



LORD  
WANDSWORTH  
COLLEGE

## SEND POLICY

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SLB/JJD	Mar 2012	SMT	March 2012	<i>New version of policy</i>
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This policy should be read in conjunction with

- Admissions Policy
- Equal Opportunities (Pupils) Policy
- Accessibility Plan
- Good Behaviour, Discipline, Rewards and Sanctions Policy
- Curriculum Policy
- Teaching & Learning Policy

## **Aim**

Lord Wandsworth College is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for pupils with SEND by:

- Using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision.
- Not treating disabled pupils less favourably than their peers
- Making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- Ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND
- Ensuring parents are informed when special educational provision is made for their child and are kept up to date as their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- EHRC guidance 'Reasonable adjustments for disabled pupils'

## **Definition of Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or a disability if they:

- have a **significantly** greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided of the same age in mainstream schools or mainstream post-16 institutions.

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.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. A child's learning difficulty can become apparent for the first time when educational demands increase. All students at LWC have average general underlying ability which means the majority have the potential to devise their own coping strategies to manage earlier key stages. A learning difficulty is not considered a barrier to achieving their potential, but they can expect to work much harder than their peers and require understanding and support at home as well as in school.

LWC is not a specialist school, but our qualified Additional Learning Support consultants and our subject teachers are devoted to offering support to pupils with a diagnosis of mild learning difficulties.

### **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.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but understandably, there is overlap.

### **Governor and staff responsibilities**

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

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

The Head of Curriculum Support is Veronique Morris-Aloni. The SLT member responsible for oversight of SEN is the Deputy Head (Teaching & Learning). The Head of Curriculum Support's responsibilities include:

- Determining the strategic development of the SEN and disability policy and provision in the School, in consultation with the SLT and governors. The named SEN Governor is a member of the Education Committee.
- Having overall day-to-day responsibility for the operation of the SEN and disability policy
- Coordinating specific provision for children with SEN and disabilities, including those who have Education Health Care Plans (EHCPs)
- Ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- Ensuring that teachers are given necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate

- Ensuring parental insights are considered by the School to support their child's SEN and disability
- Liaising with the School's medical staff, external professionals and agencies, as appropriate
- Ensuring that the School keeps records of all pupils with SEN up to date.

The School's Curriculum Support Department consists of six Additional Learning Support Consultants and one specialist ASD mentor. All work on a freelance basis. There is also one SEN administration assistant.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

### **Identifying and supporting pupils with SEN and disabilities**

The School's curriculum plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist or specialist teacher), the cost of which will be borne by the parents. Where parents wish to request a formal assessment outside of school, they must first consult with the Head of Curriculum Support. This is because the assessor must have a working relationship with the School for the report to be relied upon and especially if it recommends exam arrangements.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to offer appropriate special educational support with consideration of the advice from specialists which is deemed reasonable. Reports make recommendations but these are suggestions and not mandatory. Parents should be consulted and kept informed of any action taken to help their child, and of the outcome of this action.

We produce One-Page Profiles for all pupils with SEN. These are emailed to parents who are asked to support their child in contributing their views on required support. The Head of Curriculum Support and houseparent/academic tutor also meet and discuss needs with the pupil and when complete the document details the child's SEN, classroom support, additional learning support (if appropriate), exam arrangements, and pastoral support. Pupils' wishes are given due weight in this document according to their age, maturity and capability.

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

Some pupils will arrive at LWC with a diagnosis of a learning difficulty or medical condition. Supported transition from Year 6 to 1<sup>st</sup> Form or Year 8 to 3<sup>rd</sup> Form and liaison with Primary/Prep School staff

mean that many pupils' needs are identified before entry to Lord Wandsworth College so that teaching staff can be informed and prepared to support them in classes.

If the outcome of a literacy screening test (taken at the start of 1<sup>st</sup>, 3<sup>rd</sup> and Lower 6<sup>th</sup> Form), together with feedback from subject teachers, gives the school reason to believe that a child may have a learning difference, this will be reported to parents as necessary with recommendations for a formal assessment to be carried out by a specialist assessor (one who has a working relationship with the school). It is recommended to delay any formal assessment until 3rd Form where possible so that results can be used for exam arrangements applications. -a privately commissioned assessment carried out without consultation with the school cannot be used to award access arrangements. The cost of the assessment is borne by the parents. It is advisable to consult with the Head of Curriculum Support first and to select a professional with whom the school has an established working relationship.

