



Special Educational Needs Disability Policy

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Reviewed by: SLT

Review Period: 12 months

Staff Responsibility: Head of Learning Support

Special Educational Needs Policy

A child / young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him / her. A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others in the same age; or,
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream educational settings.

The school will not discriminate against a pupil because of disability and will make reasonable adjustments to admissions arrangements, curriculum access, assessment and examination arrangements, and participation in wider school life. These duties are supported by the school's Accessibility Plan and Equality Objectives

The term SEND is used in the Code of Practice across the 0 – 25 age range. There are four broad areas of need:

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

It is important to remember that individual children and young people may have needs which cut across the broad areas.

Windermere School's Special Educational Needs Disability Policy applies to all pupils in the school, from Early Years Foundation Stage (EYFS) through to Sixth Form, including those who have Education Health Care Plans (EHCPs). This policy is informed by the SEND Code of Practice 2015 (0–25 years, updated 2024), the Children and Families Act 2014, the Equality Act 2010, the Independent School Standards Regulations 2014, and the statutory safeguarding guidance Keeping Children Safe in Education 2025. The school applies these duties in a manner appropriate to an independent school, ensuring that pupils with SEND receive appropriate provision, reasonable adjustments, and safeguarding support.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) and to the duties under the Equality Act 2010 (<https://www.gov.uk/guidance/equality-act-2010-guidance>).

Windermere School invites its pupils to make the most of the opportunities offered and to flourish in the challenging but caring environment of the school. Treating every learner as an individual is important to us and we welcome applications from individuals with SEND.

The school recognises that pupils with SEND may be more vulnerable to safeguarding risks, including bullying, exploitation, mental-health needs, and communication barriers. All staff receive safeguarding training that includes specific consideration of SEND vulnerabilities, and the Head of Learning Support works closely with the Designated Safeguarding Lead to ensure appropriate protection and early intervention.

The aim of the Learning Support Department is to ensure that the opportunity for independent learning extends to all pupils - regardless of learning difficulty, disability, or other specific need. All teaching and support staff throughout the school work with SEND pupils, and all staff have a responsibility to identify pupils with a potential SEND. For most SEND pupils, their needs will be addressed through quality first teaching. The Learning Support Department is an integral part of ensuring that equality of access to the curriculum, learning, and extra-curricular activities, is provided for all pupils within the school. Experienced staff work alongside class teachers, subject specialists, external agencies, and parents to enable pupils to achieve their potential. Whilst the overall aims of the Learning Support Departments are the same throughout the school, there are differences as individuals progress up the key stages due to changes in the needs of the pupils and in the curriculum framework they are being supported within.

The proprietor or governing body has oversight of SEND provision, reviews this policy annually, monitors compliance with statutory duties, and ensures appropriate staffing, training, and resources. The Head of Learning Support provides regular reports to school leadership and governors.

AIMS

To provide access to a broad and balanced curriculum, but also to offer small group support, or individual help, where pupils have been identified as having SEND.

To develop an ethos of care, empathy and understanding. This is essential when dealing with individuals with SEND, who may have low self-esteem.

For all pupils to experience success, and achievement, and to reach their full potential.

OBJECTIVES

- To identify pupils with SEND. This covers the four broad areas of need: Cognition and Learning, Social Emotional and Mental Health Difficulties (SEMH), Sensory and/or Physical, Communication and Interaction.
- To ensure that pupils with SEND join in with all the activities of the school.
- To ensure that all pupils make the best possible progress.
- To ensure that parents are informed of their child's SEND and provision and that there is effective communication between parents and school.
- To ensure that pupils express their views and are fully involved in decisions, which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Admissions Procedures

Admissions procedures for a pupil with SEND entering the school are designed to ensure that individual pupil's specific needs are met. Completion of the registration form, including details of any special education need or disability the pupil has, and the subsequent discussion with parents is an important part of this process. The number and length of pre-admission visits varies according to the pupil's age, developmental maturity and specific difficulties. Records and reports from any previous school are used to inform admission planning and the Head of Learning Support is informed of any concerns, so that appropriate assessment can be carried out and/or existing assessment reports can be examined.

