Special Educational Needs and Disability (SEND) Policy Including Reasonable Adjustments

This policy, which applies to the whole school, inclusive of boarding, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the school Compliance Officer.

Owner: Senior Deputy Head
Approving Body: Teaching and Learning Committee

Date of last Review: September 2026
Date of next Review: September 2027

Linked Polices, Procedures and Resource Materials:

- Safeguarding and Child Protection Policy
- Accessibility Plan
- Admissions Policy
- Allergy Safety Policy
- Data Protection Policy
- Equality, Diversity and Inclusion Policy
- Privacy Notice – Students, Parents and Alumnae
- Word Processor Policy

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special provision to be made for them.

A child or young person has a learning difficulty/disability if:

- they have a greater difficulty in learning than the majority of students of the same age or;
- they have a disability which prevents or hinders them from making use of educational facilities that are provided for children of the same age;
- they have physical or mental impairment which has a substantial and long-term adverse impact on a person's ability to carry out normal everyday activities;

Students must 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.

AIMS AND OBJECTIVES

- To endeavour to ensure that all students at Woldingham have access to a broad and balanced curriculum suitably differentiated to meet their individual needs and to support students – particularly those with SEND – in becoming confident, independent learners who are able to achieve their individual potential.
- To work with students, parents and staff to ensure early identification, assessment and appropriate provision for students with SEND.
- To involve students and parents in decision-making and planning by providing opportunities to self-review, identify own needs, discuss interventions and actions, set high and realistic targets and also self-monitor and review progress in order to increase independence as learners.
- To monitor and record individual students' progress through assessment, target setting, review and liaison with students, parents and staff.
- To liaise, consult and work with staff to enable them to take responsibility and provide appropriately for students with SEND.
- To encourage and foster effective partnership, working with parents.
- To endeavour to ensure that students requiring access arrangements for examinations are identified and catered for as early as possible. Where the School has insufficient evidence, assessments by outside agencies, such as Educational Psychologist (EP), Speech and Language Therapists (SLT) and/or medical professionals, may be advised.
- The Learning Enhancement department has an 'open referral' system and all students can self-refer to discuss concerns re their learning.
- To follow the SEN Code of Practice 2015, Equality Act 2010, Children and Families Act 2014 and Disability and Discrimination Act 2005.

DATA PROTECTION

Woldingham School (the 'School') takes its responsibilities for personal data very seriously and has a policy in place to ensure compliance with the Data Protection Act 2018 incorporating the General Data Protection Regulations [GDPR].

The data collected when dealing with SEND will contain data that is defined by the Data Protection Act 2018 as 'special category' data. This is the most sensitive category of data and as such it is essential that every care is taken to keep the data secure.

If there is any possibility that the data has been lost then it must be reported immediately to the Compliance Officer (privacy@woldinghamschool.co.uk) for investigation. Any confirmed loss of special category data is reportable to the Information Commissioner's Office and may result in an external investigation.

All staff involved in collecting and processing data relating to SEND must ensure they have read, understand and operate according to the School's Data Protection Policy. They must also be familiar with the School's Privacy Notice – Students, Parents and Alumnae, to ensure any processing required that is not covered by the Privacy Notice is reported to the Compliance Officer (privacy@woldinghamschool.co.uk).

ADMISSIONS

As part of the admissions process, students take an entry test. Woldingham School selects students on academic merit and can cater for students with mild SEND. Some students enter the school having previously been assessed as having SEND and by qualified professionals, e.g.: EPs, SLTs, Psychiatrists and other medical professionals.

Each student with SEND needs is considered for admission on an individual basis. Discussions and a face-to-face meeting, with the Head of Learning Enhancement are positively encouraged.

Prior to sitting the Woldingham School entrance examination, parents of children with SEND needs are advised to discuss their daughter's requirements with the Head and the Director of Admissions. They should also complete the Additional Needs section of the Registration Form so that adequate provision can be made during the entrance examination. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request; for example, extra time or other exam access arrangements. Ideally, these professional reports should not be more than 26 months old (in keeping with the Joint Council of Qualifications (JCQ) guidelines if it is to give an accurate profile of the learner's needs).

The School would always make it clear to parents – if the requisite information is available – whether their child's particular set of needs are such that Woldingham would not be the best school for them.

