



## **Special Educational Needs and Disabilities (SEND) Whole School Policy (including Early Years)**

**THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE SCHOOL SAFEGUARDING POLICY  
AND KEEPING CHILDREN SAFE IN EDUCATION 2025  
THESE CAN BE FOUND ON THE SCHOOL WEBSITE HERE:**  
<https://www.stedmunds.org.uk/about-us/policies-inspection-reports/>

### **1. Context**

This policy is written in line with the requirements of:

- Keeping Children Safe in Education (2025)
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice, 0-25 years, 2015

This policy should be read in conjunction with the following school policies:

Accessibility Plan, Whole School Admissions, Equality, Very Able & Talented, Behaviour Management, Curriculum, Complaints, Pupils with Chronic Illnesses, Safeguarding & E Safety, Teaching of English as a Second Language.

This policy was developed with consultation of key stakeholders and staff working across the Pre-Prep, Junior and Senior Schools, the School's Leadership Team and Executive Group, parents/carers and representatives from the school's governing body and will be reviewed annually.

### **2. What are Special Educational Needs (SEND)?**

Children have special educational needs if they have a learning difficulty or disability which requires 'special educational provision' to be made for them. This definition includes children whose 'special needs' are diverse but may not be automatically apparent in the school setting. It does not include all

those who have active Learning Enhancement (LE) interventions. The SEND code of practice identifies 4 broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social Emotional and Mental Health
4. Sensory and Physical Needs.

Students may arrive at the school with a formal diagnosis which recognises that they have a SEN which may indicate support is required in one or more of these needs. A diagnosis may occur during their time at school, indicating that further support is required.

### **3. What is a learning difficulty?**

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children the same age or a disability which prevents or hinders them from using facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions. Children 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 are taught.

### **4. What is a disability?**

The Equality Act of 2010 defines disability as ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This may be a physical or mental impairment which has a substantial a long-term effect on a person’s ability to carry out normal day-to-day activities.

Some children have both special educational needs and disability. For the purposes of this policy, when categorised as disabled, a young person requires special educational provision and will be covered by the SEND definition above.

The Equality Act 2010 sets out the legal obligations that schools, early years providers and post-16 institutions have towards disabled children and young people. These obligations are laid out in the St. Edmund’s School Accessibility Policy and Plan.

For clarity, where a child or young person is covered by SEND legislation, reasonable adjustments and access arrangements will be made for them by the school

### **5. Who is responsible for SEND?**

Mr Edward O’Connor	Headteacher	head@stedmunds.org.uk
Mr Simon Gulliford	Senior School SENDCO	srg@stedmunds.org.uk
Ms Katherine Howard	Junior School SENDCO	kah@stedmunds.org.uk
Mrs Georgina Moxon	Pre-Prep SENDCO	ghm@stedmunds.org.uk
Mrs Maggie Carnegie	SEND Link Governor	mrc@stedmunds.org.uk

The governors will ensure that the necessary provision is made for any pupils who have special educational needs, commit to an inclusive education and remove barriers to learning.

The headteacher will be responsible for the management of all aspects of the school's special educational needs provision, keeping the governing body fully informed.

The SENDCOs will be responsible for the day-to-day operation of the SEND policy across the school. They liaise closely to ensure that all pupils with additional needs receive appropriate support, equality of opportunity and participation in the school community.

The SENDCO will:

- a) Ensure that, where the school has been informed by a parent, an LEA or another interested party that a student has special educational needs, these are made known to all who are likely to teach or have contact with them.
- b) Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs or disability.
- c) Provide advice and support to other staff in the school regarding SEND support.
- d) Ensure that appropriate provision maps and learning plans (or alternative plans) are in place.
- e) Ensure that relevant information about individual children with special educational needs or disability is collected, recorded and updated.
- f) Undertake any other appropriate duties in accordance with the Code of Practice on special educational needs and disability.