All new students, with some exceptions, in 1<sup>st</sup> to 3<sup>rd</sup> form spend a minimum of half a term supported in class by their subject teachers. This gives the teacher time to get to know the pupil in their new setting and assess individual needs. Most pupils who have been identified as having mild special educational needs will have most of their needs met through Wave 1 intervention (High Quality Teaching) in the classroom. The aim of high-quality differentiated teaching is to allow all individuals to make progress and achieve their potential. Staff have access to information on the main challenges, exam access arrangements and classroom support strategies and plan lessons accordingly. The Special Educational Needs Register is maintained and updated regularly, and changes notified to all teaching staff. Most students with SEND have a One Page Profile which provides an opportunity to share information with all those supporting them at school. This is reviewed annually.

Some students may after a short time be identified by their teachers to require teaching which is additional to or different from that which can be provided in the classroom. This might involve transferring to a smaller subject set (Wave 2 intervention) or additional group teaching (clinics). Some pupils may be identified to require individual teaching (Wave 3 intervention) to meet some of their specific needs. However, to be eligible for Wave 3 intervention, strategies to support the pupil in the classroom will ideally have been trialled by the subject teacher for a minimum of 6 weeks and a diagnostic report must be available where recommendations, specific to the student's needs, are listed.

Some pupils may be permitted to drop one (or more) subject(s) to provide timetabled access to Curriculum Support. This is rare in Forms 1 to 3. If a pupil has no timetabled access to Curriculum Support, they can sometimes access sessions at breaktimes or afterschool. However, day pupils/flexi boarders, without timetabled Supervised Private Study (SPS), are required to seek private tutors at home.

Annual reviews of all pupils with a specific need are undertaken by the Head of Curriculum Support. Reviews with parents and pupils on the SEND Register are held as required. Consultants send out reports to parents each term.

In summary the assess-plan-do-review process is as follows:

- Assess: The School will carry out an analysis of the child's needs so that support can be matched to need. E.g. Lucid Exact Literacy Assessments, MidYIS, AliS and YELLiS assessments, internal assessments, outcome of examinations, progress reports, Curriculum Support termly reports. If not already done so the School may, in consultation with parents, engage external

agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.

- Plan: Where it is decided to provide SEN support, the Head of Curriculum Support will agree in consultation with subject teachers, parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on iSAMS and the One Page Profile.
- Do: Teachers will work closely with the Head of Curriculum Support to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- Review: The effectiveness of any support and its impact on the child's progress will be reviewed as agreed between the School and the parents. Teachers working with the Head of Curriculum Support will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School is able to cater for.

### **Reasonable adjustments**

The School is committed to treating all pupils fairly. 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 aid or service. Examples:
  - Loaning reading pens
  - Providing laptops in examinations
  - Access to additional learning support
  - Computer reader software or other assistive technology as required

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 to its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example taking steps to ensure that a child has understood instructions, or that they are seated where they are able to hear and concentrate.

Once any required adjustments have been identified, 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, the Head of Curriculum Support, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put 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 the parents feel that there are further particular adjustments the School could make, parents may write or speak with their child's academic tutor, in the first instance, or the Head of Curriculum Support. Parents are encouraged to provide copies of any medical or specialist reports as evidence of the adjustments required.

### **Recording progress of pupils with SEND**

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. Support will be recorded by way of a One Page Profile. Progress reports are written by the Additional Learning Support Consultants once a term. Term Average Grades and Attitude to Learning levels are recorded by subject teachers once a term. Heads of Year monitor the progress of pupils in their year groups and liaise with the Head of Curriculum Support where appropriate.

One Page Profiles, which include teaching strategies for a pupil and the additional or different provision of support in place for a pupil are reviewed at least once a year, during the summer term by the pupil and their academic tutor. This will include two targets related to the pupil's SEND. The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets).