LEARNING ENHANCEMENT DEPARTMENT AND SYSTEMS

RESPONSIBILITIES AND PROCESSES

Stage 1: Identification, assessment and recommendations		
If the student is joining the School		**If the students is already at the school**
Step 1	Parents answer "yes" to the additional needs question on the application form.	A parent/staff raises concerns about the student.
Step 2	The registry requests the professional reports from parents.	The HOY discusses the concern with the Head of Learning Enhancement.
Step 3	Information sent to Head of Learning Enhancement	Head of Learning Enhancement looks at all the baseline data of the student. Head of Learning Enhancement collects relevant information from parents and/or staff.
Step 4	Head of Learning Enhancement reviews reports and information about prospective student and advises whether the school is able to cater for the student's additional educational needs with reasonable adaptations. If needed, with parental permission the Head of Learning Enhancement may contact the previous school to get further information and conduct further assessments with the student (if necessary).	Head of Learning Enhancement meets with the student to gather more information then conducts some internal screening tests if necessary. Findings are shared with parents, student and HoY, tutor and staff as appropriate.
Step 5	Initial screening assessments are carried out on joining the school (if accepted). The school carries out its own screening tests to determine access arrangements going forward.	If appropriate the student is placed on the Learning Enhancement register for SEND needs or monitoring. Details of need is entered onto iSAMS.
Step 6	Head of Learning Enhancement draws up an Individual Education Profile (IEP) with recommendations for support if appropriate. The draft IEP is sent home for parental/student inputThe school will provide support within its resources in accordance with the Reasonable Adjustments section of this Policy.	

Step 7	Once finalised, the IEP is then published on iSAMS for staff to access. Staff are notified by email that a new/updated IEP has been published. A copy of the final IEP is sent home to parents.

Stage 2: Learning Enhancement Provision	
The Head of Learning Enhancement monitors and arranges support for individual students as appropriate to their needs. This could range from termly "catch up" to weekly group sessions or one to one support, and/or in class observation/support of student. Head of Learning Enhancement keeps relevant staff notified of any developments such as a new/ updated IEP. Parents are also informed of IEPs and can also contribute to the process.	Most of the support takes place within the classroom by staff who implement the agreed IEP recommendations. Students themselves are also actively involved in following and developing strategies/actions suggested to improve their own learning. Staff, parents and students then feed back to Head of Learning Enhancement and a review may lead to an updated IEP or decision that the student no longer needs to be on the Learning Enhancement Register.
	Students have a responsibility to contribute to their own IEP by carrying out agreed actions, self-monitoring and discussing progress with staff and parents.
	The member of staff accesses the IEP, heeds its recommendations and implements it in the classroom—Staff and Head of Learning Enhancement discuss implementation of IEP when required. Members of staff and parents should review IEPs with individual students at identified times and inform the Head of Learning Enhancement of any amendments.
	The subject **HoD** should use some of their department meeting time to discuss important Learning Enhancement issues.

LEARNING ENHANCEMENT FRAMEWORK

- Some identified students are supported weekly (or fortnightly) by Learning Enhancement Staff either in small groups or on a short term or regular one-to-one basis. Programmes can include study skills, literacy support, touch typing skills, exam and revision techniques, improving organisation and time management. Frequency and duration of support is identified in the student's Individual Education Profile (IEP) and is timetabled in sessions freed up by a reduction in timetable, e.g. where students in Year 8 upwards may be asked/request to drop a language from their curriculum in order to attend Learning Enhancement classes. For students who have a full timetable, sessions may be planned during registration, lunch or after school, if appropriate. IEPs are reviewed termly for new students and annually for all other students (unless there is a need to review the IEP sooner). Students, staff and parents can contact the Head of Learning Enhancement at any time should needs arise.

- The Learning Enhancement Department maintains a register for students with identified SEND. This register, which is updated when the need arises, includes a brief description of need and access arrangements required and is stored on the school's database which is accessible to all staff. Students are identified for the register using a number of sources: EP/SLT/medical reports, information from parents, school assessments including CEM data, literacy screening and school exams. Student progress is closely monitored by form tutors, Heads of Year, the Academic Leadership Team, subject staff and Head of Learning Enhancement. Further in-house individual screening can be carried out by the Learning Enhancement staff. If needed, referrals are made for further assessment by an educational psychologist or other such professionals.

- Individual Education Profiles (IEPS) are reviewed termly for new students and annually for all other students (unless there is a need to review the IEP sooner). These IEPs are based on professional reports shared with the school and sent to parents/students for input. IEPs are stored on the school's database (iSAMS) for staff and parents are also sent individual copies of the IEPs.