## **6. Where does our SEND policy begin?**

St Edmund's School is not a specialist independent school within the meaning of the Children and Families Act 2014 and is not registered with the Secretary of State under Section 41. Consequently, St Edmund's School does not publish a SEND Information report nor comply universally with the SEND Code of Practice whose scope is targeted at maintained schools. St Edmund's School is an independent HMC school.

ISI guidance in terms of the SEND Code of Practice indicates:

*As a general principle, many of the requirements of the SEND Code 2014 do not have direct application to independent schools, other than the requirement to provide suitably for pupils with statements/EHC plans. However, it is good practice for schools to (i) provide provision maps and learning plans or otherwise record the progress of, and support for, any pupils with significant learning difficulties or disabilities, and (ii) ensure that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs (Sept 2014 update).*

The school follows good practice, maintaining pupil profiles and provision mapping. We ensure that admissions, discipline and other whole school procedures take account of pupils' needs.

## **7. What are the schools' aims and objectives?**

At the heart of our educational philosophy is a sharing of the joy of learning which, along with our insistence on ambition, helps to make our pupils the very best they can be: creative, active, resilient and independent learners well equipped to shape their futures and those of others.

The school aims to identify and meet the needs of students with SEND early, and work in partnership with students, their parents and carers and where necessary, external agencies.

St Edmund's School accepts pupils with a range of learning difficulties but only within the context of a mainstream academic school. The school delivers a broad-based curriculum to GCSE, IGCSE, GCE and Cambridge Technical type qualifications which are examined variously in years 11, 12 and 13.

Every pupil has the right to have an appropriate, broad based and balanced education and sufficient support (both in times staffing and differentiated work) is provided by the school for them to achieve this aim.

LE at St Edmund's School aims to build on the child specific strengths and provide strategies for each child to develop on areas of weakness. This is achieved in a positive, encouraging and stimulating educational and social environment.

St Edmund's School's teaching staff are committed to the philosophy that they each have a shared responsibility for making the curriculum accessible to all pupils. The school adopts a systematic whole school approach to meeting the needs of a diverse range of pupils and employs specialist SEND teachers and Learning Support Assistants (LSAs) to deliver learning enhancement support to students. These specialists also work with classroom teachers to ensure that all students can access the curriculum within the classroom.

Teachers in the school are aware of the importance of identifying and providing for pupils who need a differentiated approach within their classroom. The focus is on *Quality First Teaching* whereby a wide range of teaching approaches and skills are utilised, recognising all learners regardless of age or disability require differentiated approaches and techniques to access the curriculum successfully. This is irrespective of whether or not a child has a learning challenge, difference, disability or a special educational need. Quality First Teaching aims to provide consistent delivery across subjects, ensuring student needs are met through adjustments that benefit all learners.

