

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

INCLUDING EYFS AND BOARDING

Governors' Committee normally reviewing:	Pupil Focus Group
Date formally approved by the Governors :	Autumn Term 2026

Next Review Date :	Autumn Term 2028
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Person responsible for implementation and monitoring :	HOD Support for Learning (Senior School) Head of Support for Learning (Prep School)
Other relevant policies :	● Assessment Policy ● Curriculum Policy ● English as a Second Language Policy ● Anti-Bullying Policy ● Behaviour and Discipline Policy ● Safeguarding and Child Protection Policy ● Accessibility Plan ● Admissions Policy ● Equality Policy ● Exams Policy

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its Safeguarding and Child Protection Policy.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their characteristics and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

1. Introduction

Felsted is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND). Felsted aims to ensure that all pupils are able to fulfil their academic potential and recognises that some pupils require additional support to enable them to do this.

The purpose of the Policy is to set out how Felsted will:

- a) Ensure that all pupils with SEND are identified and supported by the School.
- b) Ensure that there is support for staff to meet the learning needs of all SEND pupils.
- c) Ensure that appropriate resources are available for pupils with SEND
- d) Ensure that there are clear procedures to review and evaluate the effectiveness of provision

The expectation is that pupils are supported to access the school curriculum and co-curricular programme with reasonable adjustments in place, supported where appropriate with Individual Education Plans (IEPs), and optional engagement with additional support for learning lessons.¹ The Prep and Senior School SENCos co-ordinate the provision of support across the school curriculum and also lead the Support for Learning Departments which offer more targeted support, delivered by Support for Learning teachers, Higher Level Teaching Assistants and Teaching Assistants. The SENCos also liaise closely with the Deputy Heads, HMs, Head of Junior Prep, Head of Pre-Prep, tutors and parents/ guardians. The school sets out to offer a personalised learning programme where practical, with the right level of support and challenge for each individual.

In addition to the guidance of the teachers, parents and other staff, the School employs a counsellor to assist with behavioural, social, emotional and mental health needs. In the Prep Schools there is additional support available from Emotional Literacy Support Assistants (ELSAs). An overview of SFL procedures can also be found on the School website.

This policy should be read in conjunction with the School's Admissions Policy, Equality Policy and the three year Accessibility Plan.

2. Definitions and Reasonable Adjustments

A definition of SEND

According to the SEND Code of Practice: "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to, that normally available to pupils of the same age. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable."

A child has a learning difficulty if he or she

- a) Has significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability that prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

¹ Support for Learning (or Sfl) lessons are a chargeable extra, and in the Senior School would normally be delivered in lieu of one GCSE option subject. In the Prep School, the timing of these additional lessons is decided in consultation with parents.

c) are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is, or 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](#).

A 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). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Reasonable adjustments

In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

Examples of auxiliary aids could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

Once any required adjustments have been identified (either for a learning need and / or a disability), the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, and identify these on the Individual Education Profile (IEP). Pupils will also be added to the School's SEND register. In turn, the identified need is indicated in the school registration and pupil information management system (iSAMS), prompting teachers to check and ensure that appropriate reasonable adjustments are in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

If parents feel that there are further particular adjustments the School could make, they may write to or speak with the SENCo. Parents are asked to provide copies of any medical or specialists reports as evidence of the adjustments required. The school aims to foster an effective, frequent and supportive dialogue with families, in order that the provision for pupils continues to evolve to meet their developmental needs as the child becomes older. Older pupils would reasonably be included in these types of discussion. However, it is ultimately the school's decision as to the reasonable adjustments that are most appropriate to the pupil and for the setting.

3. Admissions - Please see the School's [Admissions Policy](#)

The School is selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer any support required, cater for any additional needs and that our site can accommodate them.

The School's selection policy is described on the website, in the prospectus and in the School's Admissions Policy. Applications from all who have the ability and aptitude to access our curriculum are welcome. Pupils applying to join Felsted Senior School will be asked to complete academic assessment using the Quest platform, which tests ability in English, Maths, Verbal Reasoning and Non-verbal reasoning. The Felsted senior school curriculum is predicated on the assumption that it is accessible and suitable to pupils of a 'normal' or above-average ability range. Quest scores of 85-115 would be considered to be within the 'normal' ability range.

