject(s) rather than to discourage a pupil from opting for a preferred subject on the grounds that their specific learning difficulty would make that subject inaccessible.

The Learning Support Department supports pupils in their applications to university, training or employment. It also alerts pupils to the possibility of applying for the Disabled Student Allowance (DSA).

F. The approach to teaching children and young people with SEND

The School offers a **graduated response** to pupils' learning difficulties as outlined in the School's Stage Provision Map (Appendix 2).

1. Meeting needs within the mainstream classroom

In accordance with the SEND CoP 2015 significant emphasis is placed on meeting SEND needs by appropriate teaching in the mainstream classroom. Where risks are identified (including online), staff consult the DSL and implement proportionate measures, recognising that a personalised or contextualised approach may be

required. [KCSIE 2026] . The Learning Support Department aims to support mainstream colleagues in this as follows:

a) **Preparation and dissemination of the Individual Needs register and Learner Profile**

- i) The Individual Needs Register (in iSAMS). This is a list of all those with known specific learning difficulties or individual needs. It gives information about Access Arrangements and identifies Learning Support teachers. It is available via iSAMS. It includes all pupils who have identified needs, for the purpose of ensuring staff are aware. There are four 'waves' identified in iSAMS with different coloured stars:

Wave 3 Diagnosed need for Reasonable Adjustments in class & Access Arrangements. See Learner Profile.

Wave 2 Access Arrangements and some Individual Needs. See Learner Profile

Wave 1 Learner Profile to be aware of. Mild Needs. No Access Arrangements.

Wave 0 Exam Access Arrangements only e.g. Typing/Rest Breaks.

Pupils on Wave 2 and 3 are viewed as our SEND pupils and needing reasonable adjustments in class.

- ii) Learner Profiles (Appendix 3) These are prepared for all pupils taught within the Learning Support Department and for other pupils as necessary and as time allows. They are stored in SharePoint for all staff to access. Learner Profiles are usually limited to one A4 page per pupil and contain the following details:

- the pupil's strengths and difficulties
- history of when, and by whom, the pupil has been formally assessed
- examination access arrangements
- suggestions as to how the pupil might best be supported in the mainstream classroom
- the views of the pupil about the pupil's difficulties and what he/she hopes to achieve. The pupil states what they are going to do to help themselves and this constitutes their pupil goals.

Learner Profiles are reviewed informally with pupils and Learning Support Teachers at the end of each term (3 times a year) or more frequently if required as part of the assess, plan, do review process. If a pupil does not have Learning Support Lessons, then the learner profile is reviewed with the student by their tutor.

- iii) Stage Provision Map – this document outlines all the SEND support available in School from Adaptive Teaching to EHCP. (Appendix 2).

The Individual Needs List and the Learner Profiles are available to teachers via the school information system SharePoint. These are live documents and can be updated, as needed.

Learner Profiles are also prepared for pupils who have an identified difficulty but do not receive lessons in the department. The tutor, in conjunction with the pupil, fills in information from the assessment report and any other relevant information that the pupil would like teaching staff to know about their learning needs. This document is stored in SharePoint and made available to class teachers. This prompts teachers to be aware of appropriate recommended reasonable adjustments for those pupils in class.

- b) **Sharing of expertise in teaching methods to facilitate differentiation within the mainstream classroom which will enhance the SEND pupil's learning and access to the curriculum.** The Learning Support Department has prepared a document with advice about how to support SEND pupils' need. This document is distributed to colleagues to support Adaptive Teaching. [Adaptive Teaching Strategies for all difficulties .docx](#)
- c) Informal advice is regularly given on request to individual colleagues and departments.

Contribution by the Learning Support Department to internal INSET: the Department continually offers INSET and training on a regular basis to mainstream staff.