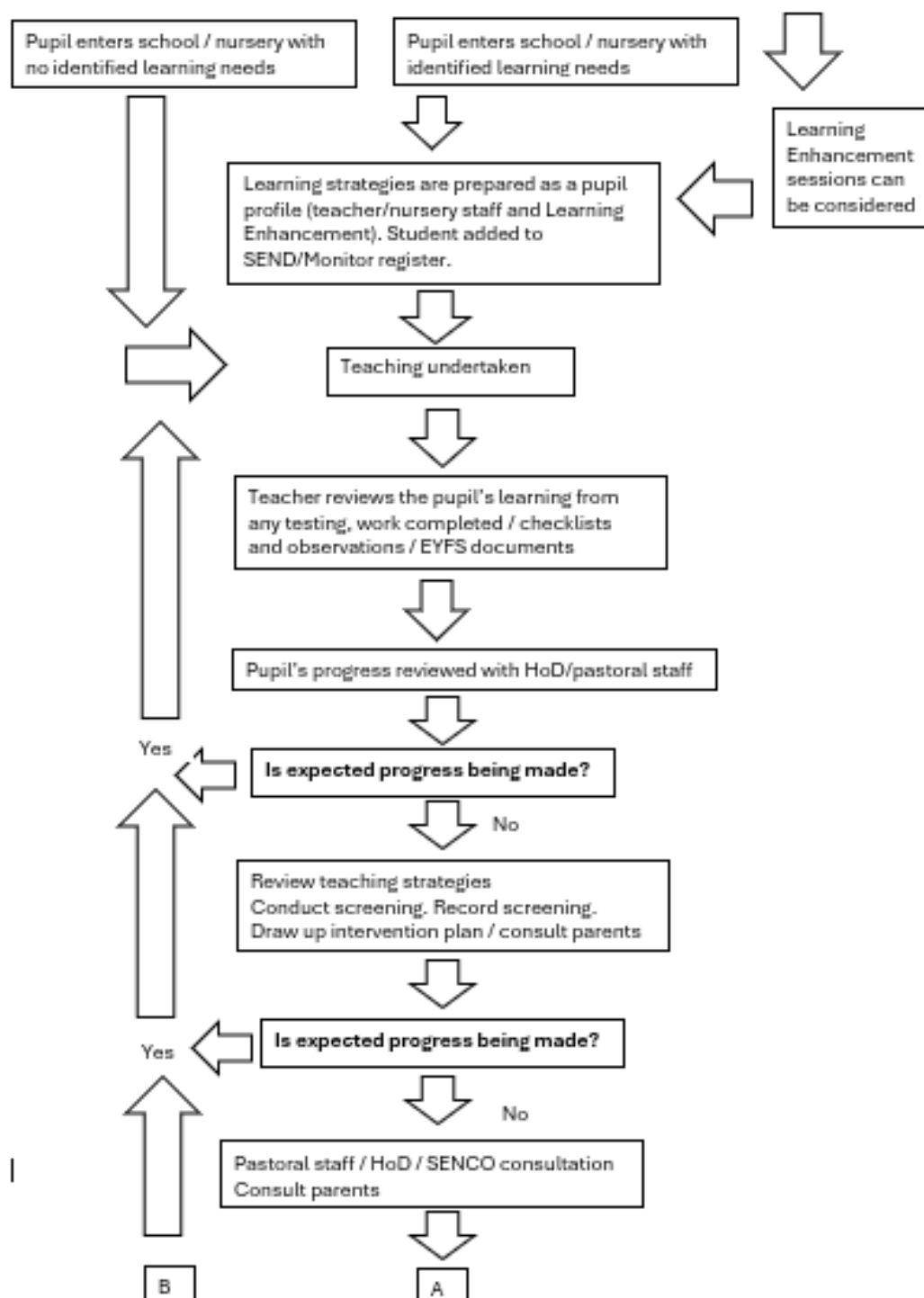
#### **8. What is the graduated response? How are SEND needs identified?**

All children, regardless of age, develop at a different pace. The LE Department operates a referral and SENDCO consultation system so that teachers who have concerns regarding the progress of individual students may refer that child for specialist advice and assessment.

Often pupils who are not making expected progress receive interventions in the form of academic clinics and support sessions with their classroom teachers. LE support is frequently light touch, with pupils benefitting from intermittent sessions rather than ongoing intervention.

LE interventions are needs led and are not chargeable lessons in the same way as one might for peripatetic music or for private tuition. The nature and duration of LE support is determined by the SENDCO and is dependent on the level of need and staff capacity within the department.

The flow chart overleaf seeks to explore this aspect.



## 9. Professionally Qualified Assessors and the Assessment of Pupils with Learning Difficulties.

The Junior and SENDCO and Deputy SENDCO and the Senior School Deputy Head have completed postgraduate courses at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. They therefore hold the specialist qualifications required by the JCQ exam boards to demonstrate professional level of competence and training which allows them to undertake assessments for exam concessions.

