



LORD
WANDSWORTH
COLLEGE

Special Educational Needs & Disabilities Policy

SEND Policy

Implemented By	Revision Date	Approved By	Approval Date	Reason
SLB/JJD	Mar 2012	SMT	March 2012	New version of policy
JJD	Feb 2013	SMT	Feb 2013	Minor updates to reasonable adjustments
SLB	Feb 2014	SMT	28.2.14	Edits after A&SC review
NJT	Sept 2015	SLT	28/11/15	Updated
NJT/SLB	Oct 2016	Governors	16/11/16	Updated
SLB	October 2017	Governors	6/12/17	Reviewed and updated
SLB	October 2018	Governors	26/11/18	Reviewed and updated
SLB	November 2019	Governors	4/12/19	Reviewed and updated
SLB	October 2020	Governors	3/12/20	Reviewed and updated
SJD/VAM	Nov 2021	Governors	1/12/21	Reviewed and updated
SJD/VAM	Nov 2022	Governors	30/11/22	Reviewed and updated
SLB/VAM	Sep 2023	Ed Comm	15/9/23	Reviewed and updated
SLB/VAM	Apr 2024	Governors	17/05/24	SEN Policy merged with Disability Policy and updated.
AW	May 2025	Governors	16/09/25	Reviewed and Updated

SEND Policy

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 academically selective. In order to be offered a place, a pupil must have fulfilled the requirements of the College's entrance assessment procedures, details of which can be found in the Admissions Policy.

We welcome application from pupils who will be able to benefit from an academic curriculum and the co-curricular opportunities offered within the context of the college community and who can flourish in its caring environment.

The governors and staff are firmly committed to the equal treatment of all pupils including those with special educational needs (SEN) and disabilities by:

- using its best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the College'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 admissions and education
- ensuring that pupils with SEN and disabilities engage as fully and as practicable in the activities of college alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and that they are kept up to date as to their child's progress and development.

In drawing up this policy, the College has had regard to the following: The Education (Independent School Standards) Regulations 2014 (as amended); ISI Inspection Framework, September 2023 (last updated September 2024); ISI Inspection Handbook, September 2023 (last updated September 2024); Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 (last updated September 2024); the Equality Act (2010); Children and Families Act (2014); Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019; Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024); The Equality Act and School, DfE non statutory advice (May 2014)

Whilst due recognition will be given to the specific needs or difficulties of any pupil, all pupils are expected to demonstrate self-control, tolerance of and respect for others. Adherence to the College's community beliefs and A²RH as presented in the Good Behaviour Policy, is a requirement of all pupils.

Definition of Special Educational Needs

As defined by the SEND Code of Practice (2015), a child or young person has Special Educational Needs/Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

SEND Policy

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

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 College's support for those children whose first language is not English is set out in the College's EAL Policy.

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 college policy and provision for pupils with SEN and disabilities.

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

The SLT member responsible for oversight of SEND is the Deputy Head (Academic).

The Senior Head SEND and Inclusion and Head of Curriculum Support work closely together and their responsibilities include:

SEND Policy

- determining the strategic development of the SEN and disability policy and provision in the College, 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 SEND and the College'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 College to support their child's SEN and disability.
- liaising with the College's medical staff, external professionals and agencies, as appropriate.
- ensuring that the College keeps records of all pupils with SEND up to date.

The College's Curriculum Support Department consists of the Head of Curriculum Support, a SEND administrator, a Lead SEND practitioner and visiting professionals: eight Additional Learning Support Consultants, a specialist ASD mentor, a Speech and Language Therapist and an Occupational Therapist. All consultants and therapists work on a freelance basis. 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 College can identify, assess and make provision to meet those needs. All teaching staff are expected to complete SEND training: 'Learning Beyond Labels.' and review this when required.

Identifying and supporting pupils with SEN and disabilities

The College's curriculum plan and schemes of work aim to take proper account of the needs of all pupils, including those with SEN and disabilities. The College aims to review pupil progress regularly 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 College 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 College 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 targeted support.