Where pupils are identified as needing support to access the curriculum and participate fully in the day-to-day life of the school, a transition plan will be agreed prior to entry suggesting the types of adjustments which can be made to support the individual and suggestions of additional support which can be offered to further develop areas of challenge. Pupils taking the School's Entrance Assessment may have appropriate support (extra time, reader, or scribe) provided to ensure that their SEND is not a barrier to them being able to demonstrate the assessment objectives. **It is the duty of parents to disclose fully the current needs of their child at the point of application. Windermere School reserves the right to decline the admission of a potential pupil if it feels it would be unable to meet the level of need required. Windermere School reserves the right to offer a trial period before offering a place, including certain conditions if it is in the best interest of the applicant.**

Identification, Monitoring and Screening

We believe early awareness of pupil's learning differences and difficulties is vital. In EYFS there will be monitoring and reviewing throughout, in line with the Statutory Framework. Pupils' progress is monitored throughout the school and concerns should be passed onto the Learning Support Department. In the Junior School (for pupils aged 3-11 years old) the class teacher completes a Learning Support Record of Concern form; a copy can be found on Teams. This is passed on to the Learning Support Lead and Head of the Junior School. At Senior School (11-18 years of age) a Learning Support Referral Form should be completed. A hard copy can be found in the files section of the SEND Team. This should be given to the Head of Learning Support.

Screening for handwriting, spelling, reading comprehension and mathematics takes place during the Autumn term for all Year 7 pupils using the Detailed Assessment of Handwriting (DASH), Wechsler Individual Attainment Test 3rd Edition (WIAT-III-UK), *Access Reading Test (ART) and the Maths Assessment for Teaching and Learning (MALT)*. Handwriting screening is an ongoing process at The Junior School and concerns are raised to the Learning Support Lead. In addition to this screening assessment, all pupils complete the *Cognitive Abilities Test 4 (CAT4)*. *Should a concern be identified, the Head of Learning Support will liaise with the Head of Lower School, parents, subject teachers to gather further evidence and decide on a suitable course of action. This could be further GL Assessment such as the Dyslexia Screener, or other standardised assessment such as the WIAT-III-UK, TOMAL2 (Test of Memory and Learning 2), CTOPP2, or an intervention programme.*

All pupils from Year 1 upwards in the Junior School complete GL assessments during the Summer Term. All pupils in Year 2 – 4 and any new starters in Year 5 and 6 complete the Cognitive Abilities Test 4 in the Autumn term. All pupils in Years 3 – 6 complete the National Group Spelling Test (NGST) and National Group Reading Test (NGRT). Should a concern be identified at the Junior School the Learning Support Lead will liaise with the class teacher, parents, the Head of Tracking, Reporting and Assessment to gather further evidence and

decide on an appropriate course of action. The Learning Support Lead, Junior School liaises with Form Teachers, parents, the Head of Learning Support and the Head of Junior School.

The Learning Support Lead, Junior School reports to the Head of Junior School in conjunction with the Head of Learning Support.

Assessment

Requests for assessments may result from information gathered as part of the admission procedures; be made by members of staff, parents, pupils themselves; or as a result from the findings of routine whole cohort assessments, such as CAT4, NRG, NGST. The assessment process may take the form of a discussion with the pupil's teachers and a period of monitoring or a more formal assessment. Formal assessment by either the Head of Learning Support, or an external specialist teacher e.g. South Cumbria Dyslexia Association or an Educational Psychologist can be arranged. Assessments by NHS professionals, such as CAMHS, Community Paediatrics, Occupational Therapists may be sought and the procedures for requesting these assessments set out by the agencies will be followed. Parents may prefer to seek a private assessment due to waiting times. The Learning Support Department will assist with the gathering of information for these. The results of internal assessments will be feedback to parents orally and from external assessments a report will be written. Advice and information from the assessment will be shared with teachers, following discussion with parents.