The school has links with visiting education psychologists who conduct assessments for diagnostic purposes necessary for examination arrangements and for the purposes of advising the school. These assessments are undertaken on a private basis, with parents commissioning and funding them on the advice of the SENDCOs.

#### **10. Special Educational Needs and Disability Register (SEND Register)**

All pupils with learning differences or with a disability that requires additional educational provision are listed on the schools' computer network which is available to all staff. The SEND register is held within ISAMS for all age groups.

Whilst the school has regard to the Code of Practice 2014, it uses stages of need which relate to the level of provision given to pupils identified as having a learning difference.

The level of need and a brief description of the principal need are entered on the SEND register together with any reasonable adjustments / access arrangements required in the classroom and examination room.

Level	Description
Wave 1 (or those who have examination access arrangements)	These pupils are supported in the classroom by teaching and support staff through graduated and differentiated approach with quality first teaching. Strategies will be prepared to support teachers. <i>(It would not necessarily be appropriate in the very early stages of monitoring, perhaps in the nursery for example, but would be appropriate from Year 3 onwards.)</i>
Wave 2	These are pupils who receive LE lessons to underpin their access in the classroom.
Wave 3 – all EHCP pupils	Pupils who have an education, health and care plan (EHCP) and receive specialist support to achieve the objectives set out in the Education, Health and Care Plan. Pupils who require ongoing specialist support in order to access the curriculum. A detailed pupil passport advises teachers on appropriate strategies to support individual students.

### **11. What are Provision maps and pupil passports?**

Pupils listed on the SEND register have Provision Maps and Pupil Passports. Pupil Passports are stored within the individual pupil record on ISAMS. Provision maps are stored centrally and made available to teachers / pastoral staff.

All pupil passports identify learning needs and detail strategies to teach individual students.

### **12. How are pupils' needs monitored?**

The primary responsibility for ensuring that pupil needs are being met is with the classroom teacher / nursery staff in conjunction with the pastoral leader, HoD or Head of Nursery as per the flow chart. The teacher or pastoral leader/HoD can seek advice and support from the SENCO as appropriate.

Typically, the following would be used for monitoring purposes:

- a) Baseline cognitive data: INCAS, MidYis, YELLIS, ALIS
- b) Performance data: Accelerated Reader, Group Reading tests (Junior School), Internal tests or examinations. EYFS progress documents.
- c) Observations of behaviour: classroom / play / social interaction / engagement and focus.

Recording key information and progress is essential and forms a central part of the responsibilities of all teaching professionals. Early inspection and actions are essential at all stages in a pupil's life journey.

- d) Attendance by SENCo or learning support staff at HoD meetings, Core subject department meetings, pastoral meetings, and regular liaison with EAL and medical centre staff.

### **13. My child has an EHCP. Will their annual review take place?**

Annual reviews of the EHCPs are conducted within the guidelines of the Send Code of Practice.

*Section 6.56. Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every 12 months. Schools must cooperate with the local authority in review process, and as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.*

The head teacher(s) delegate(s) to the SENDCO all the specified duties and functions relating to the annual reviews.

Prior to these reviews, teachers and any other adults working with the people may be asked to comment on progress made over the year and consider targets for the coming year. They may be asked to attend the review meeting. Parents and students contribute through the pupil voice section and support in writing and reviewing targets when necessary.

### **14. How does LE work with other departments and policies?**

The LE departments liaise closely with all staff to ensure equal opportunities for pupil enrichment regardless of learning needs.

#### **How are parents consulted?**

The LE departments work closely in partnership with parents with regard to the needs of their children.

Parents are given contact details of the departments when visiting the schools prior to entry, and are actively encouraged to make contact if any queries or concerns arise.

The LE team, in consultation with senior staff and tutors, regularly contact parents via email and phone to discuss teaching and learning and other issues relating to their children.

Letters or emails are sent from the department to inform and/or gain permission for any planned assessment whether that be for exam access arrangements or by way of an initial or updated diagnostic need. Parents are informed of changed to exam arrangements or adjustments related to assistive technologies to support learning.