The College may request parents to obtain a formal assessment of their child (such as by an educational psychologist or specialist teacher, clinical psychologist or child paediatrician), the cost of which will be borne by the parents. Where parents wish to request a formal assessment outside of LWC, they must first consult with the Curriculum Support department. A reason for this is the need for the College to gather feedback from subject teachers to inform such an assessment. Another reason is to support parents in making appointments with reliable practitioners and, in the case of an assessment for a learning difficulty it is essential to engage an assessor with whom the school has an established working relationship. This is particularly important when the assessment is undertaken in Year 9 upwards so that the College can rely on the scores obtained in the assessment and use them

SEND Policy

for applications of exam arrangements, such as extra time. If there are significant emerging concerns, or identified SEN or disability, the College will do its best to put in place educational support with consideration of the advice from specialists which is deemed reasonable. However, the recommendations made in reports which are simply advice and not mandatory for the school to implement, particularly with regard to exam arrangements. Parents should be consulted and kept informed of any action taken to help their child, and of the outcome of this action.

All pupils at LWC with a diagnosis impacting on their education in some way have an Individual Support Plan (ISP) (sometimes called a One Page Profile). Parents will have sight of this document and are asked to support their child in contributing their views to it, if requested to. House parents and Tutors may also be invited to support a pupil in this process. The ISP details the child's diagnosis, strengths, struggles and the strategies they find helpful for learning. Teaching staff will aim to support learning using High Quality Teaching strategies and any additional strategies personal to the pupil. The ISP also lists current exam arrangements and reasonable adjustments, and any additional learning or pastoral support required.

Where special educational provision is required, support is accessed through the College's graduated approach to SEN support: assess – plan – do – review.

- **Assess:** The College will carry out an analysis of the child's needs so that support can be matched to need. Assessments such as CAT4, NGRT, NGST may be undertaken for standard scores. Internal subject assessments, outcome of examinations, AtoL and progress reports may be referred to in building a picture of need. The College may, in consultation with parents, recommend external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will be considered and will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEN support, Curriculum Support will agree in consultation with school staff, 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 the SEN support plan.
- **Do:** Teachers will work closely with 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 College and the parents. Teachers working in collaboration with Curriculum Support will revise the impact and quality of the support and interventions in light of the pupil's progress and development and Curriculum Support will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

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

Transition to LWC

Some pupils start at LWC with a diagnosis of a learning difficulty or medical condition and history of support. For these pupils, early liaison with Primary/Prep School SEND departments is organised and this means that pupils' needs are shared before transition to the College. A transition One Page Profile is prepared and shared with Houseparents, Heads

SEND Policy

of Year and the medical centre so that all staff are kept informed and can plan provisional support for new students.

Some pupils join LWC with a history of differences impacting on education but no formal diagnosis. It is equally important to inform Admissions about these instances so that staff can plan appropriate support for the child in the transition period. The outcomes of literacy tests, together with feedback from subject teachers over a minimum period of 6 weeks, may suggest a child has a learning difference which requires an external assessment. Parents will be informed if this is the case. Unless ADHD or Autism is suspected, it is recommended to delay any Educational Psychologist or Specialist Assessor assessment until 3rd Form so that qualifying results can be used for exam arrangements applications. This does not delay support being provided. Parents must choose an Educational Psychologist or Specialist Assessor with whom the college has a working relationship as this is a rule stipulated by the JCQ and the college can provide a list of such assessors. The cost of any assessment is borne by the parents. It is important to consult with the Head of Curriculum Support first so that gathering background information from teaching staff and Houseparents can be arranged.

The first six to twelve weeks of a new year, gives staff time to get to know a pupil in their new setting and assess individual needs. Any existing access arrangements or reasonable adjustments will be reviewed and parents and pupils notified of any changes. Most pupils who have been identified as having mild special educational needs will normally thrive with High Quality adaptive 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 their pupils' main challenges, exam access arrangements and classroom support strategies and can plan lessons which take account of these. In general, staff are encouraged to plan lessons which support challenges in language, working memory, processing and attention. The Special Educational Needs Register is maintained and updated regularly, and changes notified to relevant teaching staff. Most pupils with SEND have an Individual Support Plan. This is reviewed annually.

Some pupils 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. Through HQT. This support might involve a pupil transferring to a smaller subject set (Wave 2 intervention) or accessing additional group teaching (clinics). Some pupils may be identified to require individual teaching (Wave 3 intervention) to meet some of their specific needs. The cost of one-to-one teaching is borne by parents. These pupils, but not all, are likely to require an SEN support plan.