Graduated Approach

The school follows the graduated approach of Assess – Plan – Do – Review as outlined in the SEND Code of Practice. This cyclical process ensures that provision is informed by robust assessment, planned collaboratively with parents and pupils, implemented by teaching staff with specialist support where required, and reviewed regularly to evaluate impact and next steps.

Appropriate adaptation

Many pupils who experience some level of SEND can have their needs accommodated by normal differentiated classroom provision, with the Learning Support Department providing guidance to teaching staff as required. There is extensive information available, with strategies in the SEND Microsoft Team/ SEND folder on the shared drive. Strategies will be included or sign posted on a pupil's passport (one-page profile).

Monitoring

Pupils who are coping well in school but have a known SEND, or about whom there is a low level of concern, will be placed on the SEND Register under code M for monitoring and on SIMs. The Learning Support Department informs teachers about the pupil's strengths and difficulties, suggests strategies to overcome these in class and monitors progress from a distance.

Additional Support

Pupils who require additional support, beyond the quality first teaching provided by class and subject teachers will be offered additional Learning Support. The level of support should be sufficient that the pupil can feel secure and able to access the curriculum confident of achieving success, but development of independent learning skills is still encouraged. Each pupil has an individual learning plan, containing targets for the pupil's progress each term.

Small group tuition

Small group tuition allows pupils' difficulties to be addressed in a secure environment. Strengths can be identified and learning styles which suit the individual encouraged. As learners progress through school the focus changes from remediating specific difficulties to developing strategies for success at GCSE and IBDP/ IBCP.

1:1 tuition

1:1 tuition may be suggested for pupils whose current difficulties are best addressed on an individual basis. This is most often used for our youngest and oldest pupils, and for those with Sensory needs, social and emotional needs, medical needs.

In class support

Learning Support Assistants may work alongside pupils in class, enabling them to achieve at their own level within the classroom environment.

Support from external agencies

If a pupil receiving extra intervention is still not making sufficient progress advice or assessment may be sought from an external agency. Parental involvement in this process is important, and the right of parents to be fully informed about concerns relating to their child is paramount. Co-ordination of the response to concerns and communication with parents is the responsibility of the Learning Support Lead (Junior School) and the Head of Learning Support (Senior School).

Education, Health and Care Needs Assessment (EHCNA)

If there is sufficient cause for concern and evidence of intervention, which has not succeeded, a request may be made to the Local Authority SEND team for an Education, Health and Care Needs Assessment (EHCNA). The EHCNA is a process in which a range of professionals will be asked to fully assess a pupil's needs and decide what level of extra support is needed and this could lead to an Education Health Care Plan (EHCP). Gathering of information in school, and involvement of parents is essential to a successful outcome of the process.

Individual Learning Plans and Reviews

Pupils receiving formal Learning Support will have a Pupil Passport and if deemed appropriate an Individual Learning Plan (ILP) containing targets for the pupil's progress. ILPs (Individual Learning Plan) are reviewed twice a year, and the level of progress made, and new targets are set shared with parents. This information acts as the progress report for pupils receiving Learning Support lessons.

Pupils with EHCPs will have an Individual Learning Plan (ILP). They will also have the statutory annual review as set out by the Code of Practice.

Reviews take place twice a year, in January and June at the Senior School and *December and June at the Junior School*. Parents are invited into School to discuss their child's progress, any concerns, and targets. Members of the Learning Support Department are always present at Parent Evenings.

EYFS SEND pupils have a Cumbria County Council 'Early Years SEND Support Plan' as their IAP and these are usually reviewed with parents and staff every 8-10 weeks.

Sharing information with teachers

All pupils who have a special education need will appear on the Learning Support Register (SEND Register). They will be identified by the following codes:

M Monitor

X Exam Access Arrangements only

K Support

E Education and Health Care Plan

This includes pupils who have been assessed at some stage or who have a known learning difficulty or disability, whether they currently receive any intervention from the Learning Support Department. The SEND Register at Senior School and Junior School can be accessed via the SEND Microsoft teams. The register contains a brief statement of a pupil's presenting difficulty, eg Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Physical or Sensory, the support code Pupil Passports (One page profile), Individual Learning Plans and Diagnostic Assessment reports can be accessed through the SEND Microsoft teams in the respective folders. It is the responsibility of all teachers to ensure that they are familiar with the learner's profile, their difficulties, and ways to enable them to make progress relevant to each pupil they teach.