- d) Dauntsey's plans positive and proactive behaviour support to reduce the occurrence of distressed behaviour and the need for restrictive interventions. Where physical contact is appropriate (e.g. guiding, comforting) it is carried out within clear professional boundaries. Use of reasonable force is a last resort, proportionate to risk, and never used as a sanction. Significant incidents are recorded and reported to parents in line with DfE guidance.

De-escalation strategies, individual risk assessments and post-incident reviews are used to prevent recurrence. Staff receive training appropriate to their roles.

The DSL leads a whole-school approach to online safety with adaptations for pupils with SEND (e.g. scaffolded teaching about reporting abuse, privacy, respectful relationships; use of assistive tech within filtering/monitoring expectations). The planned Complimentary Curriculum addresses consent, abuse, harassment and help-seeking in developmentally appropriate ways. [KCSIE 2026]

2. **Departmental support**

Many departments offer additional support and tuition to pupils who may be struggling.

Furthermore, each department has a list of the kinds of reasonable adjustments that they make to schemes of work in order to adapt their teaching for pupils with SEND via standard Adaptive Teaching. Their teaching will also be adapted according to information on Learner Profiles.

3. **Individual lessons within the Learning Support Department**

To receive these, pupils usually have an identified individual need. These are optional support lessons which are charged for due to the specialist nature of the support. They are available if parents would like one-to-one support for their child. Such lessons are normally offered to pupils:

- who, despite implementation of appropriate classroom strategies (see above and department schemes of work), are still felt by their parents and/or teachers not to be making progress appropriate to their ability, or to need support for wider issues.
- or
- whose needs are, immediately on assessment, considered by the pupils, their parents and/or teachers to be such that individual lessons are strongly recommended.

These lessons are given by members of the Learning Support Department. The Department consists of a team of specialists with expertise in teaching pupils with specific learning difficulties and with a range of subject specialisms, covering English, Maths and Science, as well as many other areas of the curriculum. Learning Support staff are also experienced in supporting wider needs of pupils, such as executive functioning difficulties, social skills difficulties and anxiety. ²The school has an Executive Functioning Coach, whose role is to work with pupils who have difficulties related to executive functioning, with or without a diagnosis of ADHD.

² From January 2026

This is a 6 -week intervention course which is something parents can choose to sign their children up for.

Learning Support lessons are individually tailored to the specific needs of the pupil(s) involved, and may consist of support covering areas including: academic work (often with a focus on literacy or numeracy), specialist dyslexia programmes, executive functioning, social skills, emotional regulation, exam technique and revision. Often students benefit from a combination of these areas.

These lessons may be timetabled in:

- study periods, some of which may arise from a pupil not studying the full number of foreign languages or taking a reduced number of GCSE options. The majority of lessons are timetabled in this way.
- Long Breaks or after school in Prep

It is school policy never to take pupils out of mainstream lessons or games to attend lessons in the Learning Support Department.

Communication with and from academic departments about such matters as the key concepts, terms, skills and activities involved in their subject, or specific areas in which particular pupils are experiencing particular difficulties, is vital to the success and efficacy of these lessons. Mainstream colleagues also provide copies of marked work which can often provide a starting point for support teaching.

Where appropriate, Learning Support teachers agree goals with individual pupils. These provide a focus for work in Learning Support lessons and also for progress in mainstream work.

See Section D2 above for further details concerning these goals.

G. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Examination Access Arrangements

- Examination Access Arrangements can be offered in the entrance examinations at both 11 and 13, and also in Scholarship examinations at 13 and 16, provided that appropriate up-to-date (usually within two years of the date of the examination) supporting evidence is supplied. The offering of such arrangements is at the discretion of the Head of Inclusion, who will consult as widely as possible, including, where possible, with the pupil's current school.