- All teachers have a responsibility to be aware of students with SEND and to follow guidance as recommended in the IEP and statutory requirements under the DDA 2005. Further support and advice are available from the Head of Learning Enhancement.

This policy has regard to The Special Educational Needs Code of Practice, 2015, The Disability Discrimination Act (DDA) 2005, The Children and Families Act 2014 and the Equality Act 2010.

SAFEGUARDING

The School recognises that additional barriers can 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 condition without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

PHYSICAL ACCESSIBILITY

The school recognises that some children with SEND needs may also have physical disabilities. The school has made provision for wheelchair users to access all necessary parts of the school to take advantage of the full curriculum. Where necessary, lessons will be re-roomed to make minimise movements around the site. Woldingham School has an active monitoring policy and will do its best to make reasonable adjustments to take account of an individual student's needs, within the constraints imposed by the buildings and the site.

Current and prospective parents of children with physical needs may wish to obtain copies of Woldingham School's Accessibility Plan from the school. This shows the ways in which the school plans to make its buildings, the presentation of information, and the curriculum progressively more accessible to SEND disabled students, parents and visitors.

Parents should contact the HOY or Head of Learning Enhancement to discuss any further needs.

STAFF TRAINING

Members of teaching staff receive training on the learning needs of students with SEND. All staff (including teaching and support staff) would be provided with regular training, as required, on working with SEND students.

CRITICAL SUCCESS FACTORS

The culture, practice, management and deployment of resources are designed to ensure all learners' needs are met.

The school will endeavour to ensure that:

- Needs are identified early, and the appropriate provision put in place;
- Best practice is followed;
- The wishes of the learner are taken in to account;
- The school works in partnership with the learner's parents;
- Support for each learner is reviewed regularly.

STUDENT PARTICIPATION

Actively encouraging learners to track their own progress and record achievement within a programme of action designed to meet their particular learning or behavioural difficulty, contributing to improved confidence and self-image;

- Learners' and parents' views are sought and recorded as part of the statutory annual review process where possible, as well as within the IEP and any other assessment and review.

IDENTIFICATION, ASSESSMENT AND PROVISION

All teachers are teachers of students with SEND. Teaching such students is therefore a whole school responsibility, requiring a whole school response.

Coordinating the planning of the learner's IEP, especially setting appropriate recommendations, is the responsibility of the school's Head of Learning Enhancement. On the other hand, devising strategies and identifying appropriate methods of access to the curriculum lies within the area of expertise and responsibility of the individual subject teachers. All staff are therefore involved in providing further help to the learner.

ENGLISH AS AN ADDITIONAL LANGUAGE

Lack of competence in English must not be equated with learning difficulties. At the same time, when learners who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. If this is the case, the appropriate provision will be made.

The School may recommend that some children, whose first language at home is not English, receive tuition in English as an additional language.

IDENTIFICATION

The triggers for intervention will be the teacher's or parents' concern, underpinned by evidence, about a learner who, despite receiving differentiated learning opportunities:

- Makes little or no progress when teaching approaches are targeted particularly in a learner's identified area of weakness;
- Shows signs of difficulty in developing language or mathematics skills that result in poor attainment in some curriculum areas;
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

A register of learners who have been so identified will be maintained by Assistant Head (Student Progress), Head of Year and the Head of Learning Enhancement and shared with staff.

INDIVIDUAL EDUCATION PROFILES

Strategies employed to enable the student to progress are recorded within an Individual Education Profile (IEP). The IEP includes information about:

- Student strengths and difficulties
- Exam access arrangements
- Strategies students should employ
- Recommendations for teachers
- Students' and/or parent's comments
- Support that is put in place
- Comments from the Head of Learning Enhancement

The IEP only records that which is additional to or different from the differentiated curriculum provision, which is in place as part of the provision for all students.

REVIEWING IEPS

The learner and parents take part in the review process and is involved in making recommendations about appropriate strategies. The review occurs after each Parent Teacher Meeting (PTM) and IEPs for new students are implemented at the start of the academic year.

REASONABLE ADJUSTMENT including ACCESS ARRANGEMENTS

Recommendations are often suggested for students with special educational needs and disabilities (SEND) by external agencies such as educational/clinical psychologists, speech and language therapists, psychiatrists and other medical professionals. Although professional may give advice, the final decision about access arrangements lies with the school as the JCQ regulations would need to be satisfied.