Parents of children with disabilities and / or special educational needs are required to discuss their child's requirements with the School and provide full details of all relevant information (please see the School's Admissions Policy) at the registration stage and before they sit the entrance assessments, so that the school can provide guidance on accessibility of the school curriculum, and if appropriate, reasonable provision can be made for prospective pupils on the day of the interview, entrance assessment and/ or taster day. It is essential that all records, including EHCP documentation, diagnostic reports and any relevant medical records are shared with the school as part of the admissions process.

Each pupil with a disability and/or SEN requires special consideration. The School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, including to the curricular and co-curricular activities as well as arrangements in the boarding Houses.

There may be circumstances in which the School is not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

Specific consideration will be given to the age of the child and their stage of development. Pupils with a SEND need will be considered on their own merit, but also in the context of any existing needs within the cohort it is anticipated that they will join. The school is committed to ensuring that *all* pupils on roll benefit from support and development and will consider carefully how those potentially joining an existing cohort will fit into the wider community given the needs of all pupils.

Senior School Admissions

All prospective pupils, including those with identified SEND needs are assessed at interview to establish that they can access and flourish with the school's curriculum and wider boarding provision with reasonable adjustments if needed. Interviewers will consider whether applicants have appropriate experiences and understanding of the nature of boarding school life that suggests that they are suited to becoming a member of the community, and to establish their commitment to the school's sports and co-curricular provision; it is expected that all pupils participate fully in the life of the school, including representing the school in team sports or in other aspects of school life. The interview process will also explore current SEND provision and adaptations in place at your current school. You may be asked to share your current/most recent IEP with the interviewer and to identify the adaptations you find most beneficial.

Prep School Admissions

It is acknowledged that younger pupils may not have a diagnosed SEND need, though it may be that reasonable adjustments are required and appropriate for a pupil to be able to access the curriculum.

The admissions process for pupils with an existing diagnosis or with reasonable adjustments in place at their current school or nursery will initially involve a discussion with the Prep SENCo and a review of any EHCP, diagnostic reports, and reports from the current school or nursery.

Following this the Prep SENCo, with parental permission will talk to teachers and/or the SENCo at the current school or nursery and the Prep SENCo may visit the prospective pupil at their current school or nursery to observe them. A taster day will be arranged and the Prep SENCo will observe the prospective pupil during this day.

4. Emerging Needs

It is sometimes the case that a pupil's needs emerge during the course of the school year, and it becomes apparent that further support and possible diagnosis is necessary. The School will work closely with parents to communicate any difficulties that their child is experiencing and regular meetings with the SENCo and key staff will be held to monitor and discuss progress. The School may also recommend that external assessment or advice is sought and the SENCo will offer advice on this. (See 5. Diagnosis and Testing).

Felsted School will assess all pupils for their readiness to progress from each key stage; any concerns about the capacity of a pupil to access the curriculum or be effectively supported with reasonable adjustments in the current or following key stage will be communicated to parents as soon as possible. It is recognised that if it is felt that the evidence suggests that a pupil is not able to access the curriculum with reasonable adjustments, providing families with as much time and opportunity as possible to find an alternative provision is in the best interest of the child.

Evidence that the school will consider with emerging needs could include the following (though other forms of evidence may also be appropriate):

- Attainment in English, Maths and Science (or age-appropriate equivalents), in comparison to the wider cohort
- Observations by the SENCo, Pastoral Leaders and class teacher(s) of issues or challenges encountered by the child in the day-to-day setting
- Concerns shared by colleagues about behaviour of the pupil in a range of contexts that are illustrative of daily school life

5. Diagnosis and testing

Pupils may have an Educational Psychologist's report, EHCP should be before EP report or other diagnostic assessment report, including a report from their previous school, on entry to Felsted. They may have a full assessment of any one of the wide ranges of learning needs encountered (including dyslexia, dyscalculia, developmental co-ordination disorder (DCD), or developmental language disorder (DLD)) or emotional and behavioural difficulties (including autism or ADHD), or they may be on a waiting list for an assessment. Other pupils may have an undiagnosed need and be referred by subject staff/class teachers at Felsted.

The School will advise parents of any concern about the pupil's progress but the school does not undertake to diagnose any conditions. Any formal assessment or diagnosis that may be required by the School must be obtained at the parents expense. The School may also request updated diagnostic reports to be carried out or require pupils to see their healthcare provider in order to provide updated information related to that pupil's SEND needs.

It is important that any external diagnostic assessments and the report provided, are carried out by suitably qualified and accredited practitioners and therefore the SENCo will work closely and guide parents to find an appropriate practitioner. The school reserves the right to ask for assessments to be completed again if the initial report has not been carried out by a suitably qualified and accredited practitioner. Sensitive information regarding family circumstances contained within a diagnostic report may be redacted, provided that all such redactions are executed exclusively by the report's original author.