- The Head of Inclusion, in conjunction with the Examinations Officer and the Access Arrangements Coordinator, ensures that all necessary assessments for examination Access Arrangements relating to pupils on the Individual Needs Register are duly carried out and written up in accordance with the relevant JCQ regulations. Appropriate applications for Access Arrangements are then made via the on-line system, and the necessary supporting evidence stored by the Examinations Officer. The Examinations Officer will then take the appropriate measures for the implementation of the Access Arrangements. The following school policies for Exam Access Arrangements are also relevant in this area:
 - Examinations Equality and Access Arrangement Policy
 - Alternative rooming and Rest Break Policy
 - Word Processing Policy
 - Examinations Policy

Maths and English

Both the Maths and English Departments operate small “support” sets where pupils whose SEND results in their progress being slower than that of most of their peers can be accommodated. These sets are staffed by experienced teachers who liaise on a very regular basis with members of the Learning Support Department. These group sessions are provided at no cost.

English Skills group lessons are also provided to First, Second and Third Form pupils who need extra intervention. The lessons cover punctuation, grammar and writing skills.

Numeracy Skills group lessons are provided to Lower School pupils who are struggling with basic numeracy skills. These pupils are identified by maths staff.

Foreign Languages

Pupils in First to Third Forms can be withdrawn from one of their timetabled foreign languages slots in order to accommodate their individual lessons in the Learning Support Department. If at all possible, however, we seek to ensure that all pupils, including those with SEND, experience at least one modern language at least up to the end of Second Form and, with very few exceptions, up to the end of Third Form.

Options at GCSE and in the Sixth Form

- GCSE: the option to pursue four, rather than five, optional subjects at GCSE exists for all pupils. This can be an attractive option for those who work more slowly than the majority of their peers.
- Sixth Form: careful attention is paid to selection of appropriate subject options at A-level for all pupils, including those with SEND.

In-class adaptations, relating to Exam Access Arrangements

- Reasonable adjustments are made in mainstream classes, according to pupils' individual needs, as outlined in their Learner Profile (Appendix 3)
Pupils who are eligible for Access Arrangements such as 25% extra time or Rest Breaks are given these, when possible and appropriate, in class.
- Technology: where required, students use appropriate assistive technology in class and when completing work outside of lessons. Most frequently this technology will be: a laptop, a computer reader (Read and Write from Text Help), a reading pen and dictation software. In order for this to effectively become pupils' 'normal way of working', reading pens are available for pupils to borrow whenever they need them, from the library. The School has a site licence for a computer reader and this can be downloaded onto any pupil's device to enable them to establish their Normal Way of Working.

H. Evaluating the effectiveness of the provision made for children and young people with SEND

- The MidYIS and ALIS baseline testing systems are used to monitor the value-added results of pupils with SEND. The aim is that the value-added results should be comparable with those of their peers who do not experience SEND. The Waves of Need in ISAMS are used to track the data of specific groups of pupils with SEND.
- Pupil surveys have been conducted in the last three years with pupils who have had Learning Support Lessons and taken public examinations. Qualitative data has been collected and used to inform teaching.
- Whole school pupil surveys also include questions about support received by pupils in their mainstream lessons; these are also used to evaluate effectiveness of provision.
- Lesson observations of mainstream classes include scrutiny of how teachers support SEND pupils in their lessons
- The Head of Inclusion monitors progress of pupils who have individual support lessons
- The School evaluates provision through data, pupil/parent voice, lesson observation and audit. Safeguarding considerations (e.g. analysis of restraint data, online incidents, attendance) are reviewed by senior leaders and governors alongside educational outcomes, to ensure provision is safe, effective and inclusive. [KCSIE 2026]

I. How children and young people with SEND are enabled to engage in activities with children and young people in the school who do not have SEND

This policy should be read in conjunction with the School's Accessibility Plan: [AccessibilityPlan.pdf](#)

The Accessibility Plan outlines the ways in which the school has made adjustments to its buildings, its physical environment and its educational provision with the express intention of facilitating maximum levels of accessibility to the school's educational provision for those pupils who experience a disability.