Academic Review Cards are sent out by the school together with a full written report, including an intervention report written by their LE teacher.

Parents are encouraged to make separate appointments to meet and discuss progress, concerns, subject choices (including languages), GCSE choices or suitable post 16 provision.

### **15. Does LE work with external agencies?**

The school has access to the following local services. This may be through direct commissioning by the school, private arrangements by families, through appropriate referral pathways where pupils have Education, Health and Care Plans (EHCPs) or when the specific eligibility criteria for statutory services are met.

#### **Health and Therapy:**

- Access to Speech and Language Therapy Services through service level agreements
- Occupational Therapy Services for pupils requiring direct therapy or consultative advice
- Physiotherapy Services where clinically indicated
- Access to Early Help services where families meet eligibility criteria

#### **Educational Support:**

- Educational Psychology services through commissioned providers
- Specialist teaching services through independent contractors
- Communication and Assistive Technology support through external specialists

**Partnership Working:** The school maintains established links with a network of independent Educational Psychologists, Occupational Therapists, Speech and Language Therapists, and other health and education professionals who can offer a comprehensive range of additional support services on a fee-paying basis.

#### **Family Support:**

- Signposting to appropriate voluntary sector organisations
- Links with Kent's SEND Information Hub (Local Offer) for families
- Access to Kent PACT (Parent and Carer Together) forums for family voice and collaboration.

### **16. Provision for pupils with SEND**

#### **17.1 Nursery to Year 2.**

Pupils in these year groups are very young, and many of the observed differences in learners may well be developmental. Consequently, children in these ages and less a clear early diagnosis has been established, would normally only be on Wave 1 monitoring approach to their needs, with a nursery or classroom teacher meeting these needs.



All pupils in Reception to Year 2 have classroom assistants who support the work of the teacher.

### **17.2 Year 3 to 8**

A number of pupils access additional one to one or group lessons, which are flexibly timetabled. Some pupils in younger year groups are able to benefit from additional in class support from a LSA.

### **17.3 Years 9 to 13.**

Students working at below a predicted grade 4 at GCSE Maths and/or English are offered timetabled LE support in place often option choice or GCSE subject. Lessons are usually provided for one hour per week.

For pupils for whom it is appropriate to follow a full course of GCSE subjects, light touch lessons may be provided outside the timetable. Decisions are made in consultation with parents and pupils prior to the start of the school year.

Sixth form support is usually via light touch one to one lessons which are arranged to suit the needs of the individual student.

### **17.4 Individualised programmes.**

Individual programmes of study for pupils receiving additional LE are planned with pupils in consultation with parents. Targets for each student link to their in-school learning, and programmes are reviewed at least twice a year. They might include:

- a. Phonics and spelling work.
- b. Reading skills.
- c. Development of higher-level literacy skills.
- d. Revision strategies.
- e. Examination techniques.
- f. Additional math support.
- g. Additional English support.
- h. Over learning subject topics.
- i. Advanced study skills.
- j. Support with organisation of self and work.
- k. Development of appropriate working practices.
- l. Essay planning and writing.
- m. Note taking techniques such as mind mapping.
- n. Determination and practice of examination concessions.
- o. Updating assessments.

### **17.5 In class support.**

- a. Some support, as covered above, is available on a shared basis in the younger groups within the Junior and Pre-Prep School.
- b. Pupils are generally placed in a group with children of similar abilities for core subjects.
- c. A maintained Pupil Passport details learning strategies to be used for each child.
- d. Pupils with more significant learning difficulties are generally placed into supportive teaching groups.
- e. Differentiation is the guiding principle for teaching staff at St Edmund's School.
- f. Pupils are encouraged to use a laptop or tablet computer or other assistive technology in class if this supports their learning. All staff support the use of this technology as a reasonable adjustment.
- g. LE staff are available to advise teachers and observe in lessons should this be required.