To support some pupils, it might be necessary to drop one (or more) subject(s) to provide timetabled access to one-to-one support in the Curriculum Support department. This is rare in 1st to 3rd Form. If a pupil has no timetabled access to Curriculum Support, they can sometimes access sessions at breaktimes or after school. However, sometimes day pupils/flexi boarders, without timetabled Supervised Private Study (SPS), may need to seek private tutors at home.

Reviews of all pupils with an SEN support plan are undertaken by the pupil's Form tutor in liaison with Curriculum Support. Reviews with parents and pupils on the SEND Register are held as required. Additional Learning Support consultants send out termly reports to parents.

Reasonable adjustments

The College is committed to treating all pupils fairly. In light of the College's obligations under the Equality Act 2010, the College 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 College does things); and
2. By providing auxiliary aids and services (ie. provision of additional support or assistance). Examples could include:
 - stools with backs in science and DT if needed;
 - loaning reading pens or e-pens (there is a small charge for this)
 - providing laptops in examinations
 - access to additional learning support (fees apply)
 - computer reader software or other assistive technology as required.

The College 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 College is not required to provide auxiliary aids for personal purposes unconnected to its provision of education and services.

College staff seek to understand the needs of 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 College will consider whether they are reasonable adjustments for the College 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 College'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 College will discuss the proposed adjustments with parents and, where appropriate, the pupil, Curriculum Support, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The College will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the College 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 College if appropriate to implement any measures or reinforce any strategies put in place.

SEND Policy

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the College provides, a disabled pupil is evidently still at a substantial disadvantage, the College 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 College could make, parents may write to or speak with their child's academic tutor, in the first instance. The tutor will gather teacher feedback and share this with either the Senior Head of SEND and Inclusion or the Head of Curriculum Support for review. 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 College 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. This may be recorded by way of an SEN Support Plan This is drawn up in consultation with the pupil's tutor, the Curriculum Support department, the pupil and their parents and kept on the College's information system. The SEN Support plan may include the following:

- information the pupil would like to share about themselves, e.g. strengths, struggles, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- relevant attainment data
- preferred classroom strategies
- the additional or different provision of support in place
- Involvement of any specialists or professionals
- Date the Individual Support Plan was drawn up and the date for review

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 and Houseparents monitor the progress of pupils in their year groups or houses and liaise with Curriculum Support where appropriate.

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). The SEN Support Plan be amended as and when circumstances change and at the request of the pupil, parent, teacher or Curriculum Support but we aim to review targets every three months

The College will measure the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers.

The College's SEN Provision

The College's SEN provision currently includes:

- Wave 1 - High Quality Teaching which promotes inclusive teaching for all pupils and supports mild learning difficulties in classrooms

SEND Policy

- Wave 2 - Targeted support. This may be additional support from the subject teacher during a lesson, booster groups for literacy, reduced timetables, small subject teaching groups, clinics for exam groups
- Wave 3 – One-to-one Additional Learning Support lessons for maths, English, Study Skills and Executive Function support delivered by qualified SpLD Specialist Teachers or teachers with experience of supporting pupils with SEND. Additional one-to-one lessons are charged to parents.

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

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

Where a prospective pupil has an EHC Plan, the College 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 College. 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 College 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 College 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 College does not unlawfully discriminate in any way regarding entry. The College welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support they require and cater for any additional needs and that our site can accommodate them. 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. 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.

Where a prospective pupil is disabled, the College 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 College, to ensure that the prospective pupil is not put at a

SEND Policy

substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are 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 College.

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

Parents should inform the college regarding any issues impacting a child's progress which are being/have not yet been investigated through assessment well in advance of a child's entry to the College. Offer letters to pupils with known SEND needs explain the scope of the College's SEND provision. Parents accept places on this basis.

A sub-committee comprising the Headmaster, Chief Operating Officer and Director of Admissions has reviewed the College's admissions literature, policy, examinations and procedures (including access to scholarships and bursaries) and has included a question on its Registration Form inviting details of any special needs, so as to enable the College to consider any adjustments it might need to make.

These adjustments may include:

- a list identifying pupils with specific needs (available on the College's information system).
- appropriate amendments in class, such as changed seating, or enlarged copies of notes.
- appropriate risk assessments for hazardous or off-site activities, including the possibility of staff or peer assistance in practical subjects.
- appropriate staff training.
- an understanding that some issues can cause behavioural issues. The college aims to work together with families to overcome or minimise these as far as possible.