Within the School, consideration for adjustments could be communicated to the Head of Learning Enhancement from a variety of other sources including teachers, parents, residential staff, and a student herself.

If the recommended adjustments include an auxiliary aid or service beyond the current resources available to the Head of Learning Enhancement then the DFO, in consultation with the Head of Learning Enhancement and SLT, will decide whether the recommended adjustment is reasonable, taking into account the following factors:

- whether it would overcome the substantial disadvantage;
- practicability;
- the effect of the disability on the student;
- cost;
- whether it will be provided under a EHCP from the Local Authority;

- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards;
- the interests of other students (and future students).

It should be noted that each case will be assessed on an individual basis before decisions are taken as to the allocation of resources. The DFO will be able to draw on a limited School Contingency Fund allocated as part of the normal annual budgeting process. What constitutes a 'reasonable adjustment' will differ in the context of each individual situation and circumstance but it will be the DFO's ultimate decision as to whether the School will fund the adjustment. The school is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled students.

AUXILIARY AID OR SERVICE

The Equality and Human Rights Commission Draft Code of Practice states that an auxiliary aid is "anything which provides additional support or assistance to a disabled student" and includes the following examples:

- a piece of equipment;
- a sign language interpreter, lip-speaker or deaf-blind communicator;
- extra staff assistance;
- electronic or manual note-taking;
- induction loop or infra-red broadcast system;
- videophones;
- audio-visual fire alarms;
- readers;
- assistance with guiding.
- an adapted keyboard
- specialist computer software

The School does not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

If a student has SEND needs, the School will

- not discriminate against the student directly, indirectly or in relation to a consequence arising from the student's SEND;
- not victimise or harass the SEND student;
- make 'reasonable adjustments' to prevent the SEND student from being put at a substantial disadvantage (see section 20 of the Equality Act).

The school makes reasonable adjustments in connection with:

- admissions;
- the provision of education;
- access to benefits, services and facilities;
- access arrangements for (public) examinations: See See Equality, Disability and Inclusion Policies;
- exclusions.

The intention behind an access arrangement is to meet the particular need/s of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

Access arrangements are granted when a candidate has a professional report recommending that particular access arrangement (e.g. extra time, use of a word processor, separate invigilation (in a smaller room away from the main exam hall), prompter) and this is the candidate's normal way of working within the school. In order for an access arrangement to be valid, the school must show that the candidate does not have an unfair advantage and must hence have available evidence which clearly shows that the access arrangement is needed. No private assessments are accepted as it has to be completed by the assessor or medical professional who has a working relationship with the school.

In line with the JCQ Access Arrangements and Reasonable Adjustments guidelines, the Centre cannot simply grant the use of word processors to a candidate because she now wants to type rather than write in examinations, or can work faster on a keyboard, or because she uses a laptop in the classroom or at home.

The Centre may grant the use of a word processor on the following grounds:

- A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand and poor handwriting.

Please do refer to the school's Word Processor Policy for further information.

The School is able, depending on need, to arrange for children to use laptop computers in classes, prompters, separate invigilation (in a smaller room away from the main exam hall), rest breaks, prompters and can be given modified papers (large print or colour paper if required).

Menus can be devised to cater for special dietary requirements. Other adjustments can be made as required, for example, uniform can be adapted in the Linen Room.

Parents may appeal against the decisions made on what is a 'reasonable adjustment' following the school's complaints procedures for parents. The procedure can be found on the school's website and copies of the procedure are made available on request from the Head's EA. Once the School has determined whether the relevant adjustments is reasonable, staff will write to parents, setting out the decision and the reason.

SCOPE OF FREE PROVISION WITH REGARD TO SPECIAL EDUCATIONAL NEEDS

Woldingham School is set up to provide arrangements suitable for students with a range of needs that can be catered for within its resources. All such provision, whether weekly small group lessons in Years 7, 8, 9 (in place of a language), or weekly one-on-one support sessions in any year, is free of charge. As part of the admissions process, the School would always make it clear to parents – if the requisite information is available – whether their child's particular set of needs are such that Woldingham School would not be the best school for them.

If a parent feels at any point during their daughter's time at Woldingham that extra Learning Enhancement sessions beyond the standard weekly allocation is needed, this is something the School would aim to provide, but on a chargeable basis.

All enquiries regarding reasonable adjustments for SEND students should be directed to the Head of Learning Enhancement.