Our risk assessments aim to take full account of the needs of pupils with SEND alongside the needs of those who do not have SEND.

The services offered by the School to all pupils are available to those pupils with SEND. These include:

- Complementary Curriculum: Personal, Social and Health Education
- School Counselling Service
- Student Listening Service
- School Medical Centre
- House-based pastoral support network

The following school policies are also relevant in this area:

- Anti-Bullying Policy
- Mental Health and Wellbeing Policy
- Safeguarding and Child Protection Policy

In addition, teachers in the Learning Support Department are fully aware of the pastoral responsibilities that they bear in respect of their pupils; in cases where pupil concerns emerge in an individual lesson, the teacher in question will deal with the matter appropriately and liaise as required with those colleagues who bear wider pastoral responsibility for the pupil concerned.

The School Counselling Service may also liaise with the Learning Support Department as appropriate, with the relevant pupil's permission, in cases where a pupil using the counselling service identifies academic matters as a source of concern or distress.

J. How the School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The Department liaises with the following outside agencies:

- Safeguarding referrals and multi-agency working are coordinated by the DSL in accordance with local arrangements
- Educational Psychologist: there are a number of independent EPs who come to the School to assess pupils. Assessments are arranged by the Head of Inclusion and paid for by parents.
- Occupational Therapist: pupils with motor difficulties can be referred via their G.P. for assessment by the Occupational Therapist.
- Speech and Language Therapist: pupils with suspected speech and language difficulties, including the social use of language, can be referred to the relevant local Speech and Language Therapy service. We also have access to the services of an independent Speech and Language Therapist who comes into School to work with individual pupils. This service is paid for by parents.
- Local Authorities: in connection with the very few pupils who have an EHCP.
- Relevant agencies, including those above, as outlined in the School's Safeguarding and Child Protection Policy.

K. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Complaints can be made through the usual channels. These include direct to the Head of Inclusion, to the Deputy Head (Academic), Deputy Head (Pastoral) or the Head master. Safeguarding complaints or concerns are escalated to the DSL in line with the Safeguarding and Child Protection Policy.

K Smart
Head of Inclusion

Reviewed: September 2026
Next Review: September 2027

Identifying SEND: Advice for Teachers

1. Regularly assess all pupils' progress

- Use assessment data, and general observations of the pupils to identify those whose progress is:
 - Significantly slower than that of their peers starting from the same baseline
 - Failing to match or better their previous rate of progress
 - Failing to close the attainment gap between them and their peers
 - Widening the attainment gap

Also look out for:

- Wider developmental or social needs
- Poor attendance
- Lack of emotional literacy

2. Provide high-quality, differentiated teaching

- Target high-quality teaching at the pupil's areas of weakness
- Adapt classroom practice to suit the pupil's needs
- Evaluate the success of interventions by comparing the pupil's assessment data before and after

If the pupil's progress continues to be less than expected, discuss with the Head of Inclusion whether that pupil should be assessed for SEND. The Pupil's tutor should gather information from all the pupil's teachers and send these comments to the Head of Inclusion via the Microsoft Form. The pupil's parents must also be contacted and asked if they would like to investigate possible difficulties further in the form of assessment options.

Tutors should complete this Form to alert the Head of Inclusion.
<https://forms.office.com/r/gqiaABELAK>

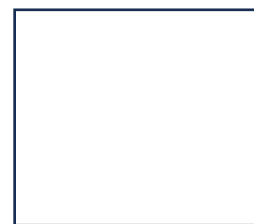
4. Work with the Head of Inclusion to assess SEND

- Implement more rigorous interventions
- Evaluate the success of interventions by comparing the pupil's assessment data before and after
- Speak to the pupil and parents about the pupil's needs
- Seek expertise on the pupil's needs