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

Withdrawal

If in our opinion, the College 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 provision of the Plan, we reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the College. In these circumstances the College 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 College in accordance with the published guidance and requirements.

Parents should, in the first instance, speak with their child's academic tutor with regard to any application for access arrangements 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 in addition to a diagnostic report, evidence is required of the pupil's 'normal way of working' in lessons and tests at the College. For example, evidence of using extra time, of a need to use a laptop, or computer reader is required. Exam arrangements a pupil has had in a previous setting will be reviewed for new pupils. The college 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.

Exam Access Arrangements

Exam access arrangements (EAA) ensure no pupil is disadvantaged in exams due to a disability or learning difficulty, while also preventing unfair advantage. However, a learning difficulty or disability does not automatically mean a student will be granted EAA. EAA must represent a student's normal way of working (NWOW), and time is required to gather evidence of this. The evidence is provided by subject teachers and exam invigilators, and this means EAAs are considered on a subject-by-subject basis. If a pupil's normal way of working suggests exam arrangements might be required, an assessment will be needed.

The college is not able to rely on diagnostic assessments undertaken prior to 3rd Form (Year 9) and a fresh assessment is required to check eligibility. EAA granted in a previous setting, or at KS3 and below (including the use of a laptop) are therefore not automatically transferable to the college.

Following the EAA assessment, students will be notified as to which arrangements they may trial over a specific time frame in 4th Form and up to and including 5th Form mocks. During this time, evidence will be gathered regarding their use of arrangements and final decisions on exam arrangements will be made by the end of the autumn term. Decisions must be fair and are managed by the college as an examination centre in strict adherence to JCQ guidelines [LINK]. The guidelines make it clear that the college has the final say on access arrangements; parental input is welcomed but not part of the decision-making process.

Please note that students considered for a laptop in exams must first be able to show competency in typing and may be asked to complete an external touch-typing course. Although LWC's students make frequent use of laptops in lessons, this is not deemed normal way of working for exams. The college's exam laptop Policy in making our decisions.

Any arrangements granted for GCSE exams will automatically be reviewed for Sixth Form courses, but they are not guaranteed until new evidence is gathered that these arrangements are appropriate for the subjects students opt to study.

Readers/Scribes: LWC has computer software (Texthelp Read and Write) approved for exams which meets the needs of pupils who may require support for reading and writing in exams. Support will be provided to demonstrate how the software works, but the onus is on the pupil to practice using the assistive technology available in being able to access exams and demonstrate their knowledge. Parents are asked to encourage and help their children to use the technology available. Human readers and scribes are only provided in very 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 College'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 College recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The College's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The College 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 College 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 College'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 College's three-year Accessibility Plan sets out how the College will;

- increase the extent to which disabled pupils can participate in the curriculum;

SEND Policy

- Improve the physical environment of the College 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 College; and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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

Staff Training

All staff (including teaching and support staff) are given regular training on working with SEN and disabilities. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the College to the greatest extent possible.

The College trains its teachers to adapt teaching within the curriculum and to take into account pupils' learning difficulties. In particular, teaching staff are encouraged to consider common differences found in a typical classroom and these include language, working memory, processing and attention. The Senior Head of SEND and Inclusion has an important role in ensuring consistency of approach by all teachers in providing access to learning.

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 College. Parents must provide the Admissions 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 should understand that if their child has SEN, they may require support at home as well as in school.

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 LWC with specialist and background information about their child's needs
- Supporting any assessments that need to be carried out in college 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 college and JCQ policies on access arrangements for exams
- Understanding that their child requires support at home as well as in school.

Concerns

The College 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 academic

SEND Policy

tutor in the first instance. They will gather feedback from teachers and contact the Senior Head SEND and Inclusion or the 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 College's Complaints Procedure is on our website and sets out how parents can raise a formal complaint and how the College will handle it. We will also send parents a copy of the Complaints Procedure on request.

The College currently ensures awareness and observance of the policy through:

- Guidance in PHSEE, RS and other lessons.
- Termly H&S meetings.
- Staff INSET training when appropriate.
- Whole-College assemblies.
- SLT meetings, staff meetings and house meetings, when appropriate.
- Relevant College rules.

Review

The College will review this policy regularly to ensure the needs of those with SEN and/or disabilities are met.