## **17.6 Access to the curriculum.**

St Edmund's School does not follow the national curriculum but ensures it provides a broad, measurable education tailored to the individual needs of each child.

At the Pre-Prep and Junior Schools, each child follows a core curriculum which is wide-ranging, balanced and flexible. Differentiation is implicit in classrooms and facilitates access for all learners.

At the Senior School, Year 9 pupils are offered a core curriculum of English, Maths, Science, and languages, along with humanities and creative subjects. Pupils also choose optional subjects such as additional languages, music, drama.

During years 10 and 11, pupils follow a core GCSE curriculum in Maths, English and Science. Additional GCSE choices are made in consultation with parents, pupils and teachers to achieve a broad and balanced curriculum that enables pupils to maximise their learning potential. LE staff are involved in discussions to advise on the most appropriate choices according to the needs and interests of pupils.

Progress is benchmarked at key points throughout the young person's learning journey by way of EYFS progress recording, INCAS, MIDYIS, YELLIS and ALIS testing. These are used to inform our value-added measures and to ensure that pupils are making the progress anticipated and expected for them.

Assistive technology use is encouraged and supported throughout the school as a reasonable adjustment for many students. For some pupils, this provides quality of access to the curriculum without the need for further differentiation.

## **17. Liaison with teachers.**

### **18.1 Consultation with other Departments, House staff, Year Heads and Tutors.**

The SENDCOs and LE team are responsible for liaising closely with each other, nursery staff, class teachers, house staff and tutors regarding pupils. This is addressed through discussion, weekly meetings and written communication to ensure learning is differentiated according to the needs of the pupil.

Liaison with academic departments helps the LE staff to develop their knowledge of the expectations and content of subject material in all academic subjects, in order to support individual pupils as effectively as possible.

### **18.2 Staff training and INSET.**

An outline of the organisation of LE department, pupils' needs and how to access information is provided to staff at the beginning of each new school year. This information is available on a secure shared network drive.

The Senior School SENDCO meets all teachers new to the Senior School as part of the induction programme (arranged by the Deputy Head) to introduce them to the procedures at St Edmund's School. The Pre-Prep and Junior School SENDCOs also meet with new staff.

INSET is provided as required to other staff who work with pupils such as matrons, nurses, visiting instructors etc. All student teachers and NQTs are asked to timetable sessions in the LE department, to work with pupils and to liaise with the LE team.

Professional development of the LE team is considered vital. Members of the department are encouraged and supported to attend specialist training, such as that offered through PATOSS (Professional association of teachers of SPLD), Communicate Ed or the British Dyslexia Association, BDA

The LE team may request specific training at any time. This training may be conducted in school as part of INSET or externally via budgeted requests to the Deputy Head responsible for CPD.

It is considered important that all LE teachers are either qualified or working towards gaining additional qualifications to become specialist teachers. The LE department works closely with subject teachers, some of whom will deliver support sessions to pupils with additional needs. The school has supported members of the LE departments to develop a wide range of specialisms.

## **18. Adjustments for candidates with disabilities and learning difficulties**

### **19.1 Access Arrangements and Reasonable Adjustments**

The Statement set out by the Joint Council of Qualifications, JCQ in their handbook and copied below details the responsibilities of the Senior School SENDCO in relation to students who may require exam access arrangements:

The SENDCO, fully supported by teaching staff and members of the Senior Leadership Team (SLT), must lead on the exam access arrangements process within his/ her centre.

Teaching staff and members of the SLT must support the SENDCO in determining and implementing appropriate access arrangements.

Public examination boards which consist of JCQ, CAIE and Pearson Edexcel publish guidelines which are used by the SENDCO in order to determine which exam access arrangements are appropriate for individual students.

### **19.2 School Examinations**

The SENDCO works with teaching staff, support staff and the exams office to ensure access arrangements are put in place. Pupils are provided with concessions from the point at which internal examinations are in place for their year group. This includes all formal examinations in class tests/exams, modular tests and mock examinations.

