

For this we stand:
to search for truth;
to live in love;
to grow together.



“Speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is Jesus Christ”

Ephesians 4

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

A statutory policy

Definitions:

‘Parent(s)’ includes guardian(s) or any person who has parental responsibility for the student or who has care of them.

‘Is to’, ‘are to’ and ‘must’ are obligatory. ‘Should’ is not obligatory but is good practice and is to be adhered to unless non-compliance can be justified.

GENERAL

1. This Policy will be delivered within the context of the Bishop Wordsworth’s School’s (the School’s) Ethos statements and its selective status.
2. **Legislation and guidance.** This Policy is written in accordance with:
 - a. Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015, updated September 2024).
 - b. Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:
 - The Special Educational Needs and Disability Regulations (SEND) 2014.
 - The Special Educational Needs (Personal Budgets) Regulations 2014.
 - The Order that sets out the transitional arrangements.
 - The Equality Act 2010, including The Public Sector Equality Duty (Section 149 of the Equality Act 2010).
 - c. The Department for Education legislation, Keeping Children Safe in Education and Working Together To Improve School Attendance.
 - d. The School Admissions Code.
 - e. The Academy Trust Governance Guidance.

DEFINITIONS

3. Special Educational Needs & Disabilities (SEND). Students have Special Educational Needs if they have a *learning difficulty* or *disability* which calls for special educational provision to be made for them. Students have a *learning difficulty* if they:
 - a. Have a significantly greater difficulty in learning than the majority of students of the same age; or
 - b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in school.

A student has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

4. **Special Educational Provision.** Special Educational Provision is support which is additional to or different from the support generally available to students of the same age (other than special schools). Provision is to be matched to the student's identified SEND and is determined by the Head and SENDCo.

5. **Education, Health and Care Plan (EHCP).** An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies.

POLICY PRINCIPLES

6. The School's Policy is based on the following principles:

a. **Entitlement.** The School will act to ensure as far as is reasonable that students with SEND share the same entitlement of educational opportunities as others so that they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training

b. **Access.** The School will aim to identify and assess any SEND as early as possible and take appropriate and reasonable action for support so that students with SEND can engage in the activities of the school alongside other students as far as is reasonable, practical and is compatible with:

- The student receiving the special educational provision called for by their SEND.
- The provision of efficient education for the students with whom he or she will be educated.
- The efficient use of resources.

c. High-quality teaching is the first step in responding to students who have SEND.

d. **Partnership.** In dealing with assessment and provision, the School is to listen to the parent and student voice and work, when applicable, with the Local Authority and other relevant agencies.

e. **Safeguarding.** The School recognises that students with SEND or disability may be at increased risk of safeguarding concerns. Consequently, these students are carefully monitored by the SENDCo in conjunction with the pastoral teams and Designated Safeguarding Lead.

f. **SENDCo.** A teacher is to be appointed as SEND and medical conditions coordinator. The School SENDCo is Mrs S Paden.

g. **Governor.** A link governor will be appointed to have oversight of the support to students with SEND. The link governor with oversight for SEND is Mrs J Phippard.

h. **Report.** A report on the provision of SEND is to be published annually (on the Website).

OBJECTIVES

7. To identify and monitor individual needs from the earliest possible stage so that appropriate provision can be made and the fullest reasonable access to learning can be achieved. This process is, where possible, to begin before the entry of students to the School.
8. To ensure that the grammar school curriculum reflects the principles of Quality First Teaching and removes barriers to learning for students with special educational needs.
9. To plan, through targeted interventions, as on the School's Special Educational Needs Register, to meet the needs of all students who have an individual learning need as identified by the Head and the SENDCo.
10. Where necessary to work with the Pastoral Teams to ensure that their targets on their reports are specific, measurable, achievable, realistic and time related.
11. To support students who have SEND by working in consultation with parents, the students and relevant outside agencies.
12. To ensure that all who are involved with students are aware of the procedures for identifying their needs, supporting and teaching them.
13. To support transition to further education or adult life by passing relevant information to the student's new school, college or other setting.
14. To make reasonable adjustments so that as much of the site as possible is readily accessible to those with a physical disability. All new buildings are to have access for the disabled as a design feature and, where buildings are inaccessible, the School is to endeavour to use flexible timetabling to ensure full access to the necessary areas of the curriculum. 'Reasonable adjustment' applies for those who would be at a substantial disadvantage in comparison to someone who is not disabled.