It might also include details of support a student might be receiving or planned support from external agencies. The One Page Profile may be amended as and when circumstances change and at the request of the pupil, parent, teacher or Head of Curriculum Support.

### **The School's SEN Provision**

The School's SEN provision currently includes in-class High Quality Teaching which promotes inclusive teaching and supports mild learning difficulties. There is Additional Learning Support lessons (out of class – fees apply) which mainly offer maths, English and Study Skills support. Some pupils are further supported with reduced timetables which gives access to Supervised Private Study during which they can access Additional Learning Support (ALS).

### **Pupils with an Education Health Care Plan ('EHCP')**

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. However, parents are asked to consult with the Head of Curriculum Support before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, 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 School cooperates with the Local Authority to ensure that relevant annual reviews of the EHC Plans are carried out as required.

Further aspects relating to SEND provision:

### **Admissions**

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs. Places are offered to pupils who meet the Lord Wandsworth College Admissions Policy criteria based on information provided by parents at the time of application and provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. Therefore, Parents should inform the school regarding any issues impacting a child's progress which are being/have not yet been investigated through assessment. We aim to ensure that all of our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn. Offer letters to pupils with known SEND needs explain the limitations of the College's SEND provision. Parents accept places on this basis.

In view of the above, the college will sometimes need to review the specific need of students and the suitability of the setting, if a diagnosis of complex SEND develops after joining the school.

The School's Admissions Policy can be found on our School's website. It applies equally to all prospective pupils and details how the School supports applicants with SEN and/or a disability throughout the admissions process.

### **Withdrawal**

We reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School if, in our opinion after making all reasonable adjustments the School is unable to meet the child's needs. 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 parent contract.



Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

### **Entitlements to additional time and/or support in external assessments**

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.

Parents should speak with their child's tutor or Head of Curriculum Support with regard any application for additional support as soon as reasonably practicable. The Head of Curriculum Support will process applications for appropriate examination access in conjunction with the Head of Centre. Parents should understand that evidence is required of the pupil's 'normal way of working' within lessons and tests; scanned evidence of use of extra time and the impact of that extra time on the overall mark or laptop scanned onto school system for each subject extra time is required from teaching staff, as well as a completed exam access arrangement report or assessment report completed by a specialist with a relationship to the College. The school staff is ultimately the decision maker in allocating exam access arrangements, not consultants and not parents. This is based strictly on the pupil's normal way of working in the centre.

Pupils in 3rd Form and above who may qualify for access arrangements in exams are assessed by a specialist teacher (who holds an APC/HCPC certificate) at an additional cost to parents and access arrangements are applied for online to the exam board if appropriate.

Pupils in Lower Sixth, who require ongoing exam arrangements may have their Form 8 'rolled forward' for A level courses but ongoing evidence must be provided by the subject teacher of their normal way of working. New students to LWC may require a full or short assessment to provide exam access arrangements.

Readers/Scribes: LWC has introduced computer software (Texthelp Read and Write) approved for exams which meets the needs of students who may require support for reading and writing in exams. The onus is on the student to engage with the assistive technology available in being able to access exams and demonstrate their knowledge. Parents are required to encourage and help their children to use the technology available. Human readers and scribes are only provided in exceptional cases.

### **Bullying and behavioural issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through PSHEE the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with DSL as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are concerns relating to a child.

### **Three-year accessibility plan**

In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will;

- Increase the extent to which disabled pupils can participate in the School's curriculum;
- Improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

A copy of the School's Accessibility Plan is available on the LWC School Website.

### **Parental Responsibility**

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the Head of Curriculum Support with copies of any reports or specific (not generic) recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

Parents have the overall responsibility for taking decisions about the management of their child's learning difficulties. They play an important role in enabling their children to achieve their potential and need to be involved by:

- Providing the school with specialist and background information about their child's needs
- Supporting any assessments that need to be carried out in school or by external specialist assessors

- Attending meetings and/or taking part in phone communication following assessments to discuss recommendations and follow up meetings on progress at Parents Meetings
- Being aware of school and JCQ policies on access arrangements for exams
- Understanding that their child requires support at home as well as in school.

### **Concerns**

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's tutor or Head of Curriculum Support if their child's progress or behaviour gives cause for concern.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

### **Review**

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