The SEND Register is updated as the need arises, during an academic year, such as when a new pupil enrolls, added information is received, advice received from external agencies or a change in pupil's code.

Transition

As pupils transfer between classes and stages in school every effort is made to ensure that new teachers are aware of the strengths, learning styles and difficulties that pupils have demonstrated previously. The Head of Learning Support is involved where a pupil is known to have, or there are concerns they may have, some form of special education need. Learning Support records transfer with the pupils as they progress through school and can be shared with providers of further and higher education if requested by pupils (for example exam access arrangement file). If a pupil with SEND leaves school, their SEND file and information will be sent to the new school following GDPR regulations.

Arrangements for public examinations and internal assessments – Senior School (11-18)

Where pupils have a disability or learning difficulty, reasonable adjustments can be made to avoid them being placed at a disadvantage in exams and assessments.

Pupils with:

- Cognition and learning needs (e.g., Dyslexia, Dyscalculia),
- Communication and interaction need (e.g., Autistic Spectrum Disorder (ASD),
- Speech, language, and communication Needs (SLCN))
- Sensory and physical needs (e.g., Hearing Impairment (HI), Visual Impairment (VI), Physical Disability (PD)
- Social, emotional, and mental health needs (e.g., attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or Mental Health Conditions

may be entitled to arrangements such as extra time, computer/human reader, a scribe in their examinations. The Learning Support Department work with subject teachers, pupils, external agencies to identify and provide appropriate support.

Additional arrangements of this type are known as Access Arrangements (AA) and their provision for public examinations must comply with the regulations contained in the Joint Council for Qualifications (JCQ) Access Arrangements, Reasonable Adjustments document (AARA) updated and produced each academic year for I/GCSE or the International Baccalaureate policy for IB Diploma. Educational assessment for AA is usually carried out in house by the Head of Learning Support. (See Access Arrangements Policy, Disability Policy for examinations).

It is the responsibility of the Head of Learning Support to ensure that assessment and provision of access arrangements (AA) is in accordance with the latest JCQ AARA guidelines, for all pupils who have a disability or learning difficulty at I/GCSE and the International Baccalaureate Policy for pupils following the IBDP or IBCP pathways. Where a concern has been raised by a member of staff, parent, or pupil the Head of Learning Support will investigate.

Access arrangements (AA) may not be appropriate for all pupils who have an identified disability or learning difficulty as they may not meet the criteria set out by the JCQ's AARA document or the IB policy. AA will be considered for all pupils on the SEND Register and records kept of the evidence used to support an application for AA or to determine that they are not appropriate. Members of teaching staff will be asked to complete evidence to support a pupil's application for AA. Evidence from other outside agencies such as CAMHs, hospital consultants, Educational Psychologists will be requested if appropriate.

Access arrangements (AA) will be provided to pupils for school examinations and assessments. It will be carefully considered so that the both the assessment objective is not compromised, or the pupil is prevented from showing their knowledge and understanding due to their difficulties. In the Senior School support given to pupils in Lower School is intended to work towards the level of support they are likely to be entitled to in public examinations. In Middle School and Sixth Form support in examinations will be as close to that available in public examinations as possible.

It is an expectation, that wherever possible, pupils with AA will receive the relevant provision for internal tests and internal examinations, to build up a picture of the pupil's **normal way of working (NWOW)**. It is the responsibility of all teachers to know which of the pupils in their class are entitled to AA. The Access Arrangements for Exams and Tests list can be found in the files section on the SEND Microsoft team. This list is updated when the need arises, and it is teachers' responsibility to check this.

Access and Inclusion within Sixth Form

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities." (IBO 2019).