GOVERNORS ROLES AND RESPONSIBILITIES

15. The Governing Body is to monitor achievement of the Policy Principles and Objectives above and direct improvement as necessary.
16. The governors play an important role in ensuring that:
 - a. The Link Governor develops and monitors the Policy.
 - b. The School's SEND provision is funded and how equipment and personnel resources are deployed.
 - c. SEND provision is an integral part of the School Improvement Plan and the School's self-evaluation process.
 - d. The quality of the SEND provision is continually monitored.
17. Governor's roles and responsibilities for disabled students are specified in the Equality Policy.

ROLE OF SENDCO

18. The SENDCo is a qualified teacher working at the school who is appropriately qualified for the role. The SENDCo is responsible for overseeing the provision of special and additional educational needs throughout the school, and for coordination as required

with the Local Authority regarding the 'local Offer' (as a statement by the Local Authority of provision for those with SEN or disabilities)

19. The role and responsibilities of the SENDCo are:
- a. Along with the Head and link governor, the development and operation of this Policy and co-ordination of specific provision made to support individual students with SEND, including those who have a Personal Learning Profile (PLP)
 - b. Advising the Head and Bursar on the deployment of the budget and other resources to meet students' needs effectively.
 - c. Providing advice to staff, supporting and liaising with them and where necessary the completion of a PLP about specific students.
 - d. Working alongside staff to assist them in identifying, assessing and planning for students' needs and ensuring that students make progress.
 - e. Monitoring and identifying any staff who have specific training needs relating to SEND and incorporating this into the School's continuous professional development plans.
 - f. Managing any support staff who are employed to meet the needs of students with additional learning needs.
 - g. Overseeing and maintaining specific resources for SEND.
 - h. Liaising with outside agencies, especially the local authority.
 - i. Liaising with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned.
 - j. Ensuring all records of students with SEND are kept up to date and accurate.
 - k. Monitoring, evaluating and reporting on the provision for students with SEND to the Governing Body and developing a Website Report
 - l. Co-ordinating the assessment, implementation and review of examination access arrangements and reasonable adjustments in accordance with current Joint Council for Qualifications (JCQ) regulations and awarding body requirements.
 - m. Co-ordinating the range of support available to students with SEND Conditions.
 - n. In conjunction with the Pastoral Teams, liaising with parents of students with SEND.

SEND SUPPORT

20. The overarching strategy for students with SEND is to be based on a graduated approach of: Assess, Plan, Do, Review.

- a. 'Assess': the student's needs by qualified staff. This assessment may be triggered by notification from the parents, the student, or concerns from a teacher or a third party.

- b. 'Plan': support and intervention informing all teachers involved, informing the parents and in consultation with the student. In some cases parents should be involved in assisting the intervention.
- c. 'Do': the intervention by the subject teachers with the support of the SENDCo and other specialist outside agencies.
- d. 'Review': and evaluate the support after a specified period. The views of teachers, the student and parents are to be considered in the review, and all are to be informed of any adjustments to the support proposed. Adjustments may include external agencies, if they have not previously been involved.

21. **Broad Areas of Need.** Students' needs and requirements may fall within or across four broad areas. These are:

- o Communication and interaction.
- o Cognition and learning.
- o Social, emotional and mental health difficulties
- o Sensory and/or physical needs.

22. The needs of the vast majority of students will be met in the classroom. Teachers are to make every effort to ensure that students with SEND are fully involved in the life of the class. For some students, it will sometimes be necessary for them to spend a limited amount of time in small group work or being withdrawn from the classroom for specific, timed activities related to the identified needs. How this is delivered is to be decided by the SENDCo, Teaching Assistant or an outside agency and is to be made within the scope of the resources available and not to the detriment of the other students in the class or School. The skills, knowledge and understanding are to be transferred back into the mainstream classrooms. This is part of the coordinated arrangements which appear in the Special Educational Needs Register. The SENDCo and link Governor should oversee this provision to ensure it meets the objectives of this Policy.