6. EHC Plans

The SENCo will, where deemed appropriate, liaise with parents regarding any application being made by the parents to the appropriate Local Authority for an Education, Health and Care (EHC) plan, if it is the case that with appropriate support that the school can provide, the school is a suitable setting for the pupil. The same applies for a pupil who enters the school already with a plan in place, for pupils who have an EHCP, this must be shared at the admissions stage, so that the school can assess whether the needs identified and the strategies for support required are one that the school can provide.

Where either a prospective pupil or a current pupil, the School will work with the parents and the Local Authority 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 will need to be funded by the LA. In all other circumstances charges may 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.

The SENCo will ensure that the pupil's Annual Review takes place and that all relevant parties are invited to attend or submit reports is attended by all relevant parties and that any funding given is used appropriately.

7. Central Registers of SEND

Where a child has a diagnosed need and/ or is having provision that is beyond ordinarily available provision, the SENCo will place them on the SEND Register (Prep or Senior). The SENCos liaise throughout the year to ensure effective transition between key stages and make reasonable adjustments as and when they are appropriate.

The SEND Register is made available to members of the teaching staff and teaching assistants on the School's internal information system. It is also provided by House and discussed at pastoral meetings, for example HMs meetings, so that all staff can support pupils. The Register is regularly updated and reviewed. All teaching staff are aware of pupils in their classes who require reasonable adjustments to be made for them.

8. Individualised support

Pupils with identified additional needs will have an IEP setting out the reasonable adjustments that will support their learning across the academic curriculum and co-curricular programs.

This is available internally on iSAMs. The IEP is shared with parents and seeks to identify key tasks, approaches to learning, and strategies which benefit the individual. It offers pertinent information to teaching staff as to the specific additional needs of the child together with a range of strategies and reasonable adjustments

In the Senior School, Higher Level Teaching Assistants will discuss with classroom teachers the targets and strategies for individual pupils in their class as outlined on the support plan and work towards them in class time.

In the Prep School, Support for Learning teachers and Teaching Assistants liaise with class teachers to provide tailored support and interventions where appropriate.

9. The Nature of Support for Learning (SfL) Lessons

SfL Department Teaching Staff - Senior School

SfL teaching staff provide one to one or small group support within the SfL rooms during timetabled lessons. With reference to the IEPs, these classes address the range of specific difficulties encountered primarily by adopting a personalised and multi-sensory learning approach to learning.

Higher Level/ Teaching Assistants

Teaching Assistants provide support for individuals and groups in the classroom to enable contextualised learning within the lesson, or they undertake one to one or small group sessions in the SfL rooms or Library. Setting in some subjects enables the focused deployment of Higher-Level Teaching Assistants, for example in lower Maths, English sets and Science. Higher Level Teaching Assistants have specific subject knowledge to provide informed support.

Organisation of Lessons

In the Senior School, pupils have timetabled SfL lessons and in the Prep School lessons are arranged with the individuals to take place at a suitable time.

In Year 9 this is usually done by studying one modern foreign language instead of two. There is then the opportunity to undertake one or in some cases two fewer GCSEs in

Year 10 and 11 and have timetabled Support for Learning during those lessons. For 6th Form, lessons take place in private study periods. This is on a one-to-one basis in the 6th Form and for lower years class sizes remain small. Consideration in timetabling is given to individual pupil needs. Lessons in years 9-11 are structured to ensure pupils benefit from social interaction and shared learning opportunities balanced with consideration for more specific intervention where required.

Support for Learning Lessons in the Prep School

In the Prep School, SfL lessons are taught on a 1:1 basis by members of the Prep Support for Learning Department. Pupils will work with their SfL teacher to set specific targets to work towards in their lessons with regular reviews of their progress. SfL teachers work closely with class teachers to share strategies that support pupils and to ensure that work completed in SfL lessons is complimentary to work being completed in the classroom. Year 7 and 8 pupils may have group lessons in addition to their 1:1 lesson focusing on developing key literacy skills.

Resources

There are a number of key documents that underpin Support for Learning. These in particular are the SEND Register with associated IEPs and details of GL Assessment data. The SfL Departments have a range of resources, software and other materials for the use of teaching colleagues and pupils.