Throughout Sixth Form, we aim to remove barriers to learning as a way to increase access and engagement. Pupils are at the centre of teaching and learning and diverse needs are supported and celebrated. IB pupils should be provided with fair opportunities to demonstrate their ability in both classroom work and assessments. The same standards of assessments are applied to all to ensure no pupils are given an advantage or disadvantage.

Assessment is an integral part of teaching and learning and access arrangements should be used throughout all aspects of a pupil's course of study. This includes everyday classroom work, formative and summative assessments. Any access arrangements requested must reflect the pupil's usual way of working during their IB programme.

It is the Head of Learning Support, IB Coordinator and subject teacher's responsibility to closely and continuously monitor a pupil's access arrangements. A subject teacher must plan for inclusive access arrangements based on the IB criteria and their observations of pupils during classwork and assessments.

Inclusive access arrangements will be applied for if it is determined that provisions would reduce barriers for the pupil. This may be necessary due to factors such as continual learning support requirements, temporary medical conditions and additional language learning.

Medical conditions that affect a pupil within a three-month period when preparing for assessments or during examinations are considered under advance circumstances policy.

Arrangements that do not require authorisation are permitted at the discretion of the IB Coordinator and the Head of Learning Support. Requests for access arrangements are submitted on behalf of the pupil via IBIS by the IB Coordinator with support from the Head of School and consent from the pupil or parent/legal guardian, if the pupil is under 18. The IB handles all information about a pupil as confidential. If a pupil transfers to another IB school and wishes to withdraw an access arrangement request beforehand, they must inform the IB Coordinator.

It is the right and responsibility of all members of the school community to support access and inclusion standards whilst achieving consistency for all IB pupils and maintaining the integrity of assessments and examinations. Regulations regarding access arrangements are adhered to by the IB Coordinator, Head of Learning Support and subject teachers and are outlined in the IB's *Access and Inclusion Policy* and relevant *Assessment Procedures* publication for each IB programme.

Resources and facilities

The Learning Support Department has dedicated accommodation.

Resources are used which suit pupils' learning styles and needs.

Charges for Learning Support – Junior School (Ages 3-11)

At The Junior School, Learning Support is offered in-class through Form Teachers and Teaching Assistants. Lessons are differentiated to meet individual learning requirements and appropriate interventions are put in place. The Learning Support Lead, Junior School, is responsible for individual and small group learning support that may be required. Learning Support groups may have sessions provided first thing in the morning or at other suitable times during the school day. A decision to include a child in a Learning Support group will be made by the Learning Support Lead and Form Teacher. The Head of Junior School and Head of Learning Support will also be made aware.

In collaboration with the Head of Learning Support, the Learning Support Lead will be responsible for making referrals to outside agencies, such as Early Help. Recommendations made and support required by pupils following a referral or assessment, may incur additional charges to the parents. The costs of which will be decided upon based on need and the resources required. Any additional Learning Support costs funded by the parents will be non-profit making to the School; they will however cover any additional administrative costs that may be incurred. The school does not charge for reasonable adjustments or for provision required to enable access to the curriculum. Where additional optional specialist tuition is requested by parents and is beyond the school's ordinarily available provision, charges may apply. Any such charges are clearly explained in advance, agreed with parents, and compliant with the Equality Act 2010.

Charges for Learning Support – Senior School (Ages 11-18)

At Senior School, Learning Support is provided: in class, by small group intervention or 1:1 tuition. It can also be provided using specific resources, such as specialist software and equipment. Any support provided will be decided upon by recommendations made by external agencies, subject teachers, and the Learning Support team. Recommendations made may incur additional charges to the parents and these can be found on the finance

sheet. No charges are made for providing access arrangements for examinations. The school does not charge for reasonable adjustments or for provision required to enable access to the curriculum. Where additional optional specialist tuition is requested by parents and is beyond the school's ordinarily available provision, charges may apply. Any such charges are clearly explained in advance, agreed with parents, and compliant with the Equality Act 2010.

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