ADMISSION ARRANGEMENTS

23. The Bishop Wordsworth's School Admissions Policy is applied to all admissions. The Admissions Policy is based on the agreed Wiltshire and national policy. All students are to be treated according to their needs in line with this Policy and the Equality Policy. Admissions will be conducted in accordance with the School Admissions Code, Equality Act 2010 and the School's Admissions Policy. If a child is transferring into the school with a EHCP or has been receiving extra support from Local Authority centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate Local Authority officer to provide for their needs.

24. The School is required by law to admit those students whose EHCP names the School and who also meet the entry requirements for admission to the School. The School will also make provision for ECHP students and those recognised as physically impaired. The nature of provision will depend upon the needs of the student.

25. **Transition.** Students with SEND who transfer from other schools are to be supported through their induction to the School by the SENDCo, the Head of Lower School and the new tutor. This may involve a specific programme for transition being drawn up for an individual student.

SPECIALIST FACILITIES AND RESOURCES

26. The School does not have any resourced provisions nor specialisms within the sphere of SEND. The SENDCo has specialist knowledge of supporting students with Specific Learning Difficulties and exam access arrangements.

LINKS WITH AND USE OF OUTSIDE AGENCIES/ PARENTS

27. Close links are to be maintained with the LA support services in order to ensure that the school makes appropriate provision for students with SEND Conditions. When it is necessary to contact outside agencies, the SENDCo should make the necessary arrangements and discuss with parents accordingly. These agencies normally include the Local Authority Education Team including the Educational Psychologist, Sensory Support Service, Education Welfare Team or the Young People's Support Service. Other agencies include the Speech and Language Therapists and other health professionals. Any or all of these agencies may contribute to the drafting of the PLP and/or construction or review of targets set for students in order to ensure attainment is raised.

28. In particular, the School has strong links with:

- a. Educational Psychology Service.
- b. Educational Welfare Service.
- c. School Nursing Service.

29. Partnership with Parents/Students. The School values parental support and is to consult them in the identification and assessment process. The plan for support is to be based on professional decisions and is to be communicated to parents. The School, parents and students each have different roles in the plan. The School is to assess and implement strategies for making the curriculum accessible, parents to support the School and students to commit to being active participants in keeping Learning Support appointments and endeavouring to transfer strategies suggested in Learning Support sessions across the curriculum.

30. Links with Other Schools. Liaison with primary schools can begin as early as the application to take the 11+ test, with data about a child's needs being gathered from the primary school, the parents and any outside agencies. This is to ensure that a child's needs are met for the 11+. To ensure a smooth transfer on entry, links are to be maintained through liaison and visits to the feeder schools of all students who have a known significant need. Students are to be invited to visit the School for induction visits in the term before they start school and, if found to be necessary, the School is then to liaise with other agencies.

ADMINISTRATION

31. Record Keeping. All records, reports, discussions, provision maps, advice sheets outcomes and other relevant data are to be retained by the School in accordance with the School's Data Protection policy. Such data is to be available to Ofsted at an inspection.

32. Publishing SEND Data. The SENDCo is responsible for producing data as required by the leadership team.

33. Complaints Procedure. If parents have a complaint concerning provision for their child they should discuss this with the relevant tutor. If the issue cannot be resolved, the complainant is to be referred to the Head of School (Lower, Middle or Sixth Form),

SENDCo and/or Head. If the matter is still unresolved, the parents may take action in accordance with the Complaints Policy.

CHANGES IN LEGISLATION

34. If, during the currency of this Policy, any statute or statutory instrument is enacted that adds to, modifies or is in conflict with any provisions of the Policy, then the Policy will be deemed to include any such statutory provision to the extent necessary to make the Policy compliant with that provision.

MONITORING AND EVALUATION

35. This Policy is to be evaluated against the objectives stated above by:

- a. An analysis of all teachers' planning by Subject Leaders/Heads of School/Head to ensure that a differentiated approach is taken and that the learning objectives in the PLP are identified and reflected in the planning.
- b. Involving students in discussing, constructing, reviewing and having their views recorded on the PLP.
- c. Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the PLP.
- d. Review meetings between Pastoral Team and the SENDCo.
- e. Periodic meetings of the SENDCo with the Link Governor.
- f. Any external evaluation or inspection.

36. The Governing Body, advised by Leadership Team, will review this Policy annually. The last 3 years' review history is:

5 th November 2024	Separated from Medical Conditions Policy
9 th June 2025	Minor updates
9 th June 2026	Moderate updates due to statutory changes and best practice recommendations