10. Communication

Staff are made aware of pupils who require reasonable adjustments to be made through the SEND Register and through regular dialogue with SENCos and the SfL Departments. The weekly bulletin and/or staff briefing can also be used to update staff regarding SEND pupils. INSET sessions are used to train all staff and make them aware of the needs of the pupil. These may be run by members of the SfL Department or outside specialists as appropriate. Individual IEPs are regularly reviewed, and changes are communicated to staff and shared with parents.

Parents are encouraged to share any concerns about their child's progress or concerns about SEND needs with the school as soon as possible. Close partnerships with parents are important and the SENCo, tutors/ class teachers, pastoral teams, and medical teams are always happy to discuss any parental concerns. In consultation with the SENCo, staff will liaise with parents to discuss existing reasonable adjustments in place, the provision listed in their child's IEP or other specific concerns.

IEPs are subject to review at least annually, after which updated documents will be formally shared with parents. Parents are provided with an annual opportunity to meet with the SENCo and relevant staff to evaluate the provision in place for their child. Should adjustments to the IEP be required, additional meetings will be arranged.

Pupils on the SEND Register are assessed regularly to track progression, but also to establish whether they qualify for extra time or any other dispensation in examinations. In both Schools, wider assessments from curriculum areas and reading tests are used to assess progress.

11. Physical accessibility

The School's Accessibility Plan highlights the ways in which the Governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, large site and resources. Facilities for

wheel-chair users and hearing loops are being introduced progressively as the buildings are upgraded.

12. School behaviour and discipline

The School has in place a well-developed system of pastoral care for social interaction amongst pupils. 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 other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The School's behaviour policies and school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the School has a zero-tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

This is included within the Pastoral Care Plan including Anti-Bullying and the Behaviour Discipline Policy (Prep School), Behaviour Policy (Senior School) and Anti Bullying Policy (Senior School).

SEND pupils involved in significant or frequent low-level behavioural issues will be supported with specific consideration of how they are best managed and supported by staff working with them. Suggested strategies will be added to the IEP where appropriate specifically for the types of contexts (for example in co-curricular activities) that present the pupil with particular challenges pertinent to their SEND need. All pupils at Felsted School are expected to conduct themselves to a high standard; the response and support for all pupils seeks to enable all pupils to achieve that high standard.

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, as outlined in the School's Safeguarding and Child Protection Policy.

13. Withdrawal

If, in our opinion, the School is unable to meet a child's needs or, in the case of a child with an EHC Plan, we are unable to meet the provisions of the Plan, we reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the Felsted School Parent Agreement (parent contract).

Fees in lieu of notice will not be chargeable in these circumstances. Parents are entitled to have any decision regarding a required removal taken by the School reviewed, in accordance with the Permanent Exclusion (Expulsion) or Required Removal Appeal Procedure.

14. Complaints

The School naturally hopes that a parent will not feel that they have cause to complain but its Complaints Policy and Procedure is published on the website for any parent who wishes to use it. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

15. Review of Provision

The quality and impact of SEND provision is regularly reviewed through book checks, learning walks and half termly assessments. The SENCo works in collaboration with teaching staff and parents in order to ensure that the information contained within individual IEPs remains relevant and insightful. IEPs are reviewed each term. They are shared with parents and staff who are informed about any updates.

The SENCo and SfL support staff are able to monitor all assessment data contained within the online markbooks and ensure that SfL provision is targeted in maths, science and English. HLTAs are encouraged to collaborate with the subject specialists to share updates on progress and plan for the term ahead.

The impact and effectiveness of current provision for individual pupils is reviewed by the SENCO, along with members of the SLT and the SEND Team each term, using a wide variety of evidence including learning walks and assessment data. Where provision is good, the SENCO will use SMART targets to help the child/YP to progress further. Where it is less effective, the review will seek alternative solutions to help ensure provision remains tailored to individual needs.

Evidence of positive impact of SEND provision we routinely consider would be:

- Attainment data (e.g. public exams) for SEND pupils is in line with the wider cohort
- Attainment from in-class assessments or public examinations shows that individual pupils are meeting or exceeding their baseline data expectations
- Quantifiable improvement related to any identified needs relating to basic literacy and/or mathematical skills

Should parents, pupils or teachers feel that current arrangements are not meeting the needs of a child or children they should contact the SENCO as soon as possible for an informal discussion in the first instance. The SENCO will investigate the concerns in a timely manner, offer relevant support and/or guidance and relay outcomes to all parties as and when appropriate.

Review

This Policy is reviewed every two years or, as required.