Dauntsey's School Stage Provision Map				
Stage/Category of Need	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Wellbeing	Sensory and or Physical
STAGE 1: Quality teaching	Adaptive and Inclusive Teaching			
	Baseline MidYIS assessments in Years 7 & 9			
	Baseline ALIS assessment in Years 12			
	Screening for Year 7 pupils and new entrants to lower school.			
	Data collection, reviews and reports on a half termly basis			
	Tutor mentoring			
STAGE 2: Initial intervention	Access Arrangements for examination as merited by evidence and approved by JCQ			
	Reasonable adjustments and adaptations made where required			
	Learner Profile document initiated (Pupils added to Individual Needs register if appropriate)			
	Shelter sets for Maths and English	Further screener tests where appropriate	Listening Service	Access Plan if required
	Further screener tests where appropriate	Use of external agencies including SALT and clinical psychologists	Tutor mentoring increased - Traffic light system	
	Long Break and Prep subject clinics for GCSE	Enhanced visual timetables	Counsellor	
	IDL Reading and Spelling programme	Enhanced tutor support with advice from SEND team.	Anxiety and self regulation	
	Either full cognitive or school assessment or assessment via clinical psychologist/ paediatrician			
STAGE 3: Targeted intervention				
	Pupil added to Individual Needs register			
	Monitoring of progress/concern with senior management via Tutorial Board meetings			
	Monitoring of progress/concern within weekly Learning Development Departmental meetings			
	Reasonable adjustments and adaptations made where required			
	SEND Teacher specialist Literacy intervention	Further screening where appropriate	Tutor mentoring increased – traffic light system	Access Plan if required
	SEND Teacher specialist Maths/Science intervention	Use of external agencies including SALT and clinical psychologists where appropriate	Counsellor: within school and/or external	
	Provision advised by statement or EHCP			

Learner Profile

(Confidential Document: please be mindful of sensitive information if sharing with the pupil openly)



Name: <u>Pronunciation support (as required)</u> Home language (if EAL):	Type of Need: SEND: Language level (EAL pupils): S&C strength:
<u>Access Arrangements</u> (following assessment / approval by Head of Learning Support) • • • •	<u>Areas of difficulty / strength</u> (According to assessment) • • • • •
<u>Interventions / 1:1 Lessons with:</u> <u>Focus areas:</u> • • • •	
Classroom Strategies for teachers • • • •	
Pupil Views – staff to ask the pupil these questions:	
What is important to me: (e.g. interests, preferred style of learning, extra-curricular activities) • • My main areas of difficulty are (in pupil's words): • • •	It would really help me if you could: • • • I will help myself by: (e.g. remembering equipment, making lists, using a computer reader, using mindmaps / flashcards etc) • • •

Date written
Date updated

**SEND Referral form - for concerns regarding a student
(used in Microsoft Forms)**

Please complete after gathering some comments from the student's teachers.

1. Date of Referral
2. Name of Student
3. House
4. Year group
5. Tutor Name
6. What is the nature of your concern / the concerns raised by teachers ? (You can select more than one)

Not making good academic progress
Attention and Focus difficulties
Running out of time/underperforming in assessments
Literacy related concerns
Discrepancy between verbal understanding and written work produced
Organisation/planning
Social/Communication Difficulties
Difficulty remembering/following instructions
Difficulty with revision/recall
Loses marks because they have made errors which they could have spotted if they had checked their work
Loses marks because they have misinterpreted the question
7. Please describe the concern if there is not an appropriate option above (optional)
8. Have you collated evidence from their teachers?
9. Please summarise or paste in any comments from staff/parents. (Feel free to just paste in emails)
10. Which subject areas appear to be the areas of difficulty?

11. Are their teachers currently giving some support in class to help?

Additional time (could be in tests or just to answer questions in class, perhaps)

Support one to one out of class

Leniency with deadlines

Rest/movement breaks

Differentiate the work via task or outcome

Reading support in class such as paired reading

Allow the student to type

12. Has this been raised with parents yet?

13. Please add any other relevant information (optional)