At the Pre Prep and Junior School, staff in LE ensure rooms with necessary staffing and technologies are available and booked and work with those students who need this support.

At the Senior School, the SENDCO liaises with the exams office for internal and external examinations. Often a temporary ICT facility is used for word processors and outside invigilators. Readers and scribes may be arranged where necessary.

### **19.4 Entry level, GCSE AS and A2 Examinations.**

Provision of computer use and some types of support such as rest breaks or prompts have been delegated to schools. Centres are required to report to the JCQ exam boards by the publish date where concessions have been granted. The school must hold evidence of need (a relevant diagnostic report confirming learning disability produced by an educational psychologist or appropriately qualified teacher no earlier than year 9).

All other concessions require individual application to the examples by the published dates prior to the examination series. The SENDCO and the LE department produces full details of concessions required, including ensuring the timely preparation of the necessary documentation for application to the examination boards.

Centre approved specialist teacher assessment reports or educational psychology reports are undertaken well in advance to form the evidence of need required for approval. A completed, appropriately signed JCQ Ald Form 8 is always prepared for all access arrangement applications sent to the exam boards. To comply with the Joint Council for Qualifications requirements and guidelines, copies of all specialist teacher reports, educational psychologist reports, Form 8s and further supporting evidence is held by the SENDCO.

### **19. Evaluating success.**

Criteria for evaluating the success of the school SEND policy will include:

- a) Pupils making progress and achieving their grade predictions.
- b) Identifying needs and making suitable provision for exam access arrangements and additional teaching.
- c) Pupils following a curriculum and co-curricular programme which meets their needs.
- d) The successful inclusion of pupils with a range of needs.
- e) Attendance and wellbeing indicators.

### **20. Queries and complaints.**

The school values working in partnership with parents and welcomes their input, comments and questions which concern their child's provision and progress to ensure that we make the best possible provision for their child.

If any complaints do arise, we would refer parents to the school's complaints procedure.

### **21. Statutory References:**

#### **SEND Code of Practice (2015)**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

#### **Children and Families Act 2014**

[https://assets.publishing.service.gov.uk/media/5a7dc4b0e5274a5eb14e7114/Young\\_Person\\_s\\_Guide\\_to\\_the\\_Children\\_and\\_Families\\_Act.pdf](https://assets.publishing.service.gov.uk/media/5a7dc4b0e5274a5eb14e7114/Young_Person_s_Guide_to_the_Children_and_Families_Act.pdf)

#### **Equality Act 2010**

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

#### **Data Protection Act 2018 / UK GDPR**

<https://www.gov.uk/data-protection>

#### **Keeping Children Safe in Education (2025)**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## Appendix 1.

### Introduction to the school personnel.

<b>Headteacher</b>	Edward O'Connor
<b>School Address</b>	St Edmund's School Canterbury, St Thomas Hill Canterbury, CT2 8HU
<b>Telephone</b>	01227 275600
<b>Head of Junior School</b>	Ross Comfort
<b>Head of Pre-Prep and Nursery</b>	Kathleen Howard
<b>Senior School SENDCO</b>	Simon Gulliford
<b>Junior School SENDCO</b>	Katherine Howard
<b>Pre-Prep SENDCO</b>	Georgina Moxon
<b>Specialist staff</b> Penelope Johnson	<b>Junior and Pre-Prep</b>
<b>Senior</b> Katherine Howard (Specialist Assessor) Lynda Nichols (Assistant SENCo) Liz Wright (Administrator) Christopher LeHane Andrea El Hagg Max Barton Helen Ennos	
<b>Educational Psychologist</b>	Various used and recommended

SRG/EOC September 2025

Approved by the Governing Body in September 2025 4

Signed: Governor Responsible for SEND:..... Date:.....

Signed: Chairman of Governors:..... Date:.....

Review due